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STUDENTS' PERCEPTIONS OF MOTIVATION IN ENGLISH
LANGUAGE LEARNING IN LIBYA

BY

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ABSTRACT

This research concerns the study of the perception of the importance of motivation in English language learning in Libya. It aims to find out through a descriptive-survey research how important students perceive the importance of motivational factors in arousing their motivation learn EL. The results obtained from students will show whether the integrative factors or the instrumental factors are believed to be more important to influence their motivation, or there could be other factors perceived important in this field since the study is conducted in a different context.

Chapter 1 of the study describes the status of EL in Libya where the majority of students are unable to express themselves, after six years of studying EL, orally or in writing in English, even in simple sentences. This subject was a topic of complaint among Libyan educators and a subject of different studies, which attempted to study different possible causes for the problem, but none of them investigated the role of motivation.

Chapter 2 describes in more details the Libyan educational system and the status of EL in the curriculum, furthermore it describes the textbooks which were used since the introduction of EL teaching in 1945, and the various developments that were introduced.

Chapter 3 introduces in depth the literature on motivation in language learning and it describes the various factors, which could enhance or inhibit it. It also introduces the research questions.

Chapter 4 explains the research methodology and the sampling techniques and it also describes the instruments used for data collection and the steps taken to construct the questionnaires.

Chapter 5 describes the findings of the study and introduces the results obtained from students.

Chapter 6 discusses the findings and their interpretations, it presents conclusions and recommendations. It also discusses the results in comparison with other researches on motivation done in different contexts. Furthermore this chapter gives the summary of the study.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
وَقُلْ رَبِّ زِدْنِي عِلْمًا

IN THE NAME OF ALLAH THE MOST
GRACIOUS, THE MOST MERCIFUL

BUT SAY “ O MY LORD ADVANCE ME IN
KNOWLEDGE”

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DEDICATION

To my beloved family, wife, sons and daughters, and to my
grandson Amir and granddaughter Aseel.

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Chapter one

1.0 Introduction:

The main theme of this study originated from the desire to investigate the reason behind the students' low achievements in English Language (EL) learning in Libya, (The Great Socialist People's Libyan Arab Jamahiriya), which is very apparent in their inability to express themselves in writing or in verbal discussions, even in simple sentences of English. The subject of this complaint was explained in Balhuq, (1982 p. 10) who stated that pupils' level of achievement is not satisfactory: a pupil leaving school after preparatory stage (i.e. with 6 years of English) cannot express himself in simple English, neither in speech nor in writing. A pupil who finished secondary education (i.e. had six years of English) has considerable difficulties in speaking or writing intelligible English sentences.

In his attempt to explain the reasons behind students' low achievement in EL, Balhuq (ibid) attributed that in part to teachers' low proficiency and to certain contextual variables.

The teachers' lack of high proficiency is not the sole cause of the learners' lack of achievement. Other factors play their full role in this respect. The educational system is highly dominated by examination requirements and the learner often makes plans of how to pass the examination, which is only written. Moreover visual aids which are important components in modern techniques of presentation are not often available and even where they are available they have little significance because they are not used skillfully. (Balhuq, 1982, P. 11)

Although the factors described in this study constitute an important part of the general motivational variables, yet the study disregarded the role of motivation in improving the learners' acquisition of EL, and instead it attempted to:

Investigate the wider issues of L2 lexical acquisition, the lexical strategies and process adopted by intermediate advanced learners for expressing meaning and the type of lexical errors they make in this process. (Balhuq, ibid, P. 12).

Another researcher who tried to study the situation of EL learning in Libya is Fenaish (1981) who has also raised the same issue of students' low achievement and criticized the courses designed for teacher training. He stated that the program not only failed to teach the students language skills that they needed in their profession but also failed to place emphasis on their immediate needs, their values, their interests and their attitudes towards the foreign language and the culture it embedded. Therefore and as a result of the close relation between teaching practices and language learning, he tried to:

examine ESL teachers' preparation in term of the needs within the field and the qualifications of teachers. (Fenaish, 1981, P. 20).

Other researchers have asserted the Libyan students' low proficiency in English language learning, and Gherfal, highlighted that:

most of the scores in this subject are average or low, and it is one of the most feared subjects as far as students are concerned. (Gherfal, 1981, P.3)

In his attempt to find out the reasons behind students' low achievement, Gherfal conducted a study which tried to find out the importance of reinforcement theory in ELL, and the said study, as explained by him:

deals with the effect of immediate knowledge of results and classroom token economy system on the English language achievement of Libyan male preparatory school children. (Gherfal, *ibid*, P.2)

The same fact was emphasized by Lilly, (1976 p.8) cited in Ashiurakis, (1987, P.17) who confirmed that Libyan students specialized in English language at Garyounes University in Benghazi were not "fluent readers of authentic materials in English after two years of specialization". This apparent low proficiency was attributed to different reasons other than motivation; students' learning was "heavily dependent on the dictation of lectures notes and rote memorization".

Therefore Ashiurakis conducted a study trying to find out:

how influential are students' personal and educational background on their study performance. (Ashiurakis, 1987, P.17).

Other researches on teaching EL in Libya were conducted in seventies and early eighties of twentieth century, such as Al Zubeidi (1972) on the difficulties encountered by Libyan students in learning EL, Marrah (1975) on the problems and methods of teaching EL in Libyan preparatory schools, Al Mehdawi, (1975) on the methods of teaching EL, Hashim (1980) on evaluation and development of textbooks of EL, Al Moghani (1983) on applying the principles of the direct method in teaching EL at Libyan preparatory schools.

A review of literature clearly indicate that there are many problems and deficiencies in the teaching of English as a foreign language in Libya, and that they are partly attributed to the inadequate teacher preparation program or to the lack of the proper teaching environment and facilities. The low achievement of Libyan students in English language learning was also noted by the researcher's own experience during his work as a teacher of English at the Libyan secondary schools for a period of ten years.

As evident in the above-mentioned studies, various variables have been investigated to find out the causes of students' low achievement, yet none of them tried to investigate the role of motivation in ELL at the Libyan schools. Therefore this study is an exploratory study in which the possible role of motivation in low achievement in English in Libya will be investigated. The focus will be on the beliefs and perceptions of students concerning the role and significance of motivation in their learning.

1.1 The Libyan Context:

We know that till a recent date the two main English speaking countries were regarded by the state's official stand as hostile countries, which aim to force Libya to surrender to their colonial objectives and aims. That stand was expressed openly in the daily press media and in different official speeches of Libyan officials. Al Qathafi, The leader of the Libyan revolution, (1983) said "We are a natural and historical opposite of America as an imperialist power...one of America's tasks, as an imperialist power hostile to freedom, is to threaten the Jamahirya"

Al Zahf Al Akhdar (The Green March) newspaper of the Libyan revolutionary committees, (2001), criticized the American policy in Africa, accusing it of exploiting the natural resources of the continent, sparking regional conflicts and demolishing the factors of stability in it.

Those statements reflect an atmosphere of hostility dominating the relations between Libya and certain English speaking countries. The image of certain English-speaking people was portrayed in Libya as colonialists who occupied the country in the past and who presently are jeopardizing the development and progress of the country.

Since the advent of the 1st of September Revolution of 1969, a series of decisions and regulations were adopted reflecting the official Libyan stand towards the local language and culture of the Libyan society and towards foreign languages and culture. The first of those decisions was initially introduced by the constitutional declaration of 1969, emphasized by law 12/1984 and reinforced by law no. 24/2001 where it is stipulated to prohibit the use of any language except Arabic language in all local transactions and correspondence even for foreign companies and institutions existing in the country.

In 1973 the Libyan revolution launched a Cultural Revolution at schools, universities and other cultural institutions aiming at increasing people's awareness of the importance of their language, culture and history and aiming at immunizing people against all forms of cultural invasions in the form of using foreign languages in the daily life of people, because this is regarded as a threat to national identity. As a result of that the chances available for students and teachers to use EL were confined to classrooms.

Within the context of the said Cultural Revolution Libyan officials introduced major reforms to the educational philosophy and curricula, and as a part of those changes the content of the educational textbooks, including English language textbooks, were Libyanized, and became oriented toward local culture and aiming to reflect the Libyan social, economic and political life. Another important decision taken by the Libyan authorities in early seventies of last century, increasing the general scene of hostility, were the decisions to expel the American and British military bases existing on the

Libyan territories, and to nationalize foreign oil companies and financial institutions. As a result of that decision the number of native speakers of English language was cut down and the number of Libyans who used to travel for business in financial and in oil industry was minimized.

The peak of those decisions adopted by Libyan official authorities, reflecting the official Libyan stand of hostility was a decision to suspend the teaching of EL in the Libyan basic education and in the first two years of intermediate education adopted in 1986, and a decision to burn European musical instruments which were regarded as a sign of cultural invasion.

Since the aim of this study is to find out the role of motivation in improving the learning and of EFL, as perceived by students, and whereas motivation to learn a foreign language is probably influenced by the general contextual factors prevailing at the macro and micro levels, so this study aims to find out how important students perceive the role of factors in the environment to be in influencing their motivation to learn EFL, particularly when we know that Libyan students learn EFL as an academic subject and they are exposed to English language only during the classroom activities. Till the year 2000, the date of restoring normal diplomatic relations between Libya and UK, Libyan students did not have the chance to establish a direct contact with native speakers of EL except in rare cases of traveling abroad or through meeting the remaining few experts working for the oil industry in Libya, and the only source available for the majority of Libyans, to see aspects of English culture was the official Libyan press media. Other chances were offered for only the minority of students to travel and to have contacts with native English speakers and hence know aspects of English language culture.

Having briefly set the scene and explained the context in which motivation is likely to be low, we need now to consider the significance of motivation in learning in order in the following chapters to devise a means of investigating perception of motivation in Libya. As an introduction this chapter will discuss various motivation theories, the importance of motivation in learning in general, and the researches on motivation and its significance.

1.2 General motivation theories:

Motivational psychologists have traditionally tried to understand why humans think and behave as they do. Little justification is needed as to why this issue is immensely complex and the number of potential determinants and influences of human behaviour is very large. Therefore a substantial amount of effort in motivation research in various sub-fields of psychology has been devoted to identifying a smaller set of key variables that would subsume or mediate other interrelated factors, thus explaining a great deal of the variance in people's behaviour.

Motivation theories have highlighted several different principal components as "fundamental" to human behaviour, and if we look at the whole body of motivation literature in the 20th century, it becomes clear that the number of motivational factors that are critical (in the sense that their absence can cancel or significantly weaken any other existing motives whereas their active presence can boost learning behaviour) is extremely extensive. There simply do not appear to exist any "magic" variables that can universally overrule any other factors and which, therefore, could rightfully be considered the core motivational constituents. As a preliminary, therefore, we must note that none of the various theories in psychology offer a completely comprehensive overview of all the relevant motivational forces and conditions.

Although different conceptualizations of motivation show considerable variation both in terms of their scope and their level of analysis, most researchers would agree that motivation theories in general attempt to explain three interrelated aspects of human behaviour: the choice of a particular action, persistence with it, and effort expended on it.

psychologists studying motivation have generally focused on three basic questions. First, what is it that originally causes a person to initiate some action? Second, what causes a person to move toward a particular goal? And third, what causes a person to persist in attempts to reach that goal. (Woolfolk, 1990, P.302)

So, motivation is responsible for why people decide to do something and why they are energized to that thing, how long they are willing to sustain the activity, and how hard

they are going to pursue it. The bulk of past research on motivation has focused on the "choice" or "why" aspect, that is, drawing up constructs and processes that affect decision-making and choice with respect to an individual's goals.

Looking at the different areas of psychology in which explaining human behaviour is a focal issue, we can identify two distinct research traditions:

- motivational psychologists tend to look for motors of human behaviour in the individual rather than in the social being, focusing primarily on internal factors (e.g. drive, needs, incentives, arousal, cognitive self appraisal);
- social psychologists tend to see action as a function of the social context and the interpersonal / intergroup relational patterns, as measured by means of an individual's social attitude.

motivation to learn is induced through interpersonal processes that are determined by the social interdependence structured within the learning situation. Depending whether interaction takes place within a context of positive, negative, or no interdependence, different interaction patterns among students will result. (Johnson and Johnson, 1985, P.249)

Other various important elements constructing motivation to learn have been clarified by various writers as follows:

diverse elements as feeling of pride and satisfaction from achievement, planning, loss of self-consciousness, the merging of thought and awareness in the goal oriented concentration on completing learning tasks, information processing, metacognitive awareness of one's intentions to learn and the process one is engaging in to do so, clear perceptions of feedback, the search for new information and conceptualizations of knowledge, the absence of anxiety and fear of failure. (Berlyne (1965); Brophy (1983); Corno & Mandianch (1983) Csikszentmihaly (1975); Diener & Dweck (1978) and Icholls (1975) summarized in Johnson and Johnson (1985, P. 250).

One of the most influential approaches in motivation theories is the social psychological model which emphasizes the role of the social context in affecting motivation in general and in affecting SL and FL learning in particular as it will be explained in chapter three of this study. According to this theory the chief determinant of action is a person's intention to perform the particular behaviour, which is a function of two basic factors, the

attitude towards the behaviour and the subjective norm (referring to the person's perception of the social pressure put on him/her to perform the behaviour in question). So, the link between the action's doer and his attitude towards the behaviour he intends to perform is clear. To these a further crucial modifying component was added later, perceived behavioural control, which refers to the perceived ease or difficulty of performing the behaviour (e.g. perceptions of required resources and potential impediments or obstacles).

The behaviourist concept of motivation maintains that motivation is initiated by needs and incentives which act as pushes and pulls for individuals. Behaviourists classified six main needs starting from biological ones and ending with self actualization. Quin explains that:

motivation is based on internal needs that push and drive. If you can determine your needs, you can explain why you behave the way you do, you can identify your motivation. (Quin, 1995, P. 199).

In education behaviourists believe that learning is promoted and enhanced by reinforcements, therefore extrinsic rewards are believed to be very effective stimulating factors. According to Woolfolk:

behaviourists developed concepts such as contiguity, reinforcement, punishment and modeling to explain learning (Woolfolk, 1995, P.304)

In FL learning motivation is enhanced by repeated rewarding in various forms such as, praise, prizes, grades and points in addition to other privileges.

Due to the limitations of this approach to explain human behaviours, other researchers shifted their interest to other factors to explain motivation.

In the same context, other different motivation theories appeared at different points in time to explain human behaviour, some of them remain effective while others are not. Among the theories which are valid and still used to interpret human behaviour are expectancy-value theories, or goal theories, which emphasize the role of purposes

students perceive for their achieving. According to these theories the purpose and the meaning of the behaviour determine the degree of motivation to carry out that behaviour. This cognitive approach places the focus of explaining the behaviour on the interpretation of events rather than on the events themselves.

These theories have rejected the behaviourist interpretation of motivation, and instead they emphasise the important role of an individual's choice and his attempts to achieve self-growth and self-esteem. The major role played by needs according to these theories is associated with the individual's need to achieve self-esteem. These theories of motivation emphasise the important role of intrinsic motivation, which stresses the important role of internal factors of interest and enjoyment as instigators of motivation.

Expectancy-value theories comprise a number of different constructs (beginning with Atkinson's classic achievement motivation theory (e.g. Atkinson & Raynor (1974)) that are based on the principle that motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the value the individual attaches to success at that task, (Wigfield, 1994). Broadly speaking, if people perceive the task outcome to be valuable and feel that completing the task is within their abilities, they are likely to initiate action. The expectancy component is determined by multiple variables, and there are various theories that focus on these: attribution theory (e.g. Weiner, 1992) is centered around the way individuals process past experiences (success and failure), self-efficacy theory, (e.g. Bandura, 1993) analyses the causes and consequences of how people judge their own abilities and competence, self-worth theory (Covington, 1992) focuses on how people attempt to maintain their self-esteem.

Goal theories are based on the assumption that human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Therefore, the key component in these theories is the goal and its various properties. In goal-setting theory, (Locke and Latham, 1990) the main goal variables include the specificity, difficulty, and intensity of the goal, as well as goal commitment on the part of the individual. Goal orientation theory (Ames, 1992) is centered around two qualitative types of goal as defined by their success criteria: mastery goals (also labeled as task-involvement or

learning goals) focus on learning the content, the performance goals (or ego-involvement goals) focus on demonstrating ability, getting good grades or outdoing other students.

One of the other important theories of motivation is self-determination theory of Deci & Ryan (1985), which is originally based on the well-known distinction of intrinsic versus extrinsic motivation. The first type of motivation deals with behaviour performed for its own sake in order, for example, to experience pleasure or to satisfy one's curiosity. The second involves performing behaviour as a means to an end, that is to receive some extrinsic reward (e.g. good grades or to avoid punishment). Further research has found, however, that it is more appropriate to perceive internal and external regulation as a cline rather than a dichotomy, and therefore various types of motives were suggested along a continuum between self-determined and controlled forms of motivation, (Vallerand, 1997).

As was mentioned at the beginning, the primary concern of most theories of human motivation in the past has been the 'choice' or the 'why' aspect. However, it is possible to criticise these from an educational perspective. The criticism is that from an educational perspective, this is only of limited relevance, since in instructional contexts many of the decisions and goals are not really the learners' own products but are imposed on them by the system. In such contexts, the effort and persistence dimensions of motivation (the 'how hard' and 'how long' aspects) are more pertinent, with key motivational issues involving maintaining assigned goals, elaborating on sub goals, and exercising control over other thoughts and behaviours that are often more desirable than concentrating on academic work. Such 'volitional' or 'executive' issues have received increasing attention over the past decade (Snow, Corno & Jackson, 1996; Corno & Kanfar, 1993) mainly inspired by Heckhausen and Kuhl's action control theory (Kuhl & Beckmann, 1994). A central theme within this approach is the analysis of various control strategies that the learner can apply in order to maintain, protect and enhance the initial motivational impetus- a topic that has considerable educational implications and that is closely related to the relatively new discipline of 'self-regulatory learning' within educational psychology.

1.3 Definitions and Description of Motivation for Education:

Due to the central role played by motivation in enhancing education, great time and effort have been devoted to the study of its nature, creation and development and to the factors influencing it. It was noted that motivation to learn is determined by the presence of various factors contained in the learning situation, such as the type of interaction that takes place and the type of social interdependence prevailing within the learning situation. The presence of these factors involved in forming motivation constructs make it difficult to construct a clear and specific definition of motivation. Therefore it is argued that:

despite the political and educational consensus, the reality is that motivation is an elusive concept. The extent to which current approaches to the study of motivation can help teachers to clarify and operationalise the concept of motivation is not encouraging, (Leo and Galloway, 1996, P.35).

and:

research in motivation has yielded no consistent understanding about the nature or relevance of the construct. As a result, teachers could be forgiven for thinking that they know intuitively as much about children's motivation as researchers. (Leo and Galloway, 1996, P.44)

The same fact has also been emphasized by Downey and Kelly, (1982; P.79) who argue that "motivation is in many ways difficult to assess because there is no easy way of objectifying children's action".

In spite of the disagreement among motivational psychologists on a specific definition of motivation, yet Johnson and Johnson argue that:

motivation to learn may be defined as the degree to which students commit effort to achieve academic goals (e.g. the intended learning benefits of increased understanding and skill) that they perceive as being meaningful and worthwhile.(Johnson and Johnson , 1985, P.250)

Motivation to learn, in this educational perspective, is considered as an inner state, which energizes human behaviour and directs it toward a desired goal. The student's motivation

is closely linked to his participation in learning activities and in his involvement in the learning process. The important fact that should be known about motivation is that it cannot be imposed from outside and it springs from within the individual; therefore it is the teacher's task to know how to arouse the students' motivation and to channel it toward the proper direction in order to achieve the aspired educational goals. McCombs defines certain factors that affect motivation to learn, and considers

that learners of all ages are naturally quite adept at being self-motivated and at directing and managing their own learning on tasks that they perceive as interesting, fun, personally meaningful, or relevant in some way. (McCombs, 1994, P.49).

The classroom environment is regarded as the major factor that impacts on students' natural motivation, and it is noted that everything done by teachers in the classrooms has its effect on students' motivation to learn,

what teachers do in the classroom has a motivational influence on students - either positive or negative. This includes the way information is presented, the kinds of activities teachers use, the way teachers interact with students, the amount of choice or control given to students, and the opportunities given to students to work alone or in groups. Students react to who teachers are, what they do, and how comfortable they feel in the classroom. (McCombs, *ibid*, P. 52).

The other factors influencing motivation to learn are associated with the type of learning tasks and whether they are perceived by students as interesting, having fun and relevant to their daily life:

motivation to learn is seen as a function of both (a) a personal assessment of the meaningfulness of particular learning experience or activities, and (b) the process of self -initiating , determining or choosing, and controlling learning goals, processes and outcomes.(McCombs, *ibid*.P.64)

On the other hand, students' involvement in the learning process affects teachers' motivation and commitment to perform their duties correctly. That fact has been highlighted as follows:

teachers' commitment is heavily influenced by the response they get from students. Frustrated teachers begin to place the blame elsewhere-on students'

family background,, on lack of firm leadership at the school and district level. (Firestone & Rosenblum, 1988, quoted in Fullan, 1995, P.176)

In brief the findings obtained from the various studies in motivation assert the significant role played by motivation in education in general. It is considered one of the two learner's characteristics that determine the rate and the success of learning; the other important factor affecting achievement is the learner's aptitude. Motivation is regarded as the provider of the initial impetus to embark upon learning and later the driving force to sustain the long and often tedious learning process. It is understood that the concept of motivation has two dimensions, a qualitative one, which concerns the goals or the direction of learning and a quantitative one, which concerns the intensity of the effort invested.

1.4 Motivation in language learning:

Having given the general content of the significance of motivation in education, it is important to take into consideration that motivation plays a significant and a decisive role in language learning, and the motivational factors are regarded as effective in determining the success or failure of language learning. FL teaching should take into account that various motivational factors influence the learners' motivation to achieve proper FL learning. Among the important contextual factors is the school environment where students should have the chance to participate and decide on their learning, students' curiosity should always be aroused and their attention must be attracted in order to guarantee a successful acquisition of the foreign language. Other motivational factors considered important in language learning are personality factors, related to the learner himself such as his anxiety, his self feeling and how far his interests are met in the course of FL learning. The other important side of motivational factors is related to the instructional factors, and how far the teacher is capable to enhance students' motivation to learn through proper interaction. The issue of motivation in language learning will be discussed in further details in chapter three of this study.

1.5 The Purpose of the Study:

In the light of these various meanings of motivation and the numerous variables affecting effective language learning, this study aims to investigate how Libyan students perceive motivation, and which of the different variables are considered important and significant in influencing their motivation, especially if we take into consideration that English language is taught in Libya as an academic subject, and exposure to it is limited to classroom activities. In this situation it is probable that contextual factors in the classroom will be perceived by learners as important in affecting their FL learning. In such a situation teachers' and students' orientations and attitudes towards the language, culture and community is not depending on their direct interaction with language community, but constructed through education and press media, which are greatly influenced by political and cultural milieu.

This study is also a result of a call raised by previous researchers on motivation in language learning, such as Gardner, (1988) who called for more research to define the role of contextual factors the purpose of this study is thus twofold:

- To consider the questions of motivation theories in a new context in order to contribute to the body of knowledge an understanding of motivation in language learning.
- To explore issues in motivation in EFL in Libya in order to provide a basis for improving EFL there.

The precise formulation of research questions will be considered in chapter 3.

1.6 Overview of following chapters

The contents of this study are presented in the following brief explanation:

Chapter Two:

This chapter will introduce more information about the Libyan educational system and

the status of foreign language teaching with special concentration on the teaching of English as a foreign language, its importance and objectives.

Chapter three:

This chapter will discuss the literature on motivation in language learning and the factors influencing its creation, enhancement or inhibition. This chapter will also introduce the research questions and the significance of the study.

Chapter four:

The research procedures and methodologies. This chapter will discuss the sample of the study, the instrument, a questionnaire used for data collection and steps followed to construct it. It will also discuss the procedures followed to apply the instrument, and the constraints on research in the Libyan situation, with regard to triangulation in particular.

Chapter five:

This chapter will be for the presentation of the results obtained from the students, who completed the questionnaire.

Chapter six:

This chapter will discuss the findings and their interpretation, it will discuss the results in comparison with other research on motivation and in the context of Libya as described in chapters three and two respectively. It will also introduce the summary of the study, its implications and the recommendations.

1.7 Summary of chapter one:

Due to the importance of motivation in FLL, and after giving a brief outline about the status of English language in Libya, this chapter introduces a brief explanation of motivational theories in general, such as expectancy value theories, cognitive and goal theories. It was pointed out that much work on motivation could be criticized from an educational point of view. The focus therefore moved to research and theories, which are helpful to teachers, and here it was noted that contextual factors are considered important in the teaching of English in Libya where the contextual factors are limited to the classroom and are influenced by the media, which have been hostile to the two main English-speaking countries. The focus in this thesis will therefore be on exploring contextual factors which are perceived by Libyan students important to promote their FLL in Libyan schools.

Chapter Two

Education and Foreign Language Teaching in Libya

2.0 Introduction:

This chapter introduces the historical background to the development of education in Libya, with special emphasis on the teaching of foreign languages.

Libya, similar to other African countries was colonized by foreign forces. It inherited an educational system, which aimed to serve the colonizers. After independence Libyans encountered a real troublesome issue, which was how to improve education, how to design curricula that serve the interests of citizens, the national community and the society in general. Major changes in the philosophy of education, the educational system and educational curricula have been introduced.

Libyan educators realized that in order to be integrated in the world economic, cultural and political activities, it is essential to understand foreign languages, especially after the developments in communication media, which made the interests of most countries interrelated and interdependent, therefore the educational curricula introduced the teaching of English and French languages in Libyan schools and universities.

2.1 Geographic and Demographic Context:

Libya is a North African country, with a huge area (1 750 000 square kilometers). The population of the country is relatively small, estimated according to 1995 census at 4 404 986. The distribution of population is uneven, as the majority concentrates along the Mediterranean coast. The remaining 10% scatter over huge areas. This situation creates difficulties to provide educational and health services to far and remote areas.

Libya has a very high rate of population growth 4% between 1973-1984, but dropping to 3.6% during 1984-1992. The apparent influence of this high rate of growth is the availability of high percentage of young people (0-14 years old) in the total population as it reached 50.2% in 1995. The percentage of population

involved in economy activities was 23.4% only. (*Report on the development of education in Libya, 1994*)

2.2 Education Under Occupation: (Brief Historical Background)

The important geographical location of Libya in North Africa made of it a target for various invasions throughout history. Different nations occupied Libya and tried to influence its culture and language through education. Libya remained under the Turkish occupation for centuries. Then came the Italian occupation in 1911, which remained till the end of the Second World War in 1945. The country was then occupied by the allied forces, which remained till 1951, the year of independence.

Under the rule of foreign occupations, educational activities focused on the teaching of Koran and the principles of reading and writing, and education took place at Kattatib (Mosques schools). The main goal of education was to teach children how to memorize the Koran, and the education was done by the Imam of the mosque (Leader of prayer) who acted as a teacher. Very few secular schools were established under the Turkish occupations. Libyan people sponsored the establishment of certain primary and preparatory schools at their own cost, but they had to accept that supervision and administration tasks were assigned to the occupation authorities. (Al Sheikh, 1972, P.107).

Enrollment in secular schools was limited to a small category of Libyans; girls were deprived of the chance of learning, except a few cases that belonged to families, which were considered relatively emancipated. Occupation authorities tried hard to impose their own national languages in teaching in Libyan schools, and the goal of education was to get local employees necessary for administration offices.

Libyan educational system, under the colonizers, was designed to prepare workers and clerks who were supported to be appointed in works defined and specified by the colonizers. Those clerks and workers acquired the values of the colonizers and they spoke their languages. Generally speaking the educational systems, under the colonization era were oriented towards serving the interests of others. That fact on education under colonization has been highlighted by Sekon Toure, who argues that:

the education that was given to us was designed to assimilate us, to depersonalize us, to westernize us, to present our civilization, our culture, our

own sociological and philosophical conception, even our humanism as the expression of a savage and almost conscious primitivism. (Seko Toure, cited in Maudho, 1983, P. 17)

The educational system prevailed in the country's and people's attitude towards education, and work was seriously affected by the laws and regulations imposed by the colonizers.

Maudho describes the effect of the adoption of European models by colonized local groups as leading to the creation of local elite groups

Who look upon the European way of life as a superior culture, and English as the language of culture. They seize every opportunity to speak English, flaunt their knowledge of English before peasants and workers in the fields and offices. Some of them will even proudly assert that they can only think in English... They do so because they subconsciously wish they were Englishmen. (Maudho, cited in Education, 1983, P.17).

2.3 Status of Education Since Independence, 1951

From 1951, the year of independence, the Libyan constitution outlined the Libyan educational policies, which have also been emphasized by the education law no.5 of 1952. The general tendencies of education at that time can be summarized according to Al Gomati (1978) as follows:

- A)-Arab – Islamic tendency
- B)-Democratic tendency
- C)- Popular tendency

The main characteristics of education in that era were:

- 1- It became Arabic education
- 2- It witnessed expansion in quantity of students and in various forms of educational services.
- 3- Attention was directed to the teaching of girls.
- 4- Improvement of the quality of education and curricula.

- 5- Attention was directed to university education
- 6- Expansion in establishing teachers' institutes.

The main objectives of educational policy were to make people more productive and effective, to make people conscious of their duties and responsibilities and to provide people with good morals. Education during that period encountered difficult obstacles, in the form of lack of financial resources to build new schools, and insufficient number of teachers to face the big number of pupils who started to join schools.

2.4 Status of Libyan Education Since the 1st of September Revolution of 1969:

Since the First of September Revolution of 1969, education in Libya (the Great Socialist People's Libyan Arab Jamahiria) has undergone enormous changes, affecting the educational policies, educational system, educational philosophy and curricula.

The major changes that have taken place since the 1st of September 1969, as described by *The Educational Report* (1996), a government publication submitted to Geneva Conference on Education in 1996, were as follows:

- 1- The provision of free educational services for all citizens became of top priority. The constitutional declaration of 11/12/1969 considered free education as a right and duty for all Libyan citizens. It is compulsory till the end of preparatory level, and the state is responsible for it by building and establishing schools, institutes, universities and educational and cultural foundations.
- 2- Basic education from class 1 to 9 is made compulsory. Enrollment in this educational Stage (from the age of 6 till the age of 15 years) reached 97% in 1992-1993 compared with 99.7% for developed countries.
- 3- Introduction of fundamental changes to the educational system, philosophy, and curricula. Education is regarded as the backbone for development process; therefore it had to serve social and personal purposes. The educational system was regarded as a tool

to serve the political, social and economic interests of the society. It was considered responsible for the protection of the political and social ideals of society and at the same time responsible for producing trained and competent personnel to develop the society's economy.

The responsibilities of the society, (which stands for the state's government in the traditional political systems), towards education are as follows:

society should provide all types of education, giving people the chance to choose freely any subjects they wish to learn. This requires a sufficient number of schools for all types of education. Insufficient schools restricts man's freedom of choice, forcing him to learn the subjects available, while depriving him of natural right of choice, because of the lack of availability of other subjects. Societies, which ban the knowledge, are reactionary societies biased towards ignorance and hostile to freedom. (Al Qathafi, 1984, P.111).

The conception of education according to the third part of the Green Book of Al Qathafi, (Leader of the Libyan revolution) as explained in the *Third International Theory* is:

not necessarily that methodized curriculum and those classified subjects in textbooks which youth are forced to learn during specified hours while sitting in rows of desks. This type of education, now prevailing all over the world is against human freedom. (Al Qathafi, 1984, P. 110).

2.5 The Libyan Existing Educational System, Structure and Organization:

In the light of the conceptions of education propagated by the *Third International Theory*, the inherited educational system was largely modified, and completely new features have been introduced, a major task of education is to legitimize the national values, and to translate these values into realities for achieving the optimal objectives of personal growth and society's development.

The Report of the National Center for Education and Training on the Development of Education in Libya from 1969 till 1999 emphasizes that the educational system in Libya comprises the following stages:

- 1- Kindergarten level, starts at the age of four.
- 2- The basic education and qualification level, starts at the age of six and study lasts for nine years.
- 3- Intermediate education and training level, starts on the completion of basic education and study lasts from three to four years. This stage comprises (a) technical schools for professional formation, (b) specialized secondary schools.
- 4- Higher education stage, which comprises (a) higher institutes and training centers, (b) university education.
- 5- Higher education stage, research studies for master degrees in literary and scientific fields and for Ph.D. in certain specializations.

Till the end of school year 2001, the intermediate educational stage used to comprise the following specializations: (1) general intermediate schools, (2) technical and vocational education centers, (3) specialized intermediate schools for biology, social science, engineering, economic sciences, information and arts, and basic sciences.

2.5.1 The goals of the general intermediate school level:

The general goals of the general intermediate school level as described by Al Faloughi, and Al Ghadafi, (1990) are as follows:

- 1- To prepare students to continue their education at university.
- 2- Provide students with the necessary skills needed for learning and work.
- 3- Teach students the moral values derived from Islam.
- 4- Improve students' knowledge of Arabic language.
- 5- Provide theoretical study for the basics of modern technologies and other associated sciences.
- 6- Attention to be directed to the study of national subjects, natural and economic conditions, especially the geography of the Arab world.

The above-described goals are supposed to be achieved through teaching the following subjects at the general intermediate schools, which is divided into scientific and literary

sections, while the first year is general.

Table no.1 class plan for Intermediate Education Level:

Grades and subjects	1 st	Scientific		Literary	
		2 nd	3 rd	2 nd	3 rd
Islamic education	2	2	2	2	2
Arabic language	5	5	4	8	10
English language	4	4	4	4	4
Mathematics	5	9	10	2	2
Physics	3	4	5	-	-
Biology	3	4	5	-	-
Chemistry	3	4	4	-	-
Social Study	2	-	-	-	-
History	2	-	-	4	5
Geography	3	-	-	4	5
Sociology	-	-	-	3	3
Explanatory science	-	-	-	3	3

As apparent in the above-described timetables, the attention directed to the teaching of EL is similar to that directed to the teaching of Arabic language, which is the national language of the country.

Four periods weekly are allocated in the third year of scientific section of general intermediate school. It is only one period less than Arabic language weekly, and it is double the periods allocated for teaching Islamic religion. This reflects the high value directed to ELL in the curriculum on the ground that it is the essential means to communicate with other nations, and to acquire from the advanced, industrialized, and developed countries the various experiences and technologies needed for the country's progress. In the following sections, therefore, the focus will be on the nature of the benefits, which might be acquired .

2.6 Benefits of Learning Foreign Languages:

The first focus of this discussion will be on a review of the benefits in general, before moving to the Libyan context.

One of the main benefits of learning foreign languages is the improvement of learner's abilities to communicate and interact with others that know these languages in varied social contexts. So learning a foreign language should lead to functional proficiency, and not simply to the mastery of grammar. Learners of a foreign language can express feelings, can learn about the world and interact with others. Language learning varies according to the subject, the purpose and the situation it is used for, and learning a new language means learning new norms, therefore learning a new language means learning a new culture.

An important benefit of learning a foreign language at the individual personal level is that it enhances employment possibilities in the international market place, as many employers put the knowledge of foreign language as a condition of employment. At the national level the knowledge of foreign language enhances the competitive strength of the country's business worldwide.

Villano, emphasizes the personal benefits of learning foreign language, stating that:

individuals who speak and read more than one language have the ability to communicate with more people, read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of human experience by fostering an appreciation for the customs and achievements of people beyond their own communities. Ultimately, knowing a second language can also give people a competitive advantage in the workforce by opening up additional job opportunities. (Vallino, 1996 cited in Marcos, 2001, P. 02)

The knowledge of foreign language is not only beneficial to individuals at the level of finding job opportunities and improves and facilitates communication with others, but its

benefits positively influence the individual's cognitive abilities. Bamford and Mizokawa, (1991, P. 6), confirmed that "students who receive second language instruction are more creative and better at solving complex problems than those who do not".

The various abilities and advantages obtained by individuals as a result of foreign language learning have many benefits to society in general. The best example of that is the ability of bilingual or multilingual individual to enhance their country's economic competitiveness abroad. Marcos (1999) outlined that those individuals can maintain their country's political and security interests. The development of students' language abilities will improve the effectiveness of the future workforce in various fields and sectors where knowledge of foreign language is essential, such as diplomats, overseas media correspondents, airlines employees, national security personnel, health care providers, custom service representatives and law enforcement personnel.

Generally speaking, foreign language learning offers many benefits to individuals in terms of improving their communicative abilities, cognitive development, cultural awareness and job opportunities. Society as a whole profits economically, politically, socially, when its citizens can communicate with and appreciate people from other countries and cultures. Learning of foreign languages involves the acquisition of knowledge of how other people behave and think, Byram, emphasizes that fact and states:

one of the contributions of foreign language teaching to pupils' education is to introduce learners to and help them understand "otherness" whether it be in linguistic or cultural terms, learners are confronted with language of other people, their culture, their way of thinking and dealing with the world. (Byram, 1989, P.25).

In summary, due to learning of foreign language, nations become more interconnected and new opportunities of co-operation and competition could be created between them. Good language teaching, that can achieve the best-required benefits, should concentrate on developing the learner's communicative skills and on improving the learner's proficiency in the target language. To attain these results, students should be involved in activities that build their self-esteem.

2.6.1 The Importance of English Language in Modern Societies:

The benefits of language learning in general are thus clear, but English needs to be considered separately.

English language attained its global recognition, and its status as an international language due to the fact described by Mackay and Mounford, (1978, p.6 quoted in Ashiurakis, 1984, P.13) "English is now established as the principal international language of science Nearly two thirds of engineering literature appears in English". English language is the language of airlines, of world business, of international communication in conferences and seminars. Due to its importance Richards, (1985, in McDonough and Shaw, 1996, P. 2) reports "the current status of English has turned a significant percentage of the world's population into part-time users or learners of English".

In the same context, the importance of English language has been emphasized by Karchu as follows:

this language has spread to a prodigious extent. It has been adopted, and endo-normatively adapted, to serve the needs of communication and socio-cultural identity of different communities all over the globe.....It has been taken up as a LINGUA FRANCA, a secondary means of international communication across a range of institutional purposes to do with commerce, diplomacy, science, technology and so on.(Karchu,1992, quoted Widdowson, 2000, P.194).

The importance of English language at the present era of globalization has been described by Gray who believes that globalization and English are connected as a result of various reasons as follows:

in the first place, the rise of transnational corporations does much to promote the spread of English. Secondly, the increased number of world organizations, many of which are themselves implicated in globalized networks, means that English continues to be in demand globally. The third area is linked specifically to the Internet. English currently predominates on the Internet. (Gray, cited in Block and Cameron, 2000, P. 153-154)

Due to the importance of English language worldwide, it is used for instruction in most universities in the Arab World, especially in faculties of science, medicine and engineering. In spite of the establishment of different Arabicization centers and translation units, and the adoption of a policy to arabicize education in the Arab World, yet English language is still widely used.

So, learning English language enables students to know foreign cultures, thoughts, technology and information presented in English language. It widens the learner's mental horizons, and enables learners to communicate with other people who know English language. It enriches the learner's mind and imagination with new and interesting ideas, opens for him chances to benefit from the experiences of other nations. Another important element of the importance of EL is its use at international levels in conferences, business, tourism, journals and sports.

In spite of the those advantages of learning EL yet certain educators in Libya feared, especially in the past, that teaching of English might have certain disadvantages especially, a linguistic imperialism effects which might affect the values and ideas of the learners, as pointed out in chapter 1 of this study. The fears of those educators could be justified in the light of the comments contained in (International House brochure,1979 cited in Phillipson,1992:80) which argue that "Once we used to send gunboats and diplomats abroad, now we are sending English teachers". It was also believed according to Phillipson,1992:10 that "if people speak and read English they become part of the wider democratic and capitalist, western community".

The above two sub-sections on the benefits of foreign languages, the importance of EL and the fears of certain disadvantages that might be involved in teaching EL a variety of motivating factors appear, including integrative ones, instrumental, cultural and others. This study aims to investigate how the importance of those factors is perceived by Libyan students. In the following section the focus will be on how these questions are reflected in the teaching objectives for English in Libyan schools.

2.6.2 The Objectives of Teaching EL at the Libyan Intermediate Schools:

The *Secretariat of Education Directive* of 1975, (in Fenish, 1981, P.37-38) specified the objectives of teaching EL in general intermediate schools and in teachers training colleges as follow:

- 1- To train the students to the point where they can understand ordinary, non-specialized English, as it is spoken by the average educated native speaker, up to the general level of vocabulary taught, where they can speak the language sufficiently well to be understood by the same average listeners, and where they can read and simultaneously comprehend English as written for foreign students at the secondary stage.
- 2- To utilize the Libyan and Arab background as far as possible to facilitate the linguistic objectives
- 3- To acquaint the students with contemporary English usage, and with the literature which has vitalized the English language.
- 4- To ensure that English studies at school are a source of interest, pleasure and pride to students.

The above described objectives contain a variety of motivational factors which could influence students' learning of English, such as instrumental factors, motives for contacts with native speakers.

It is important to note that starting from the school year 2001/2002, acceptance at the first year of the general intermediate education has been stopped, students of the second and third year continue their course as before, decision no.105/2001 of the *General People's Committee* (The Cabinet) specified the new specialized schools which will replace the general intermediate education, which are as follows:

- 1- Life science specialization, which includes medical and agricultural sciences.
- 2- Engineering sciences, which includes, the following specialization: architecture, mechanic, electricity and electronics and natural resources.

- 3- Fine arts specialization.
- 4- Social sciences specialization, including Arabic language, Islamic studies, social sciences
- 5- Basic sciences, including physics and mathematics, biology and chemistry.

According to that decision successful students can directly join universities and higher institutes in the corresponding field of specialization.

The newly introduced schools could have a direct influence on students' motivation to learn English, especially if we know that most scientific books and references, assumed to be used for those specialized schools, are in EL, and all the translation activities, which aimed to use Arabic language only for teaching scientific and medical subjects did not succeed, because those activities were unable to cope with the big number of books published every year in EL on scientific and technological subjects. Rufai, (1969, in Ashiurakis,1987) argues that the amount of books and materials published in one day in USA and Britain would take a life time to translate.

Furthermore, Libya, similar to other developing countries felt that it is impossible for any nation to remain isolated in a world that has interdependant interests, and it realized that it needs to communicate with other nations, especially the developed and industrialized ones, to expand relations and cooperation with them with the aim of transferring technology and science through the knowledge of foreign languages, especially English language. That was the main motive behind the official recognition of EL as a compulsory subject of the curriculum in Libya. Shebani, (1985) explains that:

in order to speed up the achievement of economic development, special care should be given to the teaching of Arabic language, which is the language of learning at schools, and to foreign living languages, which are our means to see the sciences and cultures of the outside world. (Shebani, 1985, P.182).

2.6.3 The Contemporary Status of Teaching EL in Libya and its Impact on Motivation Factors:

In spite of Libya's official hostile stand toward the two main English-speaking countries, as explained in chapter one of this study, English language remained as a compulsory subject of the intermediate general school curriculum till the year 1984, when the teaching of English language was suspended for seven years at the basic education stage as a result of the political situation. But, due to the recognition of the importance of English language in our modern societies, teaching of EL was reintroduced in 1996, as before, from class seven of the basic education level till the end of the intermediate level (six years of learning English as a school subject).

Furthermore, and as described in motivation theories in chapter one, students' motivation to learn EL is affected by various environmental factors, ranging from the role of target language in the curriculum to the arrangement of classroom sitting.

English language is taught in Libya in homogeneous classrooms, as most of students have similar age (between 16-19) in the intermediate level. Students are all Libyans with minorities of Arab students from other Arab countries, such as Egypt, Iraq, Palestine or other countries, who accompany their parents who work in teaching or for medical services sectors. The experience of those students in learning English language is similar: they all study English for three years at the basic education level, and another three years in intermediate.

The relations between Libya and UK witnessed remarkable improvements in the recent years which might have a direct effect on students' and teachers' motivation to learn and teach EL, as both countries decided to end their disputes and to establish good normal relations between the two countries as described by Al Arab newspaper:

after the long severance of relations, the two sides have reiterated their determination to solve disputes peacefully.....and recognizing the old ties

between both peoples, the two sides decided to restore full diplomatic relations immediately and to develop contacts between the two countries, authorities and peoples. (Al Arab newspaper, 1999, issue 5659).

In spite of the recent changes in relations between Libya and UK, and the increase of contacts between the two countries, yet students still have few contacts with foreigners except those who have the chance to spend sometime abroad for tourism. So the role of EL in the society and in school is still limited and not frequently used in the community outside the classrooms.

In order to prepare the necessary teaching staff of EL the competent authorities established higher education teachers' institutes, which award BA in EL, in addition to English departments at the different faculties of arts at Libyan universities, where there is a high willingness among students to join these departments. As an example, the number of students who applied to join English department at the faculty of arts of Al Fateh university in Tripoli reached five hundred in 2002, the majority of them were girls (the capacity of the department is only two hundred) while the number who applied to Arabic department was only eighty students in the same year. This is a clear indicator that Libyan students at university level are highly motivated to learn EL. Partly it is believed that it gives more jobs opportunities, i.e. holders of an EL certificate can find jobs in secretarial work at different companies, translation work at ministries and chances of works with foreign bodies in the country in addition to teaching opportunities.

Furthermore it is believed that it is easier for students who have good knowledge of EL to pursue their higher studies. In addition to all that, graduates of English departments of universities feel that they have more prestige than others. Many of the students who cannot join English language departments at official universities, where education is free, join private colleges, which started to spread recently as a part of free education system, where students can choose the subject they wish to learn, in accordance with laws no.5 and 20 of 1991 on the foundation of private education, against payment of annual fees. A lot of those students join EL departments.

In a similar way many Libyans prefer to send their children to private schools, where EL is taught from class one of the basic education level, and many others send their children to special improvement courses organized by different educational bodies, such as private schools, private colleges, and even private teachers. After the restoration of the diplomatic relations between UK and Libya in 2000, the motivation of Libyan students to learn EL grew higher and higher, because they began to believe that they have the chance to pursue their higher education in UK. So they need to have a good command of EL in order to facilitate their learning process. A non-official source disclosed that about twenty thousand UK visas were issued to Libyans in 2001, most of them for students who applied for EL courses or for higher studies in UK.

Business relations between UK and Libya have also witnessed remarkable improvement. Business contacts have been intensified, many English experts and technicians started to work in the oil sector in Libya, many British-Libyan joint-ventures in the field of oil services have been established, and many British companies' representatives started to visit Libya to market their products. During the last two years two big British exhibitions, comprising different companies and universities were held in Tripoli, a joint British Libyan chamber of commerce was founded and many economic British delegations arrived in Libya. As a consequence of all this, the English language is used in the official Libyan TV for news bulletin.

On the other hand Libyan big oil companies and investment companies started to have offices in the UK, and a seminar on investments in Libya, organized by a British company has been held in London in collaboration with a Libyan company. In addition to all that, high level visits between British and Libyan officials have been exchanged. Furthermore Libyans are encouraged to make investments abroad especially in African countries where English language is widely used as a first language.

The above stated facts indicate that there seem to be high motivating factors to learn EL in Libya, which is the reason for the high value directed toward the teaching of EL in the Libyan curriculum and these facts are considered as effective instigators to learners' motivation to learn EL.

Taking into account the points affecting learners' motivation to learn EL, as described in chapter one, and the points outlined above, it is apparent that this study has thus taken place at a time of great change in the contextual factors, as the context is changing very fast and this may have effects on the ways in which students answer the questions.

2.6.4 Challenges facing teaching of EL in Libya:

According to the *UNESCO Report* of 1994, the main challenges facing teaching English in Libya are:

- 1-The communicative approach to English Language learning has not yet reached the Jamahirya (Libya). (Except recently with the introduction of the new course books, which recommend the use of the communicative approach).
- 2- Schools lack the use of educational media there is even no use of tape recorders and no testing of oral skills. Some schools have overhead projectors, but it seems that teachers do not have printed or blank transparencies or suitable pens for use with them.
- 3-Each basic school class is taught English in the same classroom as the other subjects. There are no language laboratories or even specialist English teaching rooms. (The UNESCO Report, 1994, P.22-23)

The UNESCO Report (ibid) argues that Libyan students who learn English language in such situations, are deprived of the authentic instructional materials, and they are not given opportunities for interaction and participation in the classroom. They do not assume more responsibility for their learning, and they lack the chance to work collaboratively, which has been proven by Hatt (1993) as important element to benefit students cognitively and affectively.

Further challenges and difficulties facing ELL in Libya have been explained by Fenaish, (1981) who outlined that according to the majority of classroom observers, supervisors and English inspectors, most existing classroom interaction in English in Libyan educational institutions can be summarized as follows:

- 1-It evidences much misuse on the part of some teachers and many students, and most students are inaccurate in conveying meaning.

2-It displays phonic inaccuracy in pronunciation intonation, stress, etc.

3-It evidences grammatical inaccuracy, including incorrect syntax.

4-Many teachers still use Arabic to convey meaning.

5-Many students do not understand what their teachers say to them in English, nor can they make themselves understood by an educated native speaker of the English Language. (Fenaish, 1981, P.39).

Among other challenges facing teaching English language in Libya as described by the UNESCO report are as follows: students are deprived of having opportunities of collaborative work and of interacting together in the target language in the classroom and the English language exams do not assess students' oral skills and depend on conventional methods.

The situation described by *The UNESCO Report* (ibid) on teaching English and by Fenaish, (ibid) on the situation of EL teaching in Libya, is still existing in spite of the introduction of the new textbooks two years ago, and it seems that the change should include other elements in addition to the textbooks, such as the school environment in general, the teachers' training and other factors influencing the teaching and learning process including in particular students' motivation and factors affecting its promotion.

2.7 Textbooks and Methods:

English language roots in Libya go back to 1944-1951, under British occupation, when English language was introduced as an academic subject. The first series of books introduced was *Basic way to English* prepared by I.C.C Nedgo, and the purpose of teaching English to Libyans was to prepare local employees to assist the British administration that was ruling the greatest part of Libya, after the Second World War. Swaieh, (1994) explains that the *Basic Way to English* series consisted of four textbooks supported by four books to describe the teaching method. That method aimed to teach 850 items of vocabulary regarded as basic vocabulary in English language . Parallel to

Basic Way to English, the *Basic Reading* series by L.W. Lockhart was used at the higher classes, mainly to teach comprehension.

The teaching method used for these series was the conventional grammar translation method which depend on vocabulary memorization and teaching of grammar.. That method aimed to develop reading and writing skills. The said series continued till the beginning of the fifties, when a new series was introduced for preparatory stage, prepared by Michael West, called the *New Method*. That series was oriented towards local culture, and it continued till 1957, when the *Modern Reader* series by A. Johnson, who was an inspector of English language in Egypt, was introduced. The series was oriented towards Egyptian cultural environment.

In 1963, a new series prepared by a Libyan author, M.Gusbi, was introduced for preparatory stage (class seven, eight and nine of basic education) That series consisted of three books supported by three teachers' handbooks, which described the steps to be followed, the educational media to be used, and the time to be allocated for each unit. The teaching method recommended for teaching that series was the direct method, which gives more chance for students' involvement in classroom activities than the conventional grammar translation method.

As for the secondary school, the series used till the school year of 1970/1971, was the Oxford English course for the Republic of Iraq, which was replaced by the series *Further English for Libya* for M. Gusbi and R.John. That series was for the first and second years of secondary education. As for the third year, other books were used depending on the branch of specialization either literary or scientific. The series of *English for Libya* was oriented towards local cultural environment which aimed to introduce the basic English structures and idioms in a context of local culture, while in the series of *Further English for Libya*, the concentration was shifted to the foreign language culture, and language structures, idioms and vocabulary were introduced in English cultural context. Those series continued till 1984 when the decision was taken to abolish the teaching of English language at the basic education level, i.e. from class seven to nine, making the start from class ten (1st year of intermediate school) as referred to earlier.

In 1999/2000, the series of Gusbi's *English for Libya* was replaced by a new series for basic education called *English for Libya* for Jenny Quintana and Bab Mardsen, published by Garnet Education, UK, sponsored by National Center for Educational Planning and Vocational Training.

The components of the course of each year include:

- 1- Full colour course Book.
- 2- Black and white workbook.
- 3- Teacher's book.
- 4- Class cassette.

The teacher's book, (1999) of 8th year of basic education describes the series as follows:

this is the second level of an English language series written specifically for Libyan students ... the tasks and contents have been carefully prepared to meet the specific needs of young Libyan learners of English in terms of suitability for their age, background and environment. The language is presented in a context that is familiar and relevant to the students. Colour pictures are basis for presentation of vocabulary, provide contextual support for the texts and also stimulate discussion. (Quintana, 1999, P.1)

The textbooks recommended for the third year of intermediate scientific level are called *English for Libya*, written by Neil Blacknell and Richard Harrison, published by Garnet education, UK and sponsored by the National Center for Educational planning and Vocational Training.

The course comprises:

- 1- A course book.
- 2- A Teacher's book.
- 3- Class cassette.

The author of the teacher's book describes the aim of the course as follows:

the course book is designed to consolidate and further develop understanding of the grammatical system, to increase the student's range of active vocabulary and to extend their ability in four language skills of reading, listening, speaking and writing. It also introduces English relating to specialist subjects that students are studying in second secondary..... The course book provides a range of stimulating

topics, written exercises and a wide range of activities to maintain the interests of students. (Blacknell and Harrison, 1999, P.1).

According to Blacknell and Harrison, (ibid) "the main communicative functions are discussing options and explaining choices". The authors emphasised the importance of cooperative learning and the significance of motivating elements in the course book and the effectiveness of using educational media, they argue that:

the students are therefore encouraged to work together, to help each other with note- taking and editing, and to produce work with a communicative purpose.....The content is designed to explore motivating aspects of the specialist area and to introduce related vocabulary. There is a large amount of visual material in the book. This should be exploited as much as possible. Pictures and graphics are always there for reason and not just for decoration. (Blacknell and Harrison, ibid P.3-4)

The subjects and techniques used to teach these series are claimed by the authors to contain significant motivating factors, as they focus on the importance of team work, cooperative learning and the communicative instruction, which is regarded as vital to enhance learners' motivation because it forces learners to participate and be involved in the learning process. Savignon (2001) discusses the importance of communicative competence and argues:

the term communicative competence is used to characterize the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform discrete-point tests of grammatical knowledge. (Savignon, 2000, P.125).

Another characteristic of the communicative instructional approach has been described by Freeman, (1986) who believes that language should be used to accomplish some function within a social context.

it is insufficient for students to simply have knowledge of target language forms, meanings and functions; they must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meanings become clear. (Freeman, 1986, P.131- 139).

To summarize the contemporary situation, it is clear that there are major changes taking place in the Libyan society which affect the current situation of EL learning and teaching in the country. These can be summarized in terms of the political, economic and cultural changes that are taking place between Libya and UK that have been outlined by Al Harathi, quoted in Al Zahf Al Akhdar newspaper, 2002, who argues:

in spite of the low level of diplomatic relations between Libya and UK in the past, the common interests between the two countries never stopped. The recent visit of the highest official in the British foreign ministry is considered a transformation point in the relation between the two countries, UK discovered that the option of cooperation with Libya is one of its foreign priorities. (Al Harathi, 2002, cited in Al Zahf Al Akhdar newspaper, issue no,3671, 18/8/2002).

This positive change at the political level gives chance to Libyan students to pursue their studies in the UK and in other foreign countries speaking EL, as well as it gives them the chance to live in those countries. That makes many students very keen to seize the chance and to try to improve their competence in EL by all means. At the economic level, which is considered another motive to push students to improve their level of ELL, good business relations have been established between Libya and UK. Furthermore Libyans are encouraged to establish investment projects in African, where EL is necessary to run the business. At the state level, and with the aim of improving the conditions of ELL in Libya, new EL textbooks have been introduced, prepared by English specialists. At the cultural level, English newspapers (not all of them) are sold in Libya in addition to English CDs and cassettes of English songs and music. Thus the first signs of factors outside the school are beginning to appear.

2.8 General Difficulties and Shortcomings facing Libyan Education:

Finally, in this analysis of the current situation and contextual factors in the teaching and learning of English in preparation for the exploration of students' perceptions of them, the general education context needs to be considered briefly.

In spite of the great efforts made to develop education in Libya, yet there are still certain difficulties and problems unsolved. Those difficulties affect education in general and

automatically affect the teaching and learning of EL. Part of those difficulties have been discussed by the *National Report of the Development of Education in Libya in 1994-1995-1996 as follows:*

- 1- Difficulty in preparing teachers capable of teaching the new subjects and curricula.
- 2- Difficulty in holding successful courses for preparing large numbers of basic education teachers, to be notified of the goals and philosophy of change, and the updating taking place in the curricula.
- 3- Difficulty in finding the national specialists and experts, on whom the educational authorities can rely to set programmes and curricula for some educational and training subjects.
- 4- The need for performing special studies for evaluating the educational and training system, for the purpose of analysing it to find out the aspects and reasons behind failure, and cases and elements of success. Also observing the standards that should be used in measuring the progress in achieving the determined goals.
- 5- Difficulty in planning for improving and upgrading of the educational training, administrative and technical leading members; this makes the number of training courses in this field so few and does not fulfill the needs.

In addition to those general difficulties facing Libyan education, there are difficulties related to the teaching procedures and classrooms activities, which have been analysed by the *UNESCO Education Advisory Mission 1994* as follows:

- 1- Instructional techniques at the Libyan schools are still traditional, teachers provide information and learners have to hear and memorize. The active teaching methods to implement the educational objectives in practical manner are negligible. Teachers have to instruct at a high rate in order to deliver the overloaded curriculum. They cannot monitor the quality of students' learning and achievement. More interest is attached to the subject content than to its approach.
- 2- Educational management suffers from lack of competence, seriousness and continuity. It is often ineffective and weakens the overall educational outputs.

- 3- The number of students per class is still high in a large number of urban schools. It varies from 30 to 60 students. Teachers and school principals do not hesitate to complain about this, because they regard this as a barrier to effective educational achievement. The current school environment does not favor the ability to learn or stimulate students' educational achievement. So their educational potential is crippled from the start.
- 4- Teacher supply is relatively high in urban areas of which female teachers form 85%, but still low in rural areas as females do not wish to serve in rural areas and they prefer to leave the service rather than be directed to work in rural areas. Libyan teachers complain about their salaries and working condition; the constraints they suffer do not help educational progress.

Another type of difficulties facing Libyan education has been a subject of interest to the local press, and *Al Zahf Al Akhdar* newspaper of 18/6/2001, argues that :

many of the teachers are not professionally qualified, and they encourage a dangerous phenomenon, which is cheating in final examinations. Cheating has spread all over schools particularly at the time of intermediate school's final examination. The basic foundations of our education are cheating, falsification and exploitation. The good teacher has to choose between two serious choices, either to remain silent or to be beaten or have his car broken. To certain teachers, parents and educators cheating has become a civilizational phenomenon that should be encouraged. (*Al Zahf Al Akhdar*, 18/6/2001).

2.9 Significance of the Study:

In the situation described in the previous sections, it is clear that a range of factors are likely to be affecting the lack of efficiency of ELT in Libya: resources, class size, books and methods. There are also new factors arising because of political changes at the international level. This thesis will not attempt to deal with all of these but will focus on the issue of motivation as a means of getting a comprehensive overview through the eyes of students of the many contextual factors, which may be affecting them. The understanding of the learners' views will help us to provide them with what they consider important to arouse their motivation to learn. This idea is emphasised by Ruddock as

follows:

if we want to enhance pupils' achievement, why don't we take our agenda for school improvement from their accounts of learning - what helps them to work hard, what switches them off, what kind of teaching do they value and what kind of support do they need? They are, after all, our 'expert witnesses'. (Ruddock, 1996, in Chambers, 1998, P.233)

Although the study of motivational and attitudinal factors in EFL has become a common subject in different geographical areas and in various linguistic milieu, yet this issue has remained a neglected area of studies in Libya. So this study is the first to investigate the perceptions of the importance of motivational and attitudinal factors in EFL in Libya, where EL is taught in a completely different context, where the political ideology, which influences the educational system in general, is different from European and American contexts. The role of the language in the society is very limited, as it is spoken only inside the classroom, with very few exceptions where it is used with tourists who have started to visit the country or with foreign employees of oil companies who come for participation in conferences or regional meetings. The status of the teachers of EL is also different in many ways. English language is not the mother tongue of most of the teachers, training in teaching EL is rarely given, and resources in form of audio-visual materials, software and laboratories are not provided at the Libyan public schools.

So, this study aims to investigate the perception of motivational factors in a completely different environmental and contextual situations from the environmental and contextual situations where most of the studies referred to in this study have been conducted.

The findings of this study will contribute to the efforts being exerted by officials and educators to improve the situation of teaching EFL in Libya. The findings will assist authorities charged with the responsibilities of evaluating the curriculum, to know which points are regarded as motivating elements by students. The findings will show students what practices are liked or disliked what activities are believed to be effective in motivating them. The findings of this study could be helpful to reconsider the course planning and the syllabus design, the provision of materials and resources, and the relation between teachers and students in one side and administrators and management in

the other. Time available for EL course, number of students in the class, the physical environment where EL is taught, the textbooks and evaluation system could be a subject of reconsideration on the basis of the findings of the study.

2.10 Summary of Chapter two:

This chapter introduces a general overview about Libya, its educational system in various historical eras. It also discusses the benefits of learning foreign languages in general with special concentration on the importance of EL and its learning. The objectives of learning EL at the intermediate school level in Libya have been analysed stressing the contextual educational factors and how far they are likely to affect students' motivation to learn EL. A brief discussion on EL textbooks is presented explaining the advantages of the new series of textbooks prepared by English specialists, which attempted to include various motivational factors for both students and teachers, in particular through advocating communicative language teaching. In its final part, chapter two introduces general difficulties and shortcomings facing Libyan education in general with special emphasis on factors hampering students' motivation to learn EL and explains the significance of doing research on motivation in Libya, both for Libya itself and as a contribution to FL motivation research in general.

Chapter Three

Literature on motivation in second and foreign language learning

3.0 Introduction:

Chapter one of this research introduced a brief insight into the importance of motivation in education and different theories related to this topic. The purpose of this chapter is to analyze in more depth the existing literature on motivation in second and foreign language learning and its relevance to the Libyan situation and the problems of EFL in Libya. It will discuss the main factors influencing motivation to learn foreign languages, as analyzed by different researchers in various contexts and settings. It will also introduce the research questions and the significance of the study, while the next chapters will explain how the questions were investigated in practice and in concrete terms.

The structure and the argument of this chapter is as follows. We will present a chronological analysis of theory about motivation in language learning. This will show how there is a development in several stages . First there is a social psychological approach, which focused on the relationship between learners and the social groups speaking the target language. The weakness of this approach led to closer attention to the educational content and an attempt in the socio-educational model, to take individual differences among learners into consideration. We shall show, however, that this too can be criticised among other things because of a lack of clarity about causal relationships between attitude and achievement. Just as Leo and Galloway (1996) argued, as shown in the previous chapter, that motivation studies in general should pay more attention to the factors of the classroom and the concerns of teachers, similarly motivation studies in language learning began to focus on classroom contexts. In response to this criticism, then, the most recent studies have focused on issues such as the school environment, classroom relationships and instructional styles.

It will therefore be clear by the end of this analysis that critiques of earlier approaches are

the platform on which the research in this thesis will be based. This thesis however takes the recent concern with classroom contexts into a new situation, in Libya, where assumptions can be tested in a situation where language learning has been almost entirely isolated from learners' other experience for political reasons.

We begin, therefore, with a statement of the problem of motivation in language learning and then move to an analysis of the critiques which have created the evolution of theories.

3.1 Statement of the problem of motivation:

The significance of motivation in SLL/FLL became an important topic for research, especially after the publication of the results of an important study by Gardner and Lambert in 1972. The results of that study emphasized the important role of affective domain factors in SL/FL attainment. Success and failure in L2 was not any more seen as dependent on the cognitive factors only, which concentrate on knowledge and mind, and which highlight three important levels for the learning process, all focusing on mind activities, such as facts, understanding and application, but took into consideration the role of learners' attitudes towards the target language, and attitudes towards the language culture and community. Those factors were recognized as effective in determining the level of success in learning the target language. It became apparent that motivation to learn a foreign language combines various cognitive and affective factors, which arouse the learners' willingness to learn the target language and to sustain the long learning process. Motivation has been defined in chapter one as an inner state which energizes human behaviour and directs it toward a desired goal.

3.2 The Social Psychological Approach in SLL:

As suggested in the previous section, one important starting point for motivation studies was in the work of Gardner and Lambert.

The social psychological approach was formulated and introduced after a series of intensive researches conducted by Gardner and Lambert (1972) and their associates,

for more than ten years, in Canada and other places which are known as multicultural societies. As a result of those studies, according to Dornyei, Gardner (1985),

saw second languages as mediating factors between different ethnolinguistic communities in multicultural settings (such as Canada) and, accordingly, considered the motivation to learn the language of the other community to be the primary force responsible for enhancing or hindering intercultural communication and affiliation. (Dornyei, 1996 b, P. 204).

In the view of Crookall and Oxford Gardner's social psychological approach showed that:

the successful learning of a second language involves absorbing a variety of new social and cultural ideas as well as those that are specific to the structure of the language itself.

Gardner concentrates on the two -way effects of social psychological variables, particularly the way that attitude and motivation can affect learner's acquisition of second language, and the way that acquisition of the language can in turn modify and reinforce the original attitude. (Crookall and Oxford, 1988, P.129).

Gardner, (1985, P. 176) believes that "the acquisition of the second language is an important social phenomenon" which emphasises the importance of the "intergroup relations".

The social-psychological approach highlighted various concepts regarded as important in the acquisition of second language, which are listed by Crookall and Oxford (1988, P.129) as follows, "goal orientation, attitudes, motivation, orientation, achievement, aptitude, and personality".

The importance of attitude and motivation in second language learning and in influencing the learners' achievement has been explained in Gardner, (1985) as follows:

attitude measures account for a significant and meaningful proportion of variance in second language achievement and some attitude variables are more relevant than others. (Gardner, 1985, P.50).

attitudes and motivation are important because they reflect an active

involvement on the part of the student in the entire process of learning a second language. (Gardner, *ibid*, P. 61).

The presentation of the social psychological approach included the presentation of a model of L2 motivation which is constructed of two main orientations, the integrative and the instrumental ones. Attitudes and motivation were integrated in one construct known as the integrative motive, which is described by Gardner himself as follows:

this total configuration is referred to as an integrative motive, which is defined as motivation to learn a second language because of positive feelings toward the community that speaks that language. (Gardner, 1985, P. 82-83).

The issue of the integrative and instrumental orientation was a subject of huge discussions and researches conducted in different parts of the world. Part of them supported the findings of Gardner and others challenged them. The definitions and the differences between the integrative and instrumental orientation have been made by various researchers. Here is a part of the comment made on this issue.

Ramage summarises the findings of Gardner & Lambert, (1959), Clement, Gardner & Smith, (1977) as introducing the integrative-instrumental approach to motivation:

the integrative motive (which) is based on a desire to become more like valued members of the target language community. The instrumental motive, (which) reflects a determination to acquire another language to achieve such goals as good job or social recognition (Ramage, 1986, P. 192).

Dornyei, citing Gardner, Smythe, Clement, & Glikman, (1976) argues that:

the integrative motivation reflects a high level of drive on the part of the individual to acquire the language of a valued second language community in order to facilitate communication with that group. It is associated with components such as, interest in foreign languages, desire to learn the target language, attitudes toward the learning situation, desire to interact with the target language community. (Dornyei, 1994, P. 46).

The instrumental motivation assumes that the learner shows interest to learn a foreign language in order to achieve certain personal benefits such as obtaining a better job or higher salary out of the language proficiency.

Krashen, (1988 P.20) explains how the two motivational factors act in language acquisition, and points out that the first function of the motivational factors is to encourage intake and the second function is to "enable the performer to utilize the language heard for acquisition". Furthermore Krashen, (ibid P.21) explains that Dulay and Burt (1977) introduced what is called the "socio-affective filter" to explain how the attitudinal and motivational factors function in language acquisition, he argues that:

performers with high or strong filters will acquire less of the language directed at them, as less input is "allowed in" to the language-acquisition device. Integratively motivated learners have low affective-filter on language acquisition, so they are encouraged to interact with the native speakers of the target language without feeling any threat from them. (Krashen, 1988,P.21)

Krashen cites Stevik, (1976) to explain that fact and argues that:

the integratively motivated performer will not feel a threat from the "other" group, and will thus be more prone to engage in "receptive learning" (acquisition), rather than "defensive learning". (Krashen, ibid, P.22)

The instrumentally motivated learners of L2, who learn the language in order to achieve certain goals of a utilitarian nature, normally have a stronger affective-filter, so their interaction with the L2 speakers is mainly to achieve their planned goals, but they will not interact for the sake of interaction itself. Interaction in the target language has a significant purpose for them. Krashen, argues:

with instrumental motivation language acquisition may cease as soon as enough is acquired to get the job done....performers may acquire just those aspects of the target language that are necessary. (Krashen, ibid, P.22).

It is therefore clear from these writings that the findings of Gardner and Lambert on motivational and attitudinal factors, what is called the integrative-instrumental duality have been accepted and supported by certain researchers. They have however been challenged by others who reached contradictory results on the significant integrative

factors. Those researchers are Lukmani, (1972); Cooper & Fishman, (1977); Pierson, Fu & Lee, (1980) and Oller, (1981).

Brown (1980, P.115) argues that "Yasmin Lukmani (1972) demonstrated that among Marathi-speaking Indian students learning English in India, those with higher instrumental motivation scored higher in tests of English proficiency". Braj Kachru (1977), according to Brown, has noted that Indian English is but one example of a variety of Englishes, which, especially in Third World countries where English has become an international language "can be acquired very successfully for instrumental reasons alone". The study of Clement and Kruidenier (1983) attributed their results which conflicted with integrative-instrumental theory to the following reasons:

(1) ambiguities in the definition of integrativeness and instrumentality (2) unaccounted influence of linguistic milieu on the individual motivation, they raised the possibility that in certain environment factors that have not as yet been analysed might also affect motivation. (Clement and Kruidenier, 1983 in Dornyei, 1994, P. 47-48).

According to Dornyei, Clement and Kruidenier raised the possibility that "The environment where the L2 process takes place affects motivation components and makes them vary in nature and effect".

The importance of the contextual factors to L2 learning has been emphasised by various researchers including Gardner himself, who in 1988 argued that the view that "the role of attitude and motivation should be consistent in many different contexts, and thus a universal in language learning, is just too simplistic." (Gardner, 1988, P.106).

The importance of the contextual and environmental factors on L2 learning has been explained by Brown, (1980) who argues that :

the recent findings point out that there is no single means of learning a second language: some learners in some contexts are more successful in learning a language if they are integratively oriented and others in different contexts benefit from an instrumental orientation (..) most situations involve a mixture of each type of motivation (..) and second language learning is an emotional activity involving countless affective variables.

(Brown,1980, P.115).

Pierce (1995) discusses the same point and he believes that:

instrumental motivation (learning a language for specific reason, such as seeking employment) and integrative motivation (learning a language to become part of particular community) fall short in describing the language learner's situation because they assume a static identity and a singular desire on the part of the language learner.(Pierce,1995, P.9-31).

This comment emphasizes the existence of other factors behind the acquisition of L2, such as factors related to the context and environment, factors related to the learners' aptitude and others related to the instructional approaches.

It is clear then that there were weakness in Gardner and Lambert's approach. It was in effect too simplistic and derived from only one learning situation. They did not take account of other factors in the learning context, not least instructional approaches. The same issues would arise in the Libyan situation and we need therefore to consider the more refined model put forward as the socio-educational model.

3.2.1 The socio-educational model in SLL:

The socio-educational model of SLL was founded and formulated by Gardner, who aimed to highlight the significant role played by certain individual differences factors which affect the proper acquisition of SL. Such as the learners' intelligence, their aptitude and anxiety.

In formulating this model, Gardner took into account previous researches, and the results reached by other scholars, such as Lambert (1963, 1967, 1974) and Carroll (1962). One of the main characteristics of the model has been described by Gardner (1985) as follows:

the model considered four distinct components: the social milieu in which language training takes place, the individual-difference variables, language acquisition contexts and linguistic and nonlinguistic outcomes and indicated how they might interact and affect one another. (Gardner, 1985, P. 101).

The importance of the socio-educational model has been emphasised by Crookall and Oxford, who explain that importance as follows:

it is without doubt the most powerful and realistic model yet to have been developed for SLA. The major reason why teachers and applied linguists have not embraced this model is probably because it is much more complex and realistic, and also because it takes the social complexity of SLA as its foundation, and not the language being learned or some hypothetical division into learning and acquisition. (Crookall and Oxford, 1988, P.136).

In the socio-educational model the concept of integrative motive and its different components are given a great emphasis in explaining the acquisition of SL. Yet, it does not underestimate the effectiveness of other factors which contribute to the SL acquisition. That fact has been explained by Gardner as follows:

the acquisition of the second language is facilitated by a number of factors, including the effectiveness of the teacher, appropriate pedagogical techniques, relevant drills, opportunities for practice, a supportive environment, and some learner characteristics, among others. It is, therefore an oversimplification to propose that an integrative motive causes second language proficiency. (Gardner, 1985, P.113).

The socio-educational model thus emphasises the effective role of the social context where the learning process is taking place and outlines the importance of the cultural beliefs which may affect the development of the learner's attitude toward the target language and its community, considering them as an important factor in determining the degree of success or failure in learning L2. According to this approach, learning L2 has a social dimension, because learning the L2 is not merely the acquisition of grammatical rules and lists of new vocabulary, but as described by Byram, (1989) should lead to better results.

one of the contributions of foreign language teaching to pupil education is to introduce learners to and help them understand 'otherness' Whether it be in linguistic or culture terms, learners are confronted with language of other

people, their culture, their way of thinking and dealing with the world. (Byram, 1989, P.25).

Gardner & MacIntyre, (1993) distinguished between four aspects involved in L2 acquisition process: antecedent factors, that cover gender or age, individual differences variables, which are related to the learner, and the third aspect is the language acquisition context and learning outcomes.

It is therefore clear that, generally speaking, the socio-educational model emphasises the significant role played by the social context in affecting attainment in the target language, and it highlights that SLL does not take place in a vacuum but within a society where various elements are interrelated.

Applying the socio-educational model, Gardner and his associates/followers did extensive research during the 1970s and 1980s on a variety of issues related to L2 learning and teaching, such as the effects of the social milieu, parental influence, language anxiety, the classroom environment, instructional techniques, and attitudes towards the language teacher and course, and in spite of Gardner's emphasis of the role of attitudinal factors in motivation creation to learn L2, he did not exclude the existence of other factors related to the context and setting where the learning process is taking place. Gardner (1988, P.112) explained that "the role of attitudes and motivation should be consistent in many different contexts", and he called for more research to define the role of "contextual factors".

The socio-educational model was evaluated by Oller (1981), Au (1988) and by Gardner himself (1985). The main points of criticism were raised against the model's conception of the integrative motive hypothesis and the causality hypothesis. According to Crookes and Schmidt (1991, P. 473) "the superiority of integrative motivation is not supported by empirical evidence".

Causality hypothesis was a subject of criticism by various researchers Savignon, (1972); Backman, (1976); Hermann, (1980); and Strong, (1984) who outlined that the

achievement might be a cause and not an effect of attitude.

Gardner defending the socio-educational model against the criticism addressed to it argues that:

the socio-educational model doesn't claim that integrative motivation is superior to instrumental or any other type of motivation, but simply that those who are integratively motivated will probably be more successful in language learning than those who are not motivated. (Gardner, 1985, 1988 cited in Crooks and Schmidit,1991, P.474).

Gardner's defence also includes the following statement about the socio- educational model.

the model was never intended to be one that would explain all, or even most of the variance in second - language learning because this would ignore the complexity of individuals as well as the language learning tasks. It was intended simply as a useful heuristic that could explain existing data, suggest possible processes that might be operating in second language learning, and indicate future directions for research. (Gardner,1985, P. 102)

3.3 Motivation in Foreign Language Learning (FLL).

The principles of Gardner's socio-psychological approach are effective in situations of second language learning, where learners are exposed to the target the language in their daily life situations and in their direct interactions with the targe language community. Such situations are mainly available in multicultural societies, where different communities of various roots and of various native languages live together in one society. Learners have the chance in such situations to develop attitudes toward the target language community on the basis of the results of their direct experience with those communities. The problem is that it does not adequately explain foreign language learning.

Foreign language learning (FLL) often takes place in a monocultural society, where the FL is learned as an academic subject, where the learners are missing the chance of having direct contact or direct interaction with the target language community, therefore it is

difficult for them to develop a proper attitude toward the language community.

The main features of learning the FL are described by Dornyei (1994) as follows:

a common feature of such situations is that learners often have not had sufficient experience of target language community for or against it (...) In FLL situations, especially with an international target language, affective predispositions toward the target language community are unlikely to explain a great proportion of the variance in language attainment. This however, undermines traditionally conceived integrative motivation, implying that in FLL situations, instrumental motivation, intellectual, and socio-cultural motives, and /or other motivational factors that have not as yet been analysed, may acquire special importance. On the other hand one may also argue that affective factors that are normally part of integrative motivation in SLL contexts do play a role in FLL as well, but such attitudes, interests, and values are supposed to form clusters that differ from those emerging in SLA contexts.(Dornyei, 1994, P. 49).

So, FLL is affected by various factors related to the target language itself, to the learner and to the learning situation. The factors related to the learner's acquisition of FL are connected with his need for success and achievement and related to his sense of self confidence. The other important factor affecting the acquisition of FL is related to school environment and the learning situation, such as the course materials, the use of educational media, the teaching techniques and methods used by teachers in the classrooms. Factors related to teachers are also decisive in influencing the acquisition of FL, such as teacher's dedication, behaviour, personality and relation with students.

In summary, in spite of the importance of the socio-psychological approach and its contribution to the ideas of SLL, yet it was subject for criticism, as discussed by Au, (1988) and Dornyei, (1994) and there was a need to introduce certain reforms in form of new approaches and ideas in FLL motivation.

3.4 New Approaches in L2 and FL Motivation Research in the 1990s:

The socio-psychological approach founded by Gardner and Lambert in the 1950s affected most studies on motivation in L2 and FL learning and the importance of affective domain factors. Yet, Dornyei, (1996) believes that the socio-psychological approach does not

give sufficient weight to the classroom dimension in L2/FL motivation, which could be used to explain students' behaviors in various situations of L2/FL activities, and he argues that:

the 1990s brought along a marked shift on thought on L2 motivation, as a number of researchers attempted to reopen the research agenda in order to shed new light on the subject (e.g. Brown ,1990, 1994; Clement et al., 1994, Crooks and Schmidt,1991; Dornyei,1994 a, 1994b; Julkunen,1989; Oxford and Shearin,1994; Skehan,1989,1991). One of the main drives behind the reform attempts was to adopt a more pragmatic, education-centered approach to motivation research, which would be consistent with the perceptions of practicing teachers, and thus be more directly relevant to classroom application. (Dornyei,1998, P.204).

It is clear here that there is a parallel with development in motivation research in general, which began to focus on the classroom and the concerns of teachers, as we pointed out earlier.

Dornyei, (1998) specified the main dimensions of motivation which could be clustered under the following seven dimensions: affective/integrative; instrumental/pragmatic; multicultural; intergroup; ethno-linguistic. He presented ten commandments for motivating language learners which are as follows:

1. Teacher should act as a model and as an example for his students in the classroom, because students' motivation to learn is affected by the teacher's practices, as has been confirmed by studies of Pintrich and Schunk (1996).
2. Teachers should be aware of the importance of creating pleasant atmospheres in the classrooms, on the ground that this is a determinant factor in arousing students' motivation and in reducing their learning anxiety.
3. The proper presentation of tasks is regarded as a good way of developing learners' interest in the learning process .
4. Teachers should be aware of the importance of establishing good relations with students as a way to improve their motivation to learn FL.
5. Teachers should note that students' motivation to learn the target language is influenced by their linguistic self confidence.
6. Studies of Crook and Schmidt (1991); Dornyei (1994a) and Schmidt et al (1996) (1994)

assert the importance of making the learning situation in the classroom interesting for the students as an important means to improve their motivation to learn FL.

7. The promotion of students' autonomy is the other commandment recommended by Dornyei as a factor to improve learners' motivation to learn FL. This has been confirmed through the studies of Dickinson (1995) and Ushioda (1996).
8. The relevance of the FL course to students' needs is an important factor teachers should realize.
9. Learners' goal orientation should be enhanced as a means to promote learners' motivation to learn FL.
10. Students should be familiarized with the target language culture.

Another contribution to the reforms has been made by Crooks and Schmidt, (1991) who consider L2 learning as a process which takes place over a number of years both inside and outside the classroom. Regarding the connection between motivation and L2 learning, they analyse four levels, (1) the micro level, which deals with influences of motivational effects on the cognitive processing of L2 learning. (2) the classroom level which deals with the techniques and activities in the light of motivational terms. (3) the syllabus level, and (4) considerations relevant to informal factors of learning L2.

Studies of Crook and Schmidt, (1991); and Gardner and Tremblay, (1994) represent new approaches in motivation in L2 and FLL, and they explore other important motivational orientations which are, "reason for learning, desire to attain the learning goal, positive attitude toward learning situation and effortful behaviour."

Motivation researches thus began to recognize motivation not as a single entity but as a multi-factorial one. Oxford and Shearin, (1994) studied L2 motivational theories, covering various aspects such as socio-psychology, cognitive development, socio-cultural psychology and identified the following factors which are regarded as effective in motivation in L2 and FLL: (a) attitude toward learning community and target language, (b) beliefs about self, self-efficacy and anxiety, (c) goals, their clarity and relevance to the learner, (d) involvement, learners' participation in the language learning process, (e) environmental support, the extent of support given by teacher, and the outside of class

support in the learning process, (f) personal attributes, aptitudes, age, sex and previous learning experience.

On the basis of these studies from the 1990s, this study will explore the significance of the multiplicity of factors in the classroom, as perceived by learners themselves.

Finally, other important studies which introduced new contributions to the issue of motivation in L2 and FLL, are the studies of Bacon and Finnemann, (1992) who refer to the differences in motivation resulting from differences in gender, and they outline that:

psychologists, who have been long interested in the relationship of sex to behaviour and cognition, have found significant sex-related differences in social behaviour, cognitive activity and general verbal ability. Females engage in different social behaviours than do males, generally and when using language. (Bacon and Finnemann, 1992, P.437).

Gardner and Lambert, (1972 cited in Bacon and Finnemann, *ibid*) found that "female were more motivated than male language learners, they were found to have more positive attitudes toward speakers of the target language".

Generally speaking, researches by Politzer, (1983) Ehrman & Oxford, (1988); Oxford & Nyikos, (1989) assert that men were found more confident of their performance in listening comprehension, and differences related to social and cognitive strategies related to L2 and FLL learning were also noted.

On the basis of the findings of the above mentioned studies the researcher is going to look at the significance of gender differences in the final analysis of the research.

In summary, this part of chapter three introduces the concept of motivation in SLL and the various constructs developed to interpret and explain SLL motivation. Gardner and Lambert's emphasis on the significant role of affective factors in SLL led to the foundation of the integrative and instrumental orientation and the introduction of the socio-educational model of SLL. Furthermore those orientations have been developed to formulate the socio-psychological approach, which stresses the importance of social context in affecting SL motivation.

Due to the fact that FLL is different from the SLL, because it takes place in different contexts, where the learners of the target language are not directly exposed to the FL community through direct interaction, the influence of the integrative motive is not as big in FLL as it is in the SLL. Therefore other factors influencing FLL have been discussed, and other theories reviewed.

Due to the fact that the socio-educational approach does not properly cover and interpret FL motivation related to classroom activities, there was a new movement started in 1990s to explain motivation in relation to classroom activities and practices. Studies also discovered that there are differences related to gender in respect to motivation in FLL. Therefore this study will attempt to find out whether those findings related to school environment, teachers' personality factors, classroom activity factors, goal orientation factors, and attitudinal /motivational factors, which were found effective in influencing FLL in different contexts can be applied to the Libyan context or not. In the following section, there will therefore be a closer analysis of contextual factors in foreign language learning.

3.5 Contextual and Environmental Factors in FLL Motivation:

As has been explained in the previous section of this chapter, motivation of FLL is affected by different factors related to the learning situation, the teachers' activities and personality, in addition to factors related to the course materials and how far they are relevant to students interests. In this section I will explain the significance of those factors and their influence on FLL.

The main environmental and contextual factors influencing motivation to learn FL are associated with the general educational *setting*, which includes the general teaching and learning environment. McDonough and Shaw, (1996) argue that

the setting itself may be so significant that it provides the foundation for the specification of aims. This might be the case, for instance, in a country with a single political or religious ideological base, where the education system is

primarily an expression of that ideology and where learners factors, although taken into account, are secondary. (McDonough and Shaw, 1996, P.8-9)

In such countries students' motivation to learn EFL and teachers' motivation to teach EFL may be determined by the general plans set for the EFL in the curriculum, the syllabus and materials recommended for the course, the resources provided and the methods recommended.

McDonough and Shaw, (ibid) specify other factors which influence both teachers' and students' enthusiasm to teach or learn EFL, which are as follows:

- The role of English language in the country: if it is a language of communication in the country or it is only a subject of the curriculum, if it is spoken in the street or it is never heard outside the class.
- The role of EL in the school, its place in the curriculum.
- The teachers: their status, at the national and at the institutional levels, their training, attitudes to their job, experience and expectations.
- Management and administration: who is responsible for decision taking especially regarding the employment of staff, the budgets, allocation of resources.
- Resources available: books and paper, audio-visual materials, computers and other facilities.
- Support personnel: the relation between the administrators, secretaries and the teaching staff.
- The number of pupils to be taught and the size of classes.
- Time available for the programme over the year or in one week.
- Physical environment: The nature of the building, noise factors, flexibility of tables and chairs, size of room in relation to the size of class, heat and cold and so on.

-Socio-cultural environment: the suitability of materials introduced and the method used to introduce them.

-Types of test used: formal or informal and subjective tests: external or internal tests.

-Procedures used to evaluate the language programmes.

This analysis by McDonough and Shaw appears to be particularly relevant to Libya and similar countries, and is therefore taken into consideration in the formulation of specific research questions at the end of this chapter.

The other important contextual factors which affect the level of proficiency of FL learning, and therefore lead to the enhancement of FLL motivation, are related to the practices of teachers in the classroom whose enthusiasm and seriousness have direct and effective impacts on students activities. The importance of this point will be explained in more detail in the following sub-section of this chapter. Furthermore, the other factors found effective in influencing learners' proficiency and promoting learners motivation in FLL have been explained by Walqui, (2000). as follows: (1) language distance, which deals with similarity or differences between the target language and the mother tongue of the learner, (2) proficiency in native language, (3) learners' prior knowledge in target language, (4) language status, (5) attitudes of teachers and learners toward the target language.

3.5.1 Teacher as a model in the classroom:

A study by Pintrich and Shunk (1996) outlined the important role of a model in influencing students' motivation in general and in FLL in particular, and they consider the teacher as the most prominent model in the classroom. Proper practices and activities introduced by teachers of FL in the classroom are considered decisive in arousing learners' motivation to follow his explanation or to hamper it. They state that students' attitude toward learning L2, are affected and shaped according to their teachers' attitudes; they take their teachers as models for them. The impact of the pleasant atmosphere in the classroom has been proven to be an effective factor in motivation to learn and teach FL.

Gardner (1985), MacIntyre and Gardner, (1991) and Yound, (1991) stress that learners' attitudes toward the learning place are considered an effective factor in the motivation complex, and teachers have to realize that learning anxiety is a direct outcome of tension and worries within the classroom climate. as it seems to have a negative impact on L2 motivation.

As for the relation between teacher and student, it has been confirmed by the findings of Rogers, (1983 in Dornyei,1996, P.224), that "a good rapport between the teacher and the students is a basic requirement in any modern, student-centered approach to education". Therefore, teachers' attitudes toward their profession, their ideas about teaching and their expectations from students are regarded as very important factors to arouse students' motivation to learn the target language. Deborah Stipekt, (1988) pointed out that students are expected to learn, when their teachers expect them to do so. So, teachers in the classroom should create a warm atmosphere where students experience respect, and where their sense of belonging is improved, and then they will tend to participate effectively in the classroom activities and in the learning process as a direct result of their motivation to participate and learn the target language.

Teachers should be careful to provide certain factors which affect students' personality and which are believed to be important to arouse their motivation to learn EL such as the factors related to the course materials, which should be diverse to meet the different needs of the learners, anxiety, self-confidence and self-esteem, ego-flexibility, learners' linguistic self-confidence in addition to their subjective experience.

Therefore, teachers of FL must view themselves as active socialization agents capable of stimulating students' motivation to learn. They should make the classroom a caring supportive place where everyone is valued and respected, and the materials introduced by them should develop students' skills which can be applied in real daily life. Expectations from teachers to motivate their students necessitate that teachers themselves be motivated and have good morale to carry out their duties. How can an unmotivated teacher who has a low morale and high level of dissatisfaction and low motivation to teach EL and lead students toward high achievement in the target language and toward better performance?

Studies of Bentley and Rempel, (1980); Ellenberg, (1972); Hoy and Miskel, (1987); Adams, (1992); Senlund, (1995); Walqui, (2000) defined the factors affecting teachers' morale and motivation to teach the target language as follow; (1) school environment, (2) relation between teachers and principals, (3) students' interests in learning, (4) stress and anxiety having negative effect on teachers' morale.

Teachers are assumed to be enthusiastic in performing their duties in order to show an ideal model for students, they should build personal relations with students and take interest in them in order to overcome students' apathy and to enhance their motivation. Furthermore teachers must create a connection between materials used for learning and the students' actual life. Therefore their assignments should be relevant to students' past experience and to what students have studied in the classroom, and students' abilities and time constraints should be taken into consideration. Students should feel that the opportunities for success offered for them are numerous because this will encourage them to participate in classroom activities. So, the research reviewed here is the basis for formulating questions to students about their perceptions of their teachers, the classroom atmosphere they create and the models they provide.

3.5.2 School environment:

McCombs, (1994) suggests that the contextual factors, related to school environment, that influence students' motivation are:

time pressure, large number of students with learning and emotional needs, heavy accountability demands from administrators and parents, and other stress producing situations that exist in many of our schools. (McCombs, 1994, P.1)

Studies of Haladyna and Thomas, (1979); Epseain & McPartland, (1976); Harter (1981); March (1989); Nicholls, (1979); Stipek, (1984); Eccles et al, (1993), emphasize the important role played by school environment in enhancing students' motivation and attitude toward learning FL and towards school itself. They stress that students' attitude toward school in general, as well as toward any specific academic subject, their concept

of ability, motivation, competence and expectancies for success are associated with contextual and environmental factors. They note that students' motivation declines as a result of the mismatch between the psychological needs of students and the type of environment that most schools provide.

Students' lack of opportunities to make important decisions related to their learning plans, the excessive discipline rules, which are strictly implemented, the poor student-teacher relationships are significant problem factors. On the other side students' socio-cognitive development is characterized by a strong sense of autonomy, independence, self determination and desire for social interaction. This gap between what is offered by schools and the actual needs of students creates a feeling of frustration and leads to the decline of motivation toward learning and toward school. Therefore, school environment and strategies should take into account the dynamic nature of students, their past experience and individual differences.

The studies of Haladyna and Thomas (ibid); Epseain & McPartland (ibid); Eccles et al (1993) also highlight that students' motivation to learn FL is found to be negatively influenced if school assignments or goals are higher than students' abilities and maturation. School tasks should be within the reach and abilities of students and should lead to the development of students' personal improvement and understanding and to the mastering of skills and knowledge. Therefore it is recommended that students should be informed of the purpose and aim of tasks and exercises given to them in order to guarantee a continued enhancement of their motivation to learn FL. So students must feel that the goals of learning are realistic, and increase students' satisfaction in learning the FL, otherwise it will be difficult for the teachers to produce a sustained motivation.

Another important factor affecting students' motivation to learn FL is related to the availability of educational media, such as visual aids, posters and other supplementary materials, such as games and films, which can capture students' attention and curiosity and lead to the enhancement of their motivation.

In short, a school's officials should note that unrealistic and ambiguous goals lead to the

creation of students' severe anxiety, which negatively influences their motivation, which needs to be guided and reinforced constantly by using praise and privilege. However excessive use of external rewards should be avoided since it may decrease internal motivation.

Parents' support and involvement in children's activities are believed to be important and effective in improving children's development and achievement through increasing their interest and eagerness to learn. That involvement may take a form of assistance and encouragement at home, or through regular visits to classrooms to follow up children's progress. Epstein (1988) asserts that fact as follows:

there is consistent evidence that parents' encouragement, activities, interest at home and their participation at school affect their children's achievement even after the students' ability and family socioeconomic status is taken into account. (Epstein, 1988, in Fullan, 1995, P. 228)

In summary, this section on the importance of the contextual factors in promoting students' motivation to learn FL involves the learning situation, the activities, practices and techniques used by teachers to introduce the taught subjects. This part emphasizes that teachers should play the role of a model in their classrooms in order to promote their students' motivation to learn. In addition to those points this section includes other items influencing FL motivation such as students' conception of their abilities to learn, their expectations of the course, the availability of modern educational media used for teaching the FL and the significance of having cooperative relationship between parents and school officials.

In the final section of this analysis of the significance of contextual classroom factors in motivation the focus will turn to the processes, which take place in the classroom.

3.6 Instructional Factors in FLL Motivation:

Of all the contextual factors, which have a direct impact on FLL, the quality of instruction remains the most important factor for achieving successful language learning. Schulz (1993) highlighted the main characteristics of good language instruction, which promotes learner's motivation to acquire the FL. Those characteristics are appropriate input given by the teacher, who uses educational media, proper textbooks and authentic materials and adequate and frequent chances to use the learned language in the interaction inside and outside the classroom which have been found by many researchers to be effective motivational factors to learn FL. Therefore, and in order to enhance students' motivation to learn a FL, the teaching process should introduce the language which is used in the daily life interaction situations. This type of language learning can take place in an atmosphere free from threat and fear, dominated by mutual liking and respect between teachers and students and between students themselves.

Teachers have to note that the aim of learning FL is for students to use it to express themselves and intentions which serve their own purposes. To achieve that goal teachers should know how to structure the proper interactive situations which serve that end.

Rivers (1997) states that:

learners cannot acquire facility in expressing their own meanings in a new language without much experience in doing just that. This type of experience is acquired in interactive situations that stimulate the students' motivation to communicate. (Rivers, 1997, P.8).

In order to introduce a comprehensible input and to provide the opportunities needed for effective interaction and enhanced motivation, the foreign language teacher should have a good command of the target language, and should be able to use it confidently and with reasonable accuracy in order to meet the requirements of everyday communicative needs. In order to make FLL more effective it is important to use modern technologies because FLL is highly enhanced by the meaningful input, including an amount of cultural aspects of the target language area that can be obtained through authentic materials, direct

interaction with native speakers of the target language and through other informational programmes and advertising and other extra-curricular activities. However, as we have argued earlier, the opportunities in Libya for interaction with native speakers are very limited.

In order to encourage students' motivation to learn L2 according to Rivers (ibid), teachers have to improve their confidence in their abilities and should encourage them to approach learning with enthusiasm. The materials introduced in the language class should be of value to students and should meet their needs. Students have to experience the feeling that they are important members in the class, and learning situations should be meaningful to them. One of the main factors that influence students' motivation to learn is students' participation in classroom activities because their communication with other students and with the teacher is necessary to encourage their motivation.

One of the effective means to improve students communicative skills in FLL is the use of cooperative learning in the classroom, where students are given the chance to work in pairs or in groups. The significance of this method has been described by Johnson and Johnson, as follows:

cooperative learning causes higher achievement, increased retention, greater use of higher level reasoning, increased perspective talking, greater intrinsic motivation, more positive heterogeneous relationships, better attitude towards teachers, higher self-esteem, greater social support, more positive psychological adjustment, more task behaviour and greater collaborative skills.(Johnson and Johnson, 1989, cited in Fullan,1991, P.185).

The importance of cooperative learning in enhancing students' motivation has also been emphasised by Bligh who argues that:

students are more attentive, display better comprehension, produce more work, and are more favorable to the teaching method when they work cooperatively in groups rather than compete as individuals. (Bligh, 1971, cited in Forsyth and McMillan,1991, P.3).

Instructional factors which influence students' motivation to learn FL also cover the type of testing and tasks given to students. So it is important for teachers of FL to note that

language testing could be a significant source of learning anxiety which decreases motivation, therefore Rivers (1997) defines certain factors which make testing an aid to learning the FL:

tests should concentrate on enabling all students to demonstrate what they can do with whatever level of language they possess. The test itself should be a learning experience that is part of the ongoing course.--they should reflect the objectives of the course.--they should be interesting so that students should enjoy taking the them-- The tests should not be rigidly timed and oversetting should be avoided. (Rivers,1997, P.9-11).

Traditional tests such as multiple choice, short answers and essays requiring students to show their knowledge in a predetermined manner, could be considered as elements negatively affecting students' motivation to learn target language, Therefore a better way of assessment should be used where students are allowed to explain the materials in their own ways, such as using independent projects, preparation of students' journals and other suitable assignments.

As for the learning tasks, they should be connected to students' interests and needs and teaching strategies should vary in order to meet the requirements of various students. Peyton (1995) describes what the teachers need to carry out their tasks successfully as follows:

they need to have a strong language proficiency and background knowledge, and they need to improve their skills and knowledge throughout their career. They need a thorough grounding in the liberal arts and academic content areas of the language(s) they teach. They need to be able to use the second language for speaking, listening, reading and writing in real life contexts for both social and professional purposes.....They need to understand the social, political, historical and economic realities of the regions where the language they teach is spoken.(Peyton, 1995,P. 3)

In order to make the instructional factors effective, teachers should know how to create an atmosphere which does not completely rely on the use of textbooks and chalk board and they should know how to incorporate the use of modern technologies such as the e-mail, the internet, and the interactive multimedia software programmes, which help learners to use the language for real communicative purposes. It is not only the learners

who should be able to use these new technologies, but the teacher as well needs to be able to use them to serve and support his instruction.

In summary, this section of this chapter discusses the importance and the effect of instructional factors on motivation to learn FL. It emphasises the importance of the appropriate input given by teachers through using proper educational media, proper textbooks and other authentic materials. Furthermore, other instructional factors have been highlighted such as, the use of language for interaction among students to express their intentions and improve their communicative skills, language tests should not lead to the development of students' language anxiety, and the atmosphere created in the classroom should not be dependant only on textbooks.

All these factors and techniques in instruction are recommended by experts, but they often have in mind the learning contexts of Europe and North America. The question in this research is whether they are perceived as important by students in Libya, where contextual conditions are different.

In this research the following terms, motivation , attitude and interest mean as follows:

Motivation in learning:

Motivation is an inner drive, desire or emotion that maximizes the learner's mental activity required for effective learning.

A teacher's success in motivating learners depends on his knowledge of the various factors involved in motivation and on his own insights.

Among the various factors affecting the learners' motivation are the ones related to school environment, teacher's personality and techniques, learners' attitudes towards the learned subjects. Furthermore there are factors related to the learner himself such as , his intelligence, aptitude and his learning strategies. As for the relation between attitudes and motivation in FLL, the study of Gardner and Lambert (1972) define motivation as:

a construct made up of certain attitudes. The most important of these is group-specific, the attitude the learner has towards the members of the cultural group whose language he is learning. (Brown, 1980, P. 128).

Attitudes:

Attitudes are perceived as a mental position towards certain things, ideas or persons which combine beliefs and feelings towards those topics.

in general , an attitude is a combination of concepts, information and emotions that results in a predisposition to respond favourably or unfavourably toward particular people, groups, ideas, events or objects. (Johnson, 1980, 45 cited in Hassan, 1994, P.87).

Attitudes are formed as a result of parents' interventions during childhood, through teachers and friends during schooling time.

Attitudes, like all aspects of the development of cognition and affect in human beings develop early in childhood and are the result of parents' and peers' attitudes, contacts with people who are different in any number of ways, and interacting affective factors in the human experience . Those attitudes form a part of one's perception of self, or others and of the culture in which one is living.(Brown, 1980, P.127).

Attitudes are either positive or negative ones, they are subject to change under the persuasion of others who might be persons, media or others. Those persuaders should have certain characteristics such as credibility, attraction or fame.

Interest:

Interest has been defined as a mental state connected with the individual's likes, dislikes and attention. Interest either attracts the individual towards certain actions, works or persons or repels him from those objects. According to Skinner, 1996, interest is:

an organismic conditions that results in a desire for further stimulation from a particular type of object, idea, or experience. (Skinner, 1996, P. 338).

The above definition of interest excludes the importance of dislikes, but in spite of that it remains important to explain behaviour.

After a summary of the issues raised in this chapter, the task will be to formulate questions based on this literature to guide the exploration of the Libyan situation.

3.7 Summary:

Chapter 3 discusses the major points found, by various studies conducted in different contexts, to be effective in influencing motivation to learn SL and FL. The first part focuses on the findings of Gardner and his associates who emphasised the effective role played by the integrative motive and its components in affecting motivation to learn SL. The difference between the integrative and instrumental orientations to motivation in SLL has been highlighted in light of researches of various scholars in different contexts.

The second stage of the argument discusses the main principles of Gardner's socio-psychological approach and the socio-educational model, which was seen as an improvement in his early work. The important roles played by the social context and environment were introduced into the model.

In the third stage, this chapter discusses the differences between motivation in SLL and motivation in FLL, where the learning process takes place in situations where students have no direct interaction with the target language community and the implications this has for the identification of motivating factors. In addition to social context factors, other motivational factors have been discussed such as the effectiveness and personality factors of teachers, teaching techniques, students' need for success and achievement, which has been found as important motivating factor in FLL.

In the fourth stage chapter three refers to certain new approaches in FLL developed in the nineties to bring motivational studies nearer to classroom situations and nearer to students' interests. The main factors related to the context in particular instructional factors were discussed.

Out of the main points found effective in promoting motivation to learn FL as discussed

in this chapter, the researcher decided to examine whether the findings of other studies conducted in western contexts could be valid in a new environment. Therefore he selected from all the materials discussed in this chapter on literature on motivation, the points he believes are relevant to Libya and which are believed to be common in most of educational situations, such as the school environment, student -teacher relations, classrooms activities, and the goals of learning the FL. On the basis of these points the researcher formulated the research questions as follows:

3.8 The Research Questions:

In the light of the various points and ideas believed to be effective in enhancing motivation to learn (EFL), the study aims to answer the following questions which focus on learners' perceptions of the factors which motivate them and which therefore are likely to affect their achievement:

- 1-Which factors in the school environment do students believe are important in their motivation for FL learning ?
- 2 -Which classroom processes and activities do students believe are important in their motivation for FL learning ?
- 3-Which goals for language learning do students believe are important in their motivation in FL learning ?
- 4-How important do students believe attitudes to English language, cultures and communities are in their motivation for FL learning ?
- 5-Are there differences between male and female students in their views on question1-4 ?

These questions were the starting point for planning of the research and the design of the questionnaires used to elicit views from a sample of students in Libyan schools.

Chapter Four

Research procedures

4.0 Introduction:

As I have shown in the previous chapters of this research, studies on foreign language learning emphasized the important role played by motivation in deciding the degree of success or failure of target language acquisition. Part of those studies stressed the importance of affective domain items as vital elements in foreign language learning, Gardner and Lambert (1972) highlighted the effective role of integrative motivation in learning foreign language, stating that to learn a foreign or a second language, learners should be interested to learn that language, to have a desire to communicate with native speakers of that language. Other researchers stressed the important role of the utilitarian side of language learning and the benefits expected from that activity which became known as the instrumental motivation.

Dornyei, (1996) argues that the nature of motivational items vary due to environmental items where the learning process is taking place, therefore it is not the integrative or instrumental variables which decide the degree of mastery of the target language but there are other variables which influence the process and have significant influences, therefore this study will focus on the following:

- 1- It aims to understand how students of intermediate schools (secondary schools) in Tripoli perceive motivational variables to learn EFL and what variables are believed by them to be important in promoting their motivation and what other items are believed to be less important or inhibitors for their learning.
- 2- It also aims to find out whether or not there are significant differences between the perceptions and views of male and female students in these schools.

Therefore it was necessary to design a research, which would capture the perceptions of students in Libya.

This chapter describes the design of the study, the methods used for data collection, and the analysis of the data, It also describes the instrumentation used to carry out the research, the population and sampling, the pilot study, the distribution of questionnaires and the respondents and their background characteristics. Thirdly, it describes the constraints that the researcher encountered.

The researcher focuses his study on students' perceptions of motivational items and not on motivation itself, because this study is considered a first step in finding out what those items might be and that subsequent research would need to pursue the questions more directly once the situation and perceptions of students have been better understood.

4.1 Design of the study :

The basic research approach adopted by the researcher is positivist which is one of two main research paradigms used in social science, the other one is interpretivist. It asserts the importance of objectivity in social research methods and techniques derived from physical sciences. According to positivism it is possible to measure and predict the behaviour of individuals, and the researcher is assumed to follow a scientific method in collecting and analyzing data using the same scientific ways used for physical sciences. About the extent of using this paradigm in social and educational researches, Hitchcock and Hughes (1995) state:

it is fair to say that a large proportion of research in both education and the social sciences has adopted, to a greater or lesser extent this scientific method as a model for its research design. It is also fair to say that the driving force for much of this research was the desire to emulate in social research the precision and level of understanding characterized by the physical sciences. (Hitchcock and Hughes, 1995, P. 22).

The interpretivism paradigm rejected the scientific method of positivism and asserted that the scientific method can not be used for investigating social and educational behaviour, therefore they called for using qualitative research methods which helps the researcher to obtain information about the values, concerns and actions of the

people studied by using observation and interpretation to analyse meanings.

The method used to carry out this study is the descriptive-survey method, because it will describe the perceptions and views of students of motivational items, to specify which of them are believed to be effective in promoting learning of EFL. The information obtained from both male and female students describe to us whether integrative items or instrumental ones are believed to be more important than others in the Libyan context, or whether there are other items in the learning environment perceived by students to be more significant in arousing their motivation to learn EFL.

4.2 Instrumentation:

In order to investigate the importance of the various motivational items, the researcher decided to use questionnaires because he considered them more convenient to his study than the use of observation, diaries or tests. As for the use of interviews the researcher attempted to use them as an instrument for data collection, but because the interview, as described by Wiersma, (1980, P.142) "is a face to face confrontation, and oral exchange between an interviewer and an individual or a group of individuals", it was difficult for the researcher to arrange this face to face confrontations with a reasonable number of individuals, and he decided to use the questionnaire only as an instrument for data collection. The difficulties and constraints that encountered the researcher in administering the interviews were:

- The administration of the questionnaires and interviews took place in March of 2001, few days before the second term examination when students were very busy in preparing themselves for the examinations. Due to the engagement of students in examinations' preparations, it was very difficult to interview them during lesson hours and it was arranged to administer the interview after the lesson hours. Appointments were made for students to come to schools to meet the researcher or his assistants, a sample of 50 students was chosen of the main sample which did the questionnaires. Only five students came for the arranged interview, so time played an effective role in influencing the interview procedures.

- Students who came for the interview were anxious about being recorded, and justified their reluctance to answer questions by saying "we already answered many questions about this subject in the questionnaire".

- None of the girls came for the interview, because it is not normal for girls to go back to school after lessons' hours.

In spite of the various advantages of triangulation or multimethod approach in enriching the information obtained from the research, as explained by Campbell and Fiske :

by analogy, triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data. (Campbell and Fiske, 1959, in Cohen, Manion and Morrison, 2000, P.112).

Yet in the aforescribed context triangulation by interviewing, classroom observation or any other means was difficult if not impossible.

Because of the similarity between the questionnaire and the interview as described by Hitchcock and Hughes (1995), the interview "lies close to the questionnaire in both form and the assumptions underlying its use" for the data collection. Wiersma has described the similarity between the questionnaire and the interview as follows:

a questionnaire is sometimes referred to as a written, self- administered interview, and by the same token an interview could be considered as an oral questionnaire. (Wiersma, 1980, 142).

The researcher decided to use the questionnaire as a main instrument to collect information about the students' perceptions. The researcher was encouraged by the writings of various writers who explained the various characteristics of questionnaire as a tool for data collection, such as Good and Scates (1954, p 254) who argues that the "questionnaire is used to inquire into the opinion and the attitude of a group, it is a major instrument for data gathering in descriptive-survey studies. "Questionnaires

have other advantages as described by Selting et al (1965): they are less expensive and require less skill to administer, and the respondents may feel more confident in using them because of their anonymity. Therefore the respondent may feel less afraid to express his views. On the other hand, the interview advantages have been explained by Hitchcock and Hughes, (1995, P. 154) " Its main advantage over the postal questionnaire is greater flexibility and ability to extract more detailed information from respondents."

Another reason that encouraged the researcher to use the questionnaire alone for data collection is the fact that questionnaires are more acceptable in Libya and the points taken, in certain cases, against triangulation approach, such as the points raised by Denzin who argues that:

the assumption that a single unit can always be measured more than once violates the interactionist principles of emergency, fluidity, uniqueness and specificity.(Denzin, 1997:320 in Cohen, Manion and Morrison, *ibid*, P.115)

Another point of criticism against triangulation is raised by Fielding and Fielding who believe that:

methodological triangulation does not necessarily increase validity, reduce bias or bring objectivity to research.(Fielding and Fielding, 1986, in Cohen, Manion and Morrison, *ibid*, P.115).

Two questionnaires were developed one for teachers and one for students. Each of the questionnaires included different motivational activities and items assumed to represent certain motivational items. Questionnaire items are linked to the research operationalized questions contained in chapter three of this study.

The researcher wanted to investigate both teachers and students and collected data from both but for reasons of space, he will only report from this point on the data from students.

4.3 The design of the questionnaire:

Before the design of the students' questionnaire the researcher had identified the various variables to be investigated. A questionnaire for the students was developed which included different motivational activities and items assumed to represent certain motivational items. The items included in this questionnaire were partially based on ideas of other studies related to motivational variables conducted in different contexts, such as Gardner's studies in Canada, regarding the attitudes and their influence on SLL/FLL, and Dornyei's study in Hungary, concerning the importance of the classroom atmosphere and teachers' practices in enhancing students' eagerness for ELL, and Chambers' study in UK on students' liking of classroom activities and their influence on students' motivation to learn FL. Other items are also based on the researcher's own experience in the field of teaching EFL at the Libyan secondary schools. Part of the questions contained in the questionnaire ask for students to reflect their actual experience while other questions ask for students' comments on ideal experience. This point will be explained in more details in the following pages of this chapter.

Before developing the final format of the questionnaire, its initial ideas and contents were discussed, through e-mail, with the supervisor whose comments and recommendations were observed and taken into consideration in preparing the final questionnaire's format.

4.4 The Pilot study:

The pilot study constitutes a major step in designing the questionnaire, as described by Oppenheim:

pilot work can be of greatest help in devising the actual wording of questions, and it operates as a health check, since fatal ambiguities may lurk in the most unexpected quarters.(Oppenheim, 1976, P. 26).

On the basis of the authorization granted to the researcher to conduct his study at the intermediate schools in Tripoli, the researcher paid initial visits to certain schools to

inform them about his intended plans, the researcher was met with support from the school officials who promised to give all possible assistance to him. He also met a few teachers of EL who were informed about the research and requested to assist the researcher during the administration of the questionnaire.

The researcher arranged an appointment for the pilot study with the school officials and the concerned teachers. At the fixed date he visited three schools, and thanks to the assistance given to the researcher by the teachers the questionnaire was given to 50 students of the 3rd year of scientific section in these schools, 30 of them were girls and 20 were boys. The questionnaire was read aloud by teachers before the students started answering, at the end of each question of the questionnaire there was an open question asking students to add any ideas or items they consider important for them to improve their motivation to learn EL,

The pilot students were asked to underline the difficult terms and the ambiguous statements in the questionnaire, and the students were informed by the members of the school staff about the arrival of the researcher and were asked to cooperate with him without any fear or anxiety since the intended research aims to improve their learning of EL and their answers will not be disclosed to others. On the basis of the results of the pilot study, the comments made by EL teachers and school officials, the remarks given by experts and educational specialists in ELL which have been taken into account while constructing the questionnaire, certain corrections or deletions were introduced to the wording of the questionnaire and to its phrases in order to reach an understandable format void of any ambiguities. The supervisor approved the final format of that questionnaire. The questionnaire was translated into Arabic which means that certain meanings of English concepts may be lost in the translation. This is one of the problems of introducing concepts in English research into Arabic speaking environments and then reporting them in English, the researcher, taking this into account, will deal with potential problems when they arise.

The Arabic translation of the questionnaire consisted of 10 pages (Appendix no. 2) and consisted of the following:

- 1- Covering page giving the title of the research, the name of the researcher, the name of the school and university where the study is conducted and the purpose of the study.
- 2-An introductory page, which explained the purpose of the questionnaire, the importance of students' participation in answering its questions, it also urges students to collaborate attentively and carefully. It was confirmed to them that their answers will be treated confidentially, and will only be used for this study.
- 3-Personal data page that asks about the gender of the respondent, his/her age, number of the students in his/her class and the marks in EL in the first term of the school year 2001.

After this introductory section there are four topic areas:

Topic one: is on the perception of students of the importance of contextual and environmental items in FL motivation, it is divided into various sections, as explained in the table no.2 below on the relation between research questions on students' perception of motivational items and questionnaire items. This topic comprises 43 closed statements where respondents are given the opportunity to choose one of the alternative replies given, and an open question giving the respondents the freedom to write any other items not included in the said statements. The 43 statements cover various issues of school environment, such as,(1) learning situation, (2) availability of school resources, (3) course materials, (4) teachers' activities and techniques, (5) teachers' personality, (6) position of FL in the curriculum plans.

Part of the items chosen to represent those subareas are of general nature and affect motivation of learning in general including the learning of FL, the other part is more relevant to motivation in FL learning. The items investigated under this topic were discussed and accepted by various researchers, such as Dornyei (1998), Dickinson (1995), Oxford and Shearin (1994), Pintrich and Shunk (1996), Gardner and Lambert (1972) Stipek (1984) and Eccles et al (1993) as was discussed in the chapter 3 of this study on the literature, but the wording of the statements was made by the researcher. Further explanation is given hereunder:

1-Learning situation is explained under the following items:

A- General Items:

Item no.9 on the fair implementation of the discipline rules.

Item no.13 on the use of comfortable furniture in the classroom.

Items no.23 and 24 on the number of students in the class.

Those items ask for students' actual experience in the classroom and in school.

2- School resources:

A-Items of general nature:

Item no.10 on the presence of school library in school.

Item no.11 on teacher - parent association to develop cooperation between home and school.

Knowing that the majority of schools do not have a school library, and the educational programme does not include any time for free reading in school library, and the work teacher-parent association does not functioning properly, so the above two items ask for students' comment on what they would ideally like.

B- Items related to FL:

Items nos. 14,15, 20, 21 and 22 on the use of educational media for proper learning of FL, in form of tapes, pictures, authentic materials and computer.

In the light of the comments explained in chapter two of this study on the lack of educational media used for teaching EL, so the above items ask for comments on questions of an ideal nature.

3-Course material and syllabus:

A- Items related to FL:

Item no. 16 on the textbook concentration on FL culture.

Item no. 17 on the textbook lessons' concentration on real life situation.

Item no.18 on the nature of tasks which should be challenging.

Item no. 19 on lessons' concentration on developing students' communicative skills.
The above items ask for students' comments on questions of an ideal nature.

4-Teacher activities:

A-Items of general nature:

Item no.12 on teacher's use of a desirable competition system

Item no.27 on the the teacher's occasional use of humour in the class.

Item no.28 on the teacher's establishment of mutual respect between himself and students.

Item no.29 on the teacher's creation of a pleasant atmosphere in the classroom.

Item no.30 on the teacher's encouragement of students' confidence.

Item no.31 on the teacher's use of praise phrases to encourage learning.

Item no. 32 on the teacher's practice to make students experience success.

The above items ask for students' comments on pupils' actual experience.

B- Items related to FL:

Item no. 34 on the teacher's explanation of the cultural background of the target language to students.

Item no. 35 on the teacher's technique to raise the students' curiosity to use the FL by all means.

Item no.36 on the teacher's way to show the students the value of the learned subject in FL and how they are related to the students' interests.

Item no.37 on the teacher's concentration on developing students' skills to use the target language for conversation purposes.

Item no.38 on teacher's technique to act as a facilitator and to give students the opportunity to use the target language in classroom discussions.

Item no.40 on the teacher's use of extrinsic rewards to encourage FL learning.

Item no. 41 on the teacher use of cooperative learning in teaching FL.

Item no. 42 on the teacher's encouragement of interaction among students in FL.

Similar to other items on teacher's practices in the classroom the above items ask for students' comments on teachers' actual practices.

5- Teacher's personality:

A- Items of general nature.

Item no. 25 on the teacher's dedication to his profession.

Item no. 26 on the teacher's proper preparation for his lesson.

Those two items also aim to understand students' comment on teachers' actual practices.

6- Students' status in school:

A-Items of general nature:

Item no.6 on the opportunities given to students to participate in decision making regarding school plans.

Item no.7 on encouraging students' spirit of inquiry.

Item no.33 on the acceptance of students' contributions to classroom plans.

Item no.39 on establishing personal relation between student and teacher.

The above items deal with ideal issues, and the questions on those issues aim to understand how students value this ideal experience.

7- Position of FL in curriculum:

A-Items related to FL:

Item no. 8 on the school's emphasis on the necessity of learning FL for the sake of learning in addition to passing examinations.

This items asks for students' comment on their ideal experience.

8- Students' characteristics:

A- Items of general nature:

Item no.43 on the effect of students' understanding of the reasons of success and failure.

Item no.44 on the presence of good study habits.

Item no.45 on students' possession of good memory.

Item no.46 on students' knowledge of the purpose of achieving.

Item no.47 on students' possession of positive feeling about him/herself.

Item no.48 on students' positive feeling about school.

The above items ask for students' comment on issues of an ideal nature.

Topic Two: is on students' perception of the importance of classroom activities and their influence on enhancing students' motivation, divided as described in table no.2 on the relation between research questions and questionnaire items, into various items such as, (1) use of modern educational media to introduce authentic materials, (2) use of dramatization and games, (3) use of cooperative learning techniques between students and between students and teacher, (4) use of conventional teaching activities. The total number of statements included under this topic are 15 closed statements and one open question. All the items used to explain these subareas are derived from former studies of other researchers, such as Chambers (1998) and Dornyei (1998) in addition to the researcher's knowledge in the field. Sometimes the same idea is given different statements in order to make sure that students are aware of what they answer. Most of the items used are related to learning FL and they are as follows:

1-Items related to the use of games and dramatization:

Item no. 49 on the use of games to introduce new materials of the language.

Item no.62 on the use of fun in introducing new lesson materials.

Item no.63 on the use of dramatization, acting and role playing to facilitate students' understanding of new terms and expressions.

Those items aim to know students' comment on actual practices that should be used to introduce new items of FL.

2. Items related to the use of educational technology:

Item no.50 on the use of slides and pictures.

Item no.55 on the use of taped materials to introduce native speakers.

Item no.58 on the occasional use of computer to introduce language materials.

Item no.59 on the use of audio-visual materials to introduce new vocabulary and patterns.

As explained before that the issue of using educational technology and educational media is an issue of ideal nature. These questions aim to understand how high do students would value this experience if they had the opportunity.

3-Items related to the use cooperative learning activities:

Item no.52 on the encouragement of conversation in FL between students.

Item no.56 on opportunities given to students to work in pairs.

Item no.57 on students' work in groups to learn FL

The present situation of the classrooms in the Libyan schools made these issues of an ideal nature.

Topic three: discusses the role of the goals of learning FL on motivation promotion; various motivational items related to goals of learning are contained in the questionnaire items, such as items referring to integrative items, or instrumental items and items referring to socio-cultural goals, described in details in table no.2 and which cover (1) learning EL for integrative goals, (2) learning for utilitarian goals, (3) learning for socio- cultural purposes, and (4) learning for other goals. The total number of statements expressing the subject of this topic are 13 closed statements and one open question, all the said items are related to FLL, and they are as follows:

1-Learning FL for integrative goals:

Item no.66 on the aim of learning FL in order to be able to talk to English speaking peoples.

Item no.73 on the aim of learning FL in order to be able to work in an English speaking country.

The above items deal with issues of an ideal nature.

2- Learning EL for utilitarian goals:

Item no. 67 on the aim of learning FL in order to pursue studies in an English speaking country.

Item no.68 on the aim of learning FL in order to get good working opportunity.

Item no.69 on the aim of learning FL in order to use it during tourist trips.

Item no.74 on the aim of learning FL in order to establish business relations with English speaking people.

The above items seek students' comment on issues of an ideal nature.

3-Learning EL for cultural goals:

Item no.64 on the aim of learning FL in order to understand English art.

Item no. 65 on the aim of learning FL in order to understand other cultures through the knowledge of EL.

Item no. 70 on the aim of learning EL in order to understand English speaking TV and radio.

Item no. 75 on the aim of learning EL in order to know more about ways of life in English speaking countries.

Similar to other items on the goal of learning FL the above items ask for students' comment on issues of an ideal nature.

4-Learning EL for other goals:

Item no.71 on the aim of learning FL in order to enable the learner to explain his country's cultural issues to English speaking people.

Item no. 72 on the aim of learning FL in order to enable the learner to express his country's view point regarding world issues.

Item no. 76 on the aim of learning FL in order to enable the learner to acquire new ideas about world issues.

The above items are also of an ideal nature.

Topic four: is on the importance of students' orientations and attitudes toward the target language, its community and culture in enhancing students' motivation to learn EFL. Various items representing the orientations and attitudes towards the language, community and culture are included and described in table no.2, which are (1) orientations and attitudes towards EL, (2) orientations and attitudes towards EL speaking communities, (3) orientations and attitudes towards EL culture. The total number of statements contained under this topic are 15 closed statements and one open question: they are derived from the study of Gardner and Lambert (1972) and Dornyei (1998), all of them are related to FL learning and they are as follows:

1- Orientations and attitudes towards foreign languages:

Item no.80 on orientations and attitudes toward FL in general.

Item no.82 on orientations and attitudes towards EL.

Item no.88 on orientations and attitude toward EL in form of TV and radio.

The above items aim to understand students' actual feelings about real practices.

2- Orientations and attitudes towards EL culture:

Item no. 78 on orientations attitudes toward English customs.

Item no.79 on orientations and attitudes toward arts in English speaking countries.

Item no.83 on orientations and attitudes toward English film.

Item no.85 on orientations and attitudes toward English magazines.

Item no.86 on orientations and attitudes toward English books.

Item no. 87 on orientations and attitudes toward equipment and products of English speaking countries.

Item no.89 on orientations and attitudes toward tourist places in English speaking countries.

The above items aim to understand students' comments on actual feelings and interests.

3- Orientations and attitudes towards English speaking communities:

Item no.77 on orientations and attitudes toward English speaking people.

Item no.81 on orientations and attitudes toward establishing contacts with English speaking people.

Item no.84 on orientations and attitudes toward English speaking countries.

Item no.90 on orientations and attitudes toward having pen friends in English speaking countries.

Item no. 91 on orientations and attitudes toward native English teachers.

Similar to other items in this topic the above items also deal with actual issues.

Each of these topic areas deals with the first four questions formulated at the end of the previous chapter. In addition to this another question was formulated regarding the differences between male and female.

Table No.2 on the relation between research questions on students' perception of motivational items and questionnaire items:

Research questions	Perceived motivational items	Relevant items of the questionnaire
<u>Topic one:</u>	Contextual and environmental items, divided into the following sub-scales	Items from no.6 till 48 subdivided into sub-scales as described above
	<u>Contextual items</u>	
1-	-learning situation	9-13 25-24
2-	- School resources	10-11 / 14-15-20-21-22
3-	- Course materials	16-17-18-19
4-	-Teacher activities	12-27-28-29-30 -31-32 / 34-35-36-37-38-40-41-42
5-	-teacher's personality	25-26
6-	- student's status in school	6-7-33-39
7-	- Position of FL in curriculum	8
8-	Student's characteristics	43-44-45-46-47-48
<u>Topic two:</u>	<u>Classroom activities</u>	
1-	-use of dramatization and games	49-62-63
2-	-use of educational technology	50-55-58-59
3-	-use of cooperative learning	52-56-57
4-	-use of conventional activities	51-53-54-60-61
<u>Topic three:</u>	<u>Goals of learning L2</u>	
1-	-Learning FL for integrative goals.	80-82
2-	-Learning for cultural goals	64-65-70-75-76
3-	- learning FL for instrumental goals	67-68-69-74
4-	-Other goals	71-72-76
<u>Topic four:</u>	<u>Students orientations and attitudes and L2</u>	

1-	-Students' orientations and attitudes towards target language	80-82-88
2-	- students' orientations and attitudes towards target language community.	77-81-84-90-91
3-	-Students' orientations and attitudes towards target language culture.	78-79-83-85-86-87-89

4.5. Scaling:

The scale used for topic 1 of the questionnaire was originally of five points, which were, (1) very important, (2) reasonably important, (3) uncertain, (4) unimportant and (5) extremely unimportant. The researcher had to reduce the scale to three points on the basis of the advice of the experts who judged the content validity of the questionnaire, who believed that what is significant in this question is the two extremes, the very important and the unimportant, so they advised the researcher to keep the three rates, the two extremes and one neutral.

The researcher accepted the advice on the ground that it is possible to use a scale of three rates, that conclusion is established on the basis of Oppenheim's (1976) judgment that "The rating may run from 1-5, or from 1-10, or any other intervals ... the number of steps in rating scale tends to vary from three or five to perhaps ten".

The researcher also noted that other similar researches used different scales such as the research of Fenaish who states that:

for the purpose of this study , a "yes-no" alternative was adopted to determine the perception of the respondents for each of the objectives and activities indicated. (Fenaish, 1981, P. 60).

The study of Abujalal (1993, P.288-289) on the cultural dimension of teaching EL uses a 4 points scale, a lot, much, a little and nothing for one question, and a 3 point scale, more than enough, enough, and not enough, for other question are used in the same research.

For these reasons the researcher used 3 point scale for topic no.1 and 4 point scale for topic no.2 in order to prevent respondents from always choosing the middle and 5 point scale for topic no.3 and 4.

The scale used for topic no.2 of the questionnaire, on the perception of classroom activities comprised 4 points and students had to show how much they like that activity, either they like it very much, do not like it at all, students do not mind the activity, those are the three rates of the scale and a fourth rate is given if the activity is not done. As in question no. 1 the use of this scale has been advised by the experts, and accepted by the researcher for the reason explained earlier.

Five points scale is used for both topic 3 and 4 and students were asked to indicate whether they strongly disagree, disagree, uncertain, agree or strongly agree on each of the statements representing each of the topics explained earlier under those two topics.

4.6. The content validity of the questionnaire:

Before the administration of any data collecting instrument it is important to investigate its validity in order to find out according to Wiersma, (1980, P. 215) "the extent to which an instrument measures what it is supposed to measure", in other words "Does the instrument measure the characteristic, trait, whatever, for which it was designed or intended?" The content validity of the questionnaire which "refers to the extent to which the test items reflect the academic discipline, skills, or behavior being measured", was investigated, while other types of validity, such as, construct validity which according to Kerlinger (1986) seeks to explain individual differences in test scores, and which can be established according to Wiersma (1980) by both logical and empirical analyses, concurrent validity and predictive validity which are also

called according to Wiersma (ibid) as "criterion validity because the validity is established through a comparison with some criterion external to the test" were excluded because of their irrelevance to the subject of the research.

Kerlinger describes hereunder the importance of validity, its nature and how it is investigated.

The subject of validity is complex, controversial, and peculiarly important in behavioral research. Here perhaps more than anywhere else, the nature of reality is questioned.Content validation then, is basically judgmental. The items of a test must be studied, each item being weighed for its presumed representativeness of the universe. Usually other "competent" judges should judge the content of the items.

(Kerlinger,1986, P.416-417).

Since the content validity is normally done through the judgment of experts, the questionnaire has been given to four experts from Al Fateh University to assess their content validity, two of the experts were from the English department at the faculty of arts, and the other two were from the department of psychology and education at the same faculty. The experts were requested to assess each item, whether it is relevant to motivational items or not. It was accepted that if all experts agreed on the relevance of the item then the content validity of that item was accepted, otherwise items required rewording and correction. The experts were also requested to raise questions they believe necessary for the construction of the questionnaire.

In accordance with the remarks and comments of the experts the wording of certain items were changed and other new items were introduced. This procedure was done before the administration of the pilot study.

4.7. The questionnaire's reliability:

Reliability of measuring instrument means its consistency, Salvin, (1984 cited in Abujalalah, 1995) argues:

the term reliability refers to the degree to which a measure is consistent in producing the reading when measuring the same thing. (Salvin, 1984, in Abujalalah, 1995, P.238).

Wiersma, (1980, P. 212) believes that reliability is "the degree to which an instrument will give similar results for the same individual at different times".

Fitz-Gibbon (1987) explains reliability as "the extent to which a measure is consistent". According to Fitz-Gibbon (ibid) there are three kinds of reliability which are as follows:

- Test-retest reliability: stability, which is established by finding the correlation between the administration of a test and another test.
- Alternate forms reliability: Equivalence, which is established by finding the correlation between the results of administering two equivalent forms of test.
- Split half reliability: Internal consistency, which is established by splitting the test into two halves and the correlation between the scores of the two sets for each person are computed, if the correlation between the two halves is high then the reliability is accepted.

Out of the different procedures used to estimate the reliability of any instrument, which are as described Wiersma (ibid) parallel forms, test-retest, Kuder-Richardson procedures and split half, the researcher used the test -retest technique.

20 students comprising 12 female and 8 male answered the questionnaire twice, the period of interval between the administration of the two tests was three weeks, the correlation coefficient of the three weeks test- re-test reliability of the students questionnaire, using Spearman formula, was 88, which is considered, high enough to consider the questionnaire reliability satisfactory.

4.8 . Population and sample:

Tripoli Shabiat (Municipality) where the questionnaires were to be administered is the biggest city in Libya, inhabited by around one quarter of the total population of the country. It stretches for about forty kilometers from east to west and for forty five kilometers from north to south. This area comprises districts of different characteristics such as rural districts, urban districts, industrial areas and agricultural areas. According to the latest administration division of the country the number of intermediate schools in Tripoli reaches 111 schools for girls and boys including literary and scientific sections. These schools are supervised and administered by 35 educational offices, called Educational Sectors. A Central People's Committee for Education, Vocational Education, Youth and Sport is supervising the works and activities of the educational sectors at the Shabiat (municipality) level.

The total number of teachers of English language in Tripoli is estimated at 300 males and females, and the number of students of the scientific section in the intermediate schools, where the questionnaire was to be administered is estimated at 16000 students. The students of the scientific section have been chosen for this study because they represent the majority of students at the intermediate schools in Tripoli, and because their perception of motivation of ELL is considered important because they need EL more than the students of literary section, for their higher studies and for referring to foreign books and because certain university colleges still teach in EL in Libya.

4.8.1 Sample:

As it is not within the capacity of the researcher to cover the whole educational offices located within Tripoli Shabiat, therefore the multi-stage random sampling method was used to choose the sample of the research. A sample of 17 educational offices was randomly chosen in order to ensure representativeness. 30 schools were selected randomly within the 17 educational offices, by preparing tables of boys' schools and girls' schools, then 15 schools of each table were randomly chosen. In each school a

number of classes were selected randomly and out of those classes a random sample of 250 students was selected.

The schools chosen from the parent population represent the various social levels of Tripoli, as some represent areas inhabited by businessmen and key officials in administration, and other schools are located in agricultural and industrial regions.

The researcher realized the importance of having a representative sample, therefore he used tables of random numbers at each step of sampling procedures.

4.9 Administration of the questionnaires:

As described earlier the questionnaire was to be administered in various areas of Tripoli Shabiat. The first step made was to obtain an authorization to administer the questionnaire from the People's Committee for Education in Tripoli which granted the required authorization in early March 2001, provided that it should be informed of the results obtained.

Prior to the administration of the questionnaire the researcher visited the schools chosen, and explained to the headmasters his intention and the aim of research. He also had meetings with many of the English language teachers in these schools who were informed of the steps to be taken for the administration of the questionnaire and who were requested to give any advice they consider necessary. Many of those *teachers suggested to have the questionnaire in Arabic language in order to avoid any misunderstanding in wording, therefore the questionnaires was translated. So the questionnaire in the appendix is therefore a translation back into English from the Arabic and that means there are some difficulties in explaining the details.*

The questionnaire was administered around the end of March 2001 by the researcher and the assistants, who were instructed how to act and behave during the administration of the questionnaire in the various schools they visited. The questionnaire was administered during an EL lesson, and the teacher of the class assisted in the supervision and administration of the questionnaire.

The sample chosen in each class was kept seated, while the other students were allowed to leave the class, that was done in order to avoid any disturbance or influence that might be caused by those students to the sample members. The administration took one full lesson of EL, which means about 45 minutes. Students were asked to listen carefully to the questionnaire items read aloud and explained either by the researcher personally or his assistants; that was done in order to make sure that students understood the items properly and understood how to answer the question. All ambiguities and misunderstandings during the the implementation of the fieldwork were properly clarified by the researcher or his assistants. Immediately on the completion of answering the questionnaire's items, it was collected from students *with the help of EL teachers* who were present during the administration process.

In spite of all care taken to collect all the questionnaires from the sample of students, yet it was discovered that there were 23 questionnaires missing, So the rate of response for students was 90%, out of them there were 121 male students and 106 of them were female.

4.10 Analysis of data:

The responses of students to the questionnaires were analysed by using descriptive and inferential statistics. The data were tabulated and analysed by using SPSS computer programme, and the analysis aimed to display the frequency, percentage, mean, mean differences, and correlations. The detailed description and analysis of data is included in chapter 5.

Chapter five

Data Analysis

5.0 Introduction

This chapter introduces the findings obtained from the students' questionnaire administered to 227 students, who actually answered the questionnaires and returned them to the researcher.

The collected data was analysed and presented in order to display the respondent students' views, opinions and perceptions of certain motivational items associated with learning in general and with learning FL in particular, those items are grouped under four main topics which are:

- School environmental and contextual items
- Classroom activities
- Goals of learning EL.
- Orientations and attitude towards EL, culture and community.

The results are presented in a way taking into account the order of the research questions in chapter 03, and the analysis will focus on the following:

- Students' perceptions of motivational items.
- Differences between male and female students' perceptions.

The first topic of the research covers various school environmental and contextual items, and the first question of the research questions aims to investigate which of those items are viewed and believed to be very important for students to arouse their motivation to learn EFL. The question covers 43 statements, part of them are general motivational items which affect the learning process in general including the learning of FL, and others are specifically related to the learning of FL, the details of those items the significance of their choice was detailed in the previous chapter.

5.1 Questionnaire's contents:

Topic one of the students' questionnaire is a clear translation of question one of the research questions on students' perceptions and views of the importance of the environmental and contextual items in enhancing students' motivation to learn EL. This section of the questionnaire contains different items covering the following:

Contextual items - covering (1) learning situation (2) availability of resources (3) course materials (4) teacher's activities and techniques (5) teacher's personality, (6) students status in school, (7) position of FL in curriculum, (8) students' personality items.

Topic two of the questionnaire is about students' perception of various activities in the classroom during the EL lesson. This question is a reflection of question two of the research questions about the perception of students of the importance of classroom activities. The questionnaire includes the following activities:

(1) use of games and dramatization (2) use of educational technology (3) cooperative learning, (4) conventional teaching method.

Topic three of the questionnaire is about the students' perception of the importance of the role of the goals of learning EL in enhancing students' motivation to learn the language. This question represents question three of the research questions about the importance of students' perception of the role of learning orientation in enhancing their motivation to learn EL. The goals covered by the questionnaire include the following:

(1) Learning EL for cultural goals (2) learning for integrative goals (3) learning EL for utilitarian aims (4) learning EL for other goals.

Topic four of the students' questionnaire is about the role of students' orientations and attitudes toward the target language, culture and community in enhancing students' motivation to learn EL. This question is a translation of question four of the research questions about the importance of students' perception of the importance of the role of orientations and attitudinal items in promoting students' motivation to learn EL. The items included in the questionnaire cover, (1) orientations and

attitudes toward EL, (2) toward English culture (3) and toward English- speaking community.

Further to the above four topics, one question was added as follows:

Questions five is about comparing the data obtained from the students' questionnaire in order to find out if there are any significant differences between male and female students' perceptions of the various questionnaire's items. This is not directly the content of the questionnaire, and the necessary data required for making the comparison were obtained as a part of the info given by students' responses.

5.2 The findings of the research:

5.2.1 Findings related to Students' perceptions of contextual items:

A-Learning situation:

The first research question addresses the issue of contextual and environmental items perceived by students as very important to arouse their motivation to learn EFL. The first part of this discussion will concentrate on investigating students' perception of certain contextual items. Students who participated in answering the questionnaire, were asked to show their answer on a three point scale, unimportant, reasonably important and very important.

Table 3: Classroom items

.N	Subject	G	No			Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P		
9	Discipline rules are fairly implemented	M	00	11	9.1	42	34.7	68	56.2	2.4711	-0.0195
		F	1	13	12.4	25	23.8	67	63.2	2.4906	
		T	1	24	10.6	67	29.6	135	59.7	--	
13	Comfortable classroom furniture is available	M	3	14	11.9	29	24.6	75	63.3	2.4545	-0.0549
		F	00	13	12.3	26	24.5	67	63.2	2.5094	
		T	3	27	12.1	55	24.6	142	63.4	--	
23	Number of students in the classroom is ideal	M	1	17	14.2	20	17.6	83	69.2	2.5289	-0.0088
		F	1	14	13.3	18	17.1	73	69.5	2.5377	
		T	2	31	13.8	38	16.9	156	69.3	--	
24	Student-teacher ratio is observed (not more than 30 students per one teacher)	M	00	12	9.9	42	34.7	67	55.4	2.4545	-0.1681
		F	1	11	10.5	15	14.3	79	75.2	2.2662	
		T	1	23	10.2	57	25.2	146	64.6	--	

N. Male 121

N. Female 106

In table 3 the first column gives the number of the question on the questionnaire, the next column gives the section of the text to which students were asked to express degree of agreement. In the main part of the table, the first column reveals the gender of the respondent followed by a column on the number of missing cases, and subsequent columns give for each category of 'not important' 'reasonably important' and very important absolute numbers and percentages for each gender. This is followed by columns for the mean of male responses and female responses, differences between means of male and female responses. This structure will be used in the following tables used to analyze the data obtained under topic 1.

A study of table 3 reveals that the highest importance of students' responses is given to item no.23 related to the number of students in the classroom which is regarded as very important by 69% of students. Other items were also rated highly but item no.23 was statistically significantly higher. While item no.24 on student-teacher ratio scored 65% of importance we note that item no.13 on the availability of comfortable furniture in the classroom scoring 63% of respondents' agreement on its importance. It is noted that item no.9 on the fair implementation of discipline rules scored the lowest and around 60% of respondents agree on its importance as a motivating items.

If we take together the scores of reasonably important and very important, then the highest scores go to items no.9 and 24 on discipline rules and the student-teacher ratio, as each of them scores 89% of agreement followed by item no.13 of the availability of comfortable classroom furniture where 88% of respondents agree on its importance. 86% of respondents' agreement goes to item no.23 on the number of students in the classroom. The results explained in table 3 are found consistent with the ideas of McDonough and Shaw (1996) on the importance of the educational setting in affecting learner's motivation, as explained in the literature of this study.

Turning now to the differences between male and female respondents. It is noted that there is a significant difference between male and female students' responses regarding item no.24 on student-teacher ratio, as female students response to this item is higher than the male but not on any other item on this table.

Table 4: School resources items

N	Subject	G	No		Not. Imp		Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P			
10	Access to school library is provided.	M	00	11	9.1	31	25.6	79	65.3	2.562	0.0148	
		F	00	11	10.4	26	24.5	69	65.1	2.5472		
		T	00	22	9.7	57	25.1	148	65.2	--		
11	Cooperation with parents is encouraged through teacher-parent association.	M	1	28	23.3	48	40	44	36.7	2.1157	-0.3466	
		F	00	2	1.9	53	50	51	48.1	2.4623		
		T	1	30	13.3	101	44.7	95	42	--		

Table 4 shows that 65% of students believe that school library, item no. 10, is perceived as a motivating item for them, while only 42% consider item no. 11 regarding the activities of teacher-parent associations as an important factor for those students.

If we take together the scores for reasonably important and very important, we note that the highest score goes to item no.10 on the availability of school library where around 90% emphasise the importance of this resource at school, while a little lower percentage 87% emphasise the importance of teacher-parent associations.

A significant difference at the rate of < 0.05 is noted between the males and females perceptions of item no. 10 on having access to school library and item 11 on the importance of teacher-parent association, where the female students perception of the importance of these items are higher than the males.

Summary of views on general items of learning situation:

It is evident from tables 3 and 4 that there are substantial numbers of issues which are considered important. However in order to identify those to which attention should be paid first we will present only those where a score of over 50% in the category 'very important' was achieved. These are:

Item 23 on having reasonable number of students in the classroom which is given 69% of scores.

Item 24 on the student-teacher ratio which scored 65% of respondents' agreement.

Item 10 on having access to school library, 65% agree that it is very important.

Item 13 on the importance of having comfortable furniture in the classroom which scored 63%.

Item 9 on having discipline rules fairly implemented which scored 60% of respondents' agreement on its importance.

Secondly, the analysis of differences between male and female responses shows that the following were significantly different:

Responses to item 10 on the importance of having an access to school library and item 11 on the importance of cooperation between parents and school officials, where the percentage of females who consider these items very important are higher than the males. The same is also applied to item 24 on student-teacher ratio.

The implication of this analysis suggest that in schools for females, some items should be paid attention to in order to improve motivation and a different set of items should be paid attention in schools for males.

Conclusion of this section:

Personal observation suggest that in many schools the items which students value highly and which are seldom present or completely missing from schools are items related to the number of students in the classroom, where it is always more than the ideal ratio, in certain schools the number reach 55 students in ordinary classroom, as explained in chapter 2 among the challenges facing Libyan education. The next item that is seldom present is related to classroom furniture and the access to school library. The provision of these facilities depends on the availability of funds obtained from oil trade, which is affected due to the drop in oil prices, as explained in the educational report mentioned in chapter 2. As for the cooperation between schools and parents it is rare and it takes a form of a single annual meeting attended by few parents, and in certain cases parents are summoned to schools to be notified of their children' bad conduct or low achievement.

Of course, personal observation would need to be supplemented by a more systematic survey of which items are present and which are not but this would then be a means of identifying which ones should be given highest priority for improvement in order for them to have an impact on motivation and achievement.

Table 5: Contextual items related to FLL

.N	Subject	G	No		Not. Imp		Res. imp		V. imp		mean	Mean diff.
			N	P	N	P	N	P	N	P		
14	Textbooks are supplemented with tape recorded materials.	M	00	26	21.5	14	11.6	81	66.9	2.4545	-0.2342	
		F	00	10	9.4	13	12.3	83	78.3	2.6887		
		T	00	36	15.9	27	11.9	164	72.2	--		
15	Textbooks contain colorful pictures to attract students attention	M	00	7	5.8	45	37.2	69	57	2.5124	0.069	
		F	1	11	10.5	34	32.4	60	57.1	2.4434		
		T	1	18	8	79	35	129	57.1	--		
20	Modern educational media is available and used	M	00	23	19	22	18.2	76	62.8	2.438	-0.1092	
		F	00	13	12.3	22	20.8	71	67	2.5472		
		T	00	36	15.9	44	19.4	147	64.8	--		
21	Drawings and authentic materials are used by teachers.	M	00	19	15.7	31	25.6	71	58.7	2.4298	-0.0336	
		F	2	13	12.5	32	30.8	59	56.7	2.3962		
		T	2	32	14.2	63	28	130	57.8	--		
22	Computers are used to teach language skills.	M	00	18	14.9	16	13.2	87	71.9	2.5702	-0.0996	
		F	00	13	12.3	9	8.5	84	79.2	2.6698		
		T	00	31	13.7	25	11	171	75.3	--		

Table no.5 deals with the educational technology items. It reveals that the highest important perception is attributed to item no.22 on the use of computer to teach language skills, where 75% of total respondents assert the importance of this factor followed by item no.14 on the use of taped materials to introduce new vocabulary and patterns, where 72 % of respondents agree upon the importance of that item.

Other items related to school resources associated to FLL which received lower degree of importance are item no. 20 on the use of modern educational media in general where 65% of respondents agree on the importance of that item followed by other items on the use of drawings and coloured pictures, where the percentages of responses were 58% and 57%.

If we take together the scores of the reasonably important and the very important, then the highest scores go to item no.15 on supplying the textbooks with coloured and attractive pictures to attract students' attention where 92% of students agree on the importance of this factor followed by items nos. 21 and 22 on the use of authentic materials and computer where 86% of respondents agree on the importance of those two items as important motivators for their' learning of EL.

Items nos.14 and 20 on the use of taped materials and other educational media scored 84% of respondents' agreement on their importance as motivating items.

The only difference between males and females is noted in case of item no. 14 where the female students' responses are higher than the males.

The importance attached to educational technology items in the Libyan context is found consistent with the ideas of Atkinson 1992; White and Wacha 1992; Martin and Hampson 1991; Brown 1993; Chamers 1998; Dornyei 1996 and McDonough and Shaw (1996), on the importance of using education technology in order to reinforce the teaching of EL and to improve the learning situation, as, the use of computer enables students to follow the course according to their own abilities and time available.

Table 6: Course materials (textbooks contents) in FLL

N	Subject	G	No		Not. Imp		Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P			
16	Textbooks concentrate on target language culture	M	00	8	6.6	64	52.9	49	40.5	2.3388	-0.1518	
		F	1	7	6.7	37	35.2	61	58.1	2.4906		
		T	1	15	6.6	101	44.7	110	48.7	--		--
17	Lessons are based on real life situations	M	2	11	9.2	38	31.9	70	58.8	2.4545	0.1149	
		F	2	6	5.8	52	50	46	44.2	2.3396		
		T	4	17	7.6	90	40.4	116	52	--		--
18	Tasks are challenging but achievable	M	2	9	7.6	74	62.2	36	30.3	2.1901	-0.1873	
		F	1	6	5.7	51	48.6	48	45.7	2.3774		
		T	3	15	6.7	125	55.8	84	37.5	--		--
19	Tasks enable students to communicate in target language.	M	1	11	9.2	29	24.2	80	66.7	2.5537	-0.1161	
		F	2	9	8.7	11	10.6	84	80.8	2.6698		
		T	3	20	8.9	40	17.6	164	73.2	--		--

If we take the results presented in the column of 'very important' as a base for our interpretation, it is noted that the highest scores are given to item no. 19 on the necessity of having tasks that enable students to communicate in the target language, where 73% of respondents agree on the importance of that item followed by item no. 17 on the importance of having lessons based on real life situations where 52% agree on the importance of that item.

It is significant to note that the other two items nos. 16 on the textbooks concentration on the target language culture and 18 on the importance of having tasks that are challenging but achievable, they scored only 49% and 38%.



If we take together the scores of reasonably important and very important we note a remarkable change in the obtained results and the highest scores 93% go to items 16 on textbooks and target language culture, and 18 on having challenging tasks, while 92% go to items 17 learned language and real life situations and finally 91% goes to item no.19 on tasks and the development of students' communicative skills.

It is noted that there are significant differences between males and females regarding all the items of table no.6, where the female students' agreement on the importance on those items is higher than the male in all the cases except in the case of item no. 17 on lessons concentration on real life situations where male students perceptions of the importance of that item is higher than the female.

Summary of views on learning situation related to FLL:

It is evident from tables 5 and 6 that there are many items which are considered as important ones, but similar to the former section we will present only those where a score of over 50% in the category 'very important' was achieved. It is noted that the scores given to all the items in tables 5 and 6 in the category very important are more than 50% except two items which are:

Item 16 on the importance of having textbooks concentrating on target language culture which scored 49%, and item 18 on the importance of having tasks that are challenging but achievable which scored 37%.

As for the significant differences between male and female responses we note that males perceive the following items of higher importance than the females in the case of item 17 regarding the importance of having lessons based on real life situations, while the females' perceptions are higher in the following cases:

Item 14 on having taped recorded materials to present new vocabulary.

Item 16 on having textbooks concentrating on target language culture.

Item 18 on having challenging tasks.

The implication of this analysis suggest that in schools for females certain attention should be given to certain items which are perceived of higher importance to female

in order to improve their motivation, such as textbooks or teaching materials which include the target language culture and which give challenging materials. It may be difficult to have different textbooks for boys and girls although in principle this is possible because schools are single-sex.

Conclusion for this section:

Personal observation suggest that in many schools, the items that are valued highly by students are either rarely used or completely missing especially what is connected to the use of educational technology for introducing the target language elements, which is summed up in UNESCO Report (1996) as follows" There are no use of tape recorders, teachers do not have printed or blank transparencies or suitable pens for use with overhead projectors, there are no school language laboratories or even specialist English teaching rooms".

As for the new textbooks used for teaching EI at the Libyan secondary stage, as explained in chapter 2 of this study, " the language is presented in a context that is familiar and relevant to students age, background and environment, the books aim to extend students' abilities in four language skills, they include a range of stimulating topics and wide range of activities to maintain the interest of students". Yet the results here show that the girls in particular would like to know more about other countries and not just about Libya. As explained in the former section this personal observation need to be supplemented by a more systematic survey of which items are present and which are not.

Table 7: General items related to teacher's activities:

.N	Subject	G	No			Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P		
12	Desirable competition system is built up	M	1	9	.75	31	25.8	80	66.7	2.5702	-0.0326
		F	1	9	8.6	21	20	75	71.4	2.6036	
		T	2	18	8	52	22.9	155	68.9	--	
27	Teacher uses humour occasionally when necessary	M	00	16	13.2	33	27.3	72	59.5	2.4628	0.0571
		F	00	7	6.6	49	46.2	50	47.2	2.4057	
		T	00	23	10.1	82	36.1	122	53.7	--	
28	Teacher creates mutual respect between himself and students.	M	2	4	3.4	18	15.1	97	81.5	2.7355	-0.189
		F	00	1	.9	6	5.7	99	93.4	2.9245	
		T	2	5	2.2	24	10.7	196	87.1	--	
29	An atmosphere of humour prevails in the classroom	M	2	16	13.4	23	13.3	80	67.2	2.4959	-0.3532
		F	00	1	.9	14	13.2	91	85.8	2.8491	
		T	2	17	7.6	37	16.4	171	76	--	
30	Encourages students' confidence	M	1	11	9.2	20	16.7	89	74.2	2.6281	-0.2021
		F	1	2	1.9	11	10.5	92	87.6	2.8302	
		T	2	13	5.8	31	13.8	181	80.4	--	

31	Uses praise phrases to encourage learning.	M	1	12	10	45	37.5	63	52.5	2.405	-0.274
		F	00	2	1.9	30	28.3	74	69.8	2.679	
		T	1	14	6.2	75	33.2	137	60.3	--	
32	Make students experience success.	M	1	9	7.5	18	15	93	77.5	2.6777	-0.1148
		F	00	3	2.8	16	15.1	87	82.1	2.7925	
		T	1	12	5.3	34	15	180	79.6	--	

The data presented in table 7 on the teachers' general activities reveal that the highest scores 87% are given to item.28 on the teacher's establishment of mutual respect with students, The next highest score in this table is given to items 30 and 32 on the teacher's practices to encourage student`s confidence and the teacher's practices to make students experience success in the learned subjects, both items scored 80% of respondents' agreement on the importance of those items. As for item 29 on the teacher's activity to create an atmosphere of humour in the class it is perceived very important by 76% while the use of desirable competition, subject of item no.12 is perceived very important by 69%. Lower percentage of importance 63% is given to item no.31 on the use of praise phrases by teachers.

If we take together the scores of reasonably important and very important we note that the highest score goes to item no.28 the teacher's establishment of mutual respect with students, as 98% agree on the importance of this item. Then the next highest scores go to 32 on the teacher's practices to make students experience success as 95% agree on the importance of that practice, and then items 30 and 31 on teacher's encouragement of student's confidence and teacher's use of praise phrases to encourage students' learning, as 94% of respondents agree on that. As for item 12 on the use of a desirable competition system it scores 92% of respondents' agreement.

Turning now to the difference between male and female respondents. A study of table no.7 shows that there are statistically significant differences between male and female responses where female identified the following items of higher importance than the male, items on teacher's establishment of mutual respect with students, teacher's practice to create an atmosphere of humour in the classroom, teacher's techniques to encourage students' confidence, and item on the teacher's use of praise phrases to encourage students.

Summary of views on teacher's general activities:

It is evident from table 7 that there are a substantial number of issues which are considered important. However, as described in former sections, in order to identify those to which attention should be paid first we will present only those where a score of over 50% in the category 'very important' was achieved which are as follows:

All the items contained in table 7 scored more than 50%, which indicate that the majority of students attach high importance to all of them, yet the highest scores are given to items covering the following activities, teacher's establishment of mutual respect with students, his technique to encourage students' confidence and his activities to make students to experience success and finally teacher's practices to create an atmosphere of humour in the classroom.

Secondly, the analysis of differences between male and female responses shows that the female responses are significantly higher than the male regarding the practices covering the following activities:

Teacher's establishment of mutual respect with students, his practices to create an atmosphere of humour in the classroom and teacher's practices to encourage students' confidence, and finally the activities related to teacher's use of praise phrases to encourage students.

It is interesting to note that in the section on classroom conditions earlier there was significant difference in the value put on teacher-pupil relations by female too.

It is noted that none of the items contained in table 7 are significantly more important for males.

The items which are identified very important by students show that their views and perceptions are consistent with the findings of Brown (1977) and Clement et al (1994) on the importance of self confidence in language learning, the findings of MacIntyre and Gardner (1988) and Skehan (1989) on the impact of anxiety and attitude towards school in language learning.

The implication of this analysis suggest that teachers in females' schools should note that certain attention has to be given to their practices in order to improve learners' motivation by removing all classroom setting items which lead to anxiety, and to improve students self confidence by using verbal phrases and other means, the same practices should be paid attention to, may be at a lower level, in schools for males.

Conclusion for this section:

Personal observation and the former experience of the researcher suggest that in many schools the teacher's practices which students value highly as motivating elements are seldom used by teachers in their daily practices. This fact was discussed in chapter 2 of the study where it was explained that instructional techniques are still traditional depending on memorization and the active teaching methods are neglected. Teachers are only concerned with instructing at a high rate in order to deliver the overload curriculum and therefore they cannot monitor the quality of students learning and achievement.

The above explained difficulties regarding teachers' practices indicate that teachers' main concern is to finish the syllabus by all means, within the given time limit, even at the expense of the good practices and activities which lead to the enhancement of students' motivation, such as the establishment of mutual respect with students, the creation of an atmosphere of humour which are used at a very low level.

The results discussed in table 7 also reveals that the findings and ideas advocated by western researchers on the importance of certain motivational issues, such as Dornyei's, (1996) commandments could be generalized to the Libyan context, as most of the activities recommended in these commandments are perceived of high value as motivation items to Libyan students. Yet. this personal observation, as explained earlier, would need to be supplemented by a more systematic survey on which activities are practiced and which are not.

Table 8: Teacher's activities in FLL.

.N	Subject	G	No			Not. Imp		Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P	N	P		
34	Familiarizes students with the cultural background of the target language.	M	1	14	11.7	50	41.7	56	46.7	2.330	-0.112		
		F	3	8	7.8	34	33	61	59.2	2.443			
		T	4	22	9.9	84	37.7	117	52.5	--	--		
35	Raises students curiosity by various means	M	1	17	14.2	42	35	61	50.8	2.3471	-0.2661		
		F	00	7	6.6	27	25.5	72	67.9	2.6132			
		T	1	24	10.6	69	30.5	133	58.8	--	--		
36	Teacher shows students the value of taught subjects to their daily life	M	1	11	9.2	48	40	61	50.8	2.3967	-0.3675		
		F	2	1	1	17	16.3	86	82.7	2.7642			
		T	3	12	5.4	65	29	147	65.6	--	--		
37	Taught subjects develop students' skills to use language in daily activities.	M	2	10	8.4	24	20.2	85	71.4	2.5868	-0.2623		
		F	1	4	3.8	5	4.8	96	91.4	2.8491			
		T	3	14	6.3	29	12.9	181	80.8	--	--		
38	Teacher acts as a facilitator in the classroom	M	00	12	9.9	31	25.6	78	64.5	2.5455	0.0549		
		F	00	11	10.4	32	30.2	63	59.4	2.4906			
		T	00	23	10.1	63	27.8	141	62.1	--	--		
40	Teacher uses extrinsic rewards to encourage learning	M	1	38	31.7	44	36.7	38	31.7	1.9835	0.1722		
		F	00	42	39.6	42	39.6	22	20.8	1.8113			
		T	1	80	35.4	86	38.1	60	26.5	--	--		
41	Teacher encourages group work in the classroom.	M	00	12	9.9	61	50.4	48	39.7	2.2975	-0.1082		
		F	1	11	10.5	38	36.2	56	53.3	2.4057			
		T	1	23	10.2	99	43.8	104	46	--	--		
42	Interaction in different forms is encouraged.	M	00	16	13.2	50	41.3	55	45.5	2.3223	-0.3381		
		F	00	6	5.7	24	22.6	76	71.7	2.6604			
		T	00	22	9.7	74	32.6	131	57.7	--	--		

The data presented in table 8 show that the highest scores go to item 37 on the teacher's use of subject materials which enable students to use the learned language in their daily life, 81% of respondents agree on the importance of this issue in arousing their motivation to learn FL. Next to that in value comes item 38 on the teacher's techniques to act as a facilitator in the classroom during the FL lesson, which means that students are given the chance to interact together and the teacher's domination is reduced to the minimum. 62% of students agree on the importance of that item. Another item that is valued important is item 35 on teacher's methods to raise students' curiosity to learn FL by all means where 59% agree on that followed by item 42 on teacher's encouragement to students to interact with each other in all forms while learning FL, where 58% agree on the importance of that item.

Other items in this table scored lower percentage of agreement, such as item 36 on the teacher's way to explain to students the value of taught subject which scored 57% and item 34 on the teacher's technique to familiarize students with the cultural background of the target language which scored 52% of respondents' agreement on its importance.

It is significant to note that two items scored less than 50% of agreement on their importance; they are items 41 on the use of group work which scored 46% and item 40 on the teacher's use of extrinsic rewards to encourage FLL which obtained 27% of respondents' agreement.

If we take together the scores for reasonably important and very important, then the highest score 95% goes to item 36 on the teacher's way to show students the value of learned subjects, followed by item 37 on the importance of having subjects that improve students' knowledge to use learned FL in their daily life activities, which scored 93%.

Four items scored the same percentage of respondents' agreement; they are on familiarizing students with the cultural background of the target language, teacher's acts as a facilitator, teacher's encouragement of group work and encouragement of students' interaction in all forms. Each of those items scored 90% on its importance.

Item 40 on the use of extrinsic rewards to encourage the learning of FL remains the lowest even in case of adding the percentages of reasonably important and very important as 65% of respondents agree on the importance of this item.

Turning now to the difference between male and female respondents, it is noted that there is a significant difference in the cases of items 35, 36, 37 and 42 where the female responses on the agreement on those items are higher than the male, while the responses of the male are higher than the female in case of item 40.

The findings of certain items in this table are consistent with the studies of Pintrich and Shunk (1996); Dornyei (1996) on the important role played by teacher in teaching EL, the teacher should be a model to influence students' motivation and to create a good rapport between him and students.

Summary of views on teachers' activities in FLL:

It is evident from table 8 that there are substantial issues which are considered important. Similar to the procedures used with other tables to identify items to which attention should be paid first we will present only those where scores over 50% in the category 'very important' was achieved. These items are related to teacher's techniques to present the teaching materials which improve students skills to use the language in daily life, teacher's practices to act as a facilitator and not a dominator in the classroom, teacher's practices to use all means to raise students' curiosity, his activities to encourage students' interaction, and teacher's way to show the value of taught subjects to students and finally teacher's practice to familiarize students with the target language culture.

Secondly, the analysis of differences between male and female responses shows that the following were significantly different:

Item 40 on the use of extrinsic rewards to encourage FLL we note that male responses on the agreement on the importance of this item are higher than the female.

While, the female responses are higher in cases of the following items, raising students' curiosity, showing the value of taught subjects and teaching subjects that improve students skills and finally encouraging all forms of students' interaction.

It is noted that there are items which are of similar importance to male and female students such as the item on familiarizing students with the cultural background of the target language, teacher's acting as a facilitator in the classroom, and the item on using the group work in the classroom.

The implication of this analysis suggest that teachers in girls' schools should take into account what interest girls, such as raising their curiosity, showing the value of the taught subjects and encouraging interaction between girls in order to arouse their motivation to ELL, While teachers in boys' schools should pay attention to the items which are perceived of higher importance for them such as the use of extrinsic rewards to encourage ELL.

The above points are interesting particularly if we take into account, as described in the analysis of table 7, that teachers of EL neglect a lot of activities and they fully dominate the classroom actions, which means that they are not facilitators but dominators and which also means that interaction among students is neglected.

It is noted that students do not value group work highly, this could be understood in the light of the classroom setting where the classes are overcrowded which is considered as a barrier to group work, the lack of educational media and the traditional way of pupils sitting in the classroom in addition to teacher's domination, they all cripple the effectiveness of group work from the start. Therefore it is interesting to differentiate between the perception of the importance of the item and students' view of the application of the activity in the classroom.

Conclusion for this section:

The observations of UNESCO teams as explained in UNESCO Reports of (1994-6), already referred to in chapter 2 of this study, suggest that many practices valued very important by students are rarely practiced by teachers who are still using traditional practices to teach EL.

Table 9: General items related to teacher's personality.

.N	Subject	G	No		Not. Imp		Res. imp		V. imp		mean	Mean diff.
			N	P	N	P	N	P	N	P		
25	Teacher is dedicated to teaching profession	M	00	11	9.1	13	10.7	97	80.2	2.717	-0.1792	
		F	1	00	00	8	7.6	97	92.4	2.8962		
		T	1	11	4.9	21	9.3	194	85.8	--		
26	Teacher is always well prepared	M	1	4	3.3	25	20.8	91	75.8	2.7025	-0.1371	
		F	2	2	1.9	7	6.7	95	91.3	2.8396		
		T	3	6	2.7	32	14.3	186	83	--		

A study of table 9 on items related to teacher's personality reveals that the highest scores were given to item 25 on teacher's dedication to teaching profession where 92% of respondents agree on the importance of this item to motivate them to learn EL, while item 26 on teacher's well preparation for his lesson scored 83% of respondents' agreement on its importance.

If we take together the scores of reasonably important and very important, then the highest score goes to item 25 where 100% of respondents agree on the importance of this item, while 97% goes to item 26 in the same table.

The findings are consistent with Schulz (1993) and River (1997) ideas that teacher should be dedicated and will be prepared in order to be able to present good language instruction which promotes learners' motivation.

Turning now to the difference between male and female respondents. It is noted that there is a statistically significant difference between male and female responses on the agreement on the importance of item 25 where the female responses are higher than male, while item 26 is of common importance to both.

Conclusion of this section:

As explained in chapter 2 of the study, most of the EL teachers are originally not authentic speakers of the EL, therefore there is a misuse of the language on the part of some teachers and many students. There are difficulties to prepare teachers capable of teaching the innovated subjects and curricula. As explained in chapter 1 of the study teachers' preparation programme failed to teach teacher students language skills that they needed in their profession. The implication of that means teachers should work very hard in order to be well prepared, and this means they should be dedicated to their profession as teachers in order to accept the challenge.

Table 10: General items related to student's status in school:

.N	Subject	G	No		Not. Imp		Res. imp		V. imp		mean	Mean diff.	Corr.
			N	P	N	P	N	P	N	P			
6	Students' participation decision making regarding school plans	M	01	12	10	49	40.8	59	49.2	2.3719	-0.0338	-.036	
		F	02	05	04.8	47	45.2	52	50	2.4057			-.080
		T	03	17	07.6	96	42.9	111	49.6	--			
7	Students' spirit of inquiry encouraged	M	01	13	10.8	45	37.5	62	51.7	2.3884	-0.2437	.148	
		F	02	08	07.7	17	16.3	79	76	2.6321			.077
		T	03	21	09.4	62	27.7	141	62.9	--			
33	Accepts students' contributions to classroom's plans	M	00	21	17.4	49	40.5	51	42.1	2.2479	-0.1766	-.223	
		F	00	12	11.3	37	34.9	57	53.8	2.4245			.008
		T	00	33	14.5	86	37.9	108	47.6	--			
39	Encourages personal relation with the teacher and between students themselves	M	00	42	34.1	45	31.2	34	28.1	1.9339	0.1792	-.104	
		F	1	42	40	45	42.9	18	17.1	1.7547			-.157
		T	1	84	31.2	90	39.8	52	23	--			

A study of table 10 on students' status in school and the impact of that on their motivation displays that the highest scores are given to item 7 on school's practices and rules to encourage students' spirit of inquiry as 63% agree on that point to be a motivating item. The next highest scores are given to school rules and practices which allow students to participate in taking decisions regarding school's plan and policies and 50% agree on the importance of this point.

The other two items in this table scored lower percentages of agreement on their importance, and it is noted that item 33 on teacher's acceptance of students' contributions to class's plans scored only 48%, while item 39 on establishing personal relations between students and teachers and between students themselves scored only 23% of agreement on its importance as a motivating item.

If we take together the scores of reasonably important and very important we find that the highest score 93% goes to item 6 concerning student's participation in decision making regarding school policies and plans. The next highest score 91% goes to item 7 on encouraging students' spirit of inquiry, followed by item 33 on teacher's acceptance of students' contributions which scored 86% of agreement. The lowest score 63% is given to item 39 on teacher's encouragement to establish personal relations between students and teachers and between students themselves.

The findings described in table 10 are inconsistent with the findings of researches done in Western contexts by Goodlad (1984); Firestone and Rosenblum (1988) who advocated the importance of "relevance, respect and affiliation, support and, expectation and influence" as elements which affect students' commitment. Libyan students attribute low value to participation and contribution and relation elements.

Turning to the difference between male and female responses. It is noted that no difference is noted between male and female concerning factor 6 on student's participation while a significant difference is noted concerning the other items as follows:

A higher female agreement is given to items 7 and 33 on encouraging students' spirit of inquiry and acceptance of student's contributions, while a higher male agreement is

given to the importance of having personal relations with teachers and with other students.

Summary of views on students' status in school:

It is evident from table 10 that if we take the scores of over 50% in the category of 'very important' as a criterion for assessment we find that two items only are regarded very important which are as follows:

Item 7 on the encouragement of student's spirit of inquiry.

Item 6 on students' participation in decision making regarding schools' plans.

Secondly, the analysis of differences between male and female responses shows that the following were significantly different:

Item 39 which is significantly more important for the male.

Items 7 and 33 which are significantly more important for the female.

Conclusion of this section:

Personal observation suggest that in many schools the items which are highly accepted as important by students are rarely practiced especially what is related to the acceptance of students' participation in school's plans and the encouragement of students' spirit of inquiry. This could be understood in the light of the challenges facing EL teaching in Libya described in chapter 2 which reflects the situation as follows" students are not given the opportunity for *interaction and participation in the classroom*, they do not assume more responsibility for their learning and they lack the chance for work collaboratively".

Of course more systematic survey for which items are present and which are not is needed in order to identify which ones should be given highest priority for improvement in order to improve motivation.

Table 11: item related to the position of FL in curriculum:

.N	Subject	G	No		Not. Imp		Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P			
8	Learning for the sake of learning in addition to passing exams is emphasised.	M	00	07	05.8	28	23.1	86	71.1	2.6529	-0.0735	
		F	02	02	01.9	19	18.3	83	79.8	2.7264		
		T	02	09	04.0	47	20.9	169	75.1	--	--	

A study of table 11 on the position of FL in curriculum shows that 75% of responses agree to item 8 on the importance of learning foreign language for the sake of language learning in order to enable the learners to interact and to establish relations with the native speakers of that target language and to use that language in exams. If we take together scores of reasonably important and very important, then the score for this item will be 95%.

Regarding the differences between male and female responses, it is noted that no significant difference is noted between them.

The finding of this table is consistent with the ideas of McDougough and Shaw (1996) who indicated that the role of EL in the country is considered an effective motivating factor, if the language is used for communication in the country and it is spoken in the street, and then students will be more motivated to learn it.

Conclusion of this section:

As explained in the former chapters of this study EL is taught as an academic subject and the situation where the language is taught suffers from various difficulties and shortcomings.

The majority of students find difficulties to use EL in their daily life, except in rare cases with tourists or in foreign companies. This gives a picture of the situation of the language in the Libyan society.

Table 12: General items related to student's personality and traits:

.N	Subject	G	No	Not. Imp		Res. imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P		
43	Student's ability to understand the causes of failure and success.	M	00	17	14	25	20.7	79	65.3	2.5124	-0.1574
		F	1	3	2.9	26	24.8	76	72.4	2.6698	
		T	1	20	8.8	51	22.6	155	68.6	--	
44	Student's possession of good study habit	M	2	7	5.9	64	53.8	48	40.3	2.3058	-0.3451
		F	1	4	3.8	26	24.8	75	71.4	2.6509	
		T	3	11	4.9	90	40.2	123	54.9	--	
45	Student' possession of good memory.	M	1	10	8.3	45	37.5	65	54.2	2.438	-0.2884
		F	1	1	0.9	24	22.9	80	76.2	2.7264	
		T	2	11	4.9	69	30.7	145	64.4	--	
46	Student understanding of the reason of achieving.	M	1	3	2.5	27	22.5	90	75	2.7025	-0.09
		F	2	2	1.9	12	11.5	90	86.5	2.7925	
		T	3	5	2.2	39	17.4	180	80.4	--	
47	Student has a positive feeling about school.	M	1	11	9.2	56	46.7	53	44.2	2.3306	-0.1411
		F	00	15	14.2	26	24.5	65	61.3	2.4717	
		T	1	26	11.5	82	36.3	118	52.2	--	
48	Student has a positive feeling about himself.	M	00	8	6.6	23	19	90	74.4	2.6777	-0.2374
		F	00	00	00	9	8.5	97	91.5	2.9151	
		T	00	8	3.5	32	14.1	187	82.4	--	

A study of table 12 reveals that the highest score in this table is given to item 48 on student's possession of positive feeling about himself, where 82% of students consider this item a motivating one for them. The next highest score is given to item 46 on the importance of student's understanding why he wants to achieve success, as 80% of students agree on the importance of this item.

As for item 43 on student's ability to distinguish between the causes that lead to failure and success, 69% of students agree on the importance of this item to be a motivating one for learning, followed by item 45 on the importance of student's possession of good memory, as 64% of students agree on the importance of this item.

Table 12 also shows that item 44 on student's possession of good study habit is perceived very important by 55%, while student's feeling towards school is viewed very important by 52% of students.

If we take together the scores of reasonably important and very important, then the highest score goes to item 46 on student's understanding for the reasons for achieving success, where 98% of students view this important, followed by item 48 which scores 97% and by items 44 and 45 which score 95%.

Turning now to the differences between male and female respondents, it is noted that all the items of this table are significantly more important for female, except item 46 where no difference is noted between male and female responses.

The findings explained in table 12 reflect general satisfaction and high perception of the importance of self confidence items, which implies that teachers should pay attention to this when dealing with students in EL teaching. This result is found consistent with the findings of researchers in Western milieu, as explained in the analysis of items in table 7.

Summary of views on student's personality and traits:

It is clear in table 12 that all items related to the significance of student's personality and trait are viewed as very important and scored more than 50%, which indicates that attention should be given to develop in students certain traits and improve their self confidence which is regarded as one of the main items to improve student's motivation.

Secondly, the analysis of difference between male and female responses shows that there is a significant difference between male and female in all items where female responses are higher than male.

Conclusion for this section:

The data presented in table 12 suggest that students highly value the importance of certain personality traits which help to improve their motivation to learn. So it is the responsibility of educational authorities in schools to take this matter into consideration and to try to improve those traits through proper guidance, and through good teachers' practices and cooperation with students during the EL lessons.

Hereunder are certain tables on common themes contained under the presented topics:

Table 13 regarding teacher-pupil relations:

.N	Subject	G	No			Not. Imp		Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P	N	P		
28	Teacher creates mutual respect between himself and students	M	2	4	3.4	18	15.1	97	81.5	2.7355	-0.189		
		F	00	1	.9	6	5.7	99	93.4	2.9245			
		T	2	5	2.2	24	10.7	196	87.1	--	--		
39	Encourages personal relation with the teacher and between students themselves	M	00	42	34.1	45	31.2	34	28.1	1.9339	0.1792		
		F	1	42	40	45	42.9	18	17.1	1.7547			
		T	1	84	31.2	90	39.8	52	23				

Table 13 on teacher-pupil relation reveals a degree of inconsistency, as teachers' practices to create mutual respect between him and students are highly valued item, while the encouragement of personal relation between students and teachers scored a remarkable low score. This result could be better understood in the light of the cultural dimension where students are obliged to show respect to their teachers, and where teachers sometimes use physical punishment against students. Therefore teacher activity to show respect to his students is believed to be very important motivation item which leads to students' self confidence and esteem whereas personal relations are not thought to be important. As recommended by students in the open question physical punishment should be prohibited, this indicates that in certain situations no respect is shown to certain students.

The personal relations between students and teachers is not a common practice in the Libyan schools, where it is believed that certain distance should remain between students and teachers in order to maintain the relation of respect expressed towards teachers, this is reflected in students perception to this factor where students do not consider it very important aspect for their motivation.

Table 14 regarding perception of target language culture:

.N	Subject	G	No			Not. Imp		Res.imp		V. imp		mean	Mean diff.
			N	N	P	N	P	N	P	N	P		
16	Textbooks concentrate on target language culture	M	00	8	6.6	64	52.9	49	40.5	2.3388	-0.1518		
		F	1	7	6.7	37	35.2	61	58.1	2.4906			
		T	1	15	6.6	101	44.7	110	48.7	--	--		
34	Familiarize students with the cultural background of the target language	M	1	14	11.7	50	41.7	56	46.7	2.330	-0.112		
		F	3	8	7.8	34	33	61	59.2	2.443			
		T	4	22	9.9	84	37.7	117	52.5	--	--		

Students' perceptions of the importance of presenting target language culture should be understood in the light of the political situation described in chapter 1 of this study and in the light of the cultural situation of the country. Table 14 shows that students are not very enthusiastic about having textbooks fully focusing on target language culture, which is regarded by the officials of the country as a threat to the cultural values of the country, but on the other hand students are not against having certain cultural aspects introduced to them in order to be familiar with the target language culture, provided that these cultural aspects should not contrast the country's cultural values. That is why the writer of the new EL textbooks took this matter into account as described his book as “language is presented in a context that is familiar and relevant to the students”.

Analysis of data of open question:

At the end of topic one the questionnaire includes a question asking students to write any other suggestions or statements, on school contextual items, which they view important to improve their motivation to learn EL.

The number of students who responded to this question was 52 students, 37 of them were female and 15 were male. The main suggestions of students could be grouped under the following subjects: - suggestions regarding school contextual items, suggestions regarding teacher and suggestions regarding textbooks, they are as follows:

Suggestions of female students regarding school practices:

- School should give students the chance to decide the time of their EL examinations.
- School should allocate special periods for doing EL homework under the teacher's supervision.
- To give few minutes of break between the daily school periods.
- To organize visits to English speaking institutions in the country, like foreign embassies, where students can talk to foreigners in EL.
- To allocate more time for EL in the daily school programme.
- To take all measures to encourage students to learn EL.

- To provide proper environment which eliminate all items that lead to students' increased anxiety during EL lesson.
- To ask the teachers of other subjects to use English words, terms or idioms while teaching their subjects in school.
- To start teaching EL from basic education stage.

Suggestions of male students regarding school practices:

- School should completely prohibit physical punishment.
- To use computer to teach EL.
- To organize educational trips for students where EL could be used.

Suggestions of female students regarding methodology:

- Teacher should be patient and should give more time for students to answer his questions.
- To make exams questions easier.
- To have confidence in their students' abilities.
- To use all means to encourage students to learn EL.
- Not to use Arabic language during EL lessons.
- To allocate special time to practice conversation.
- To use humour during EL lesson.
- Teacher of EL should be a native speaker of EL.
- Teacher should have good command of EL and should have profound experience.
- Teacher should be a model for his students and should establish good relation of respect with them.
- Teacher should write the new terms and vocabulary on board.

Suggestions of male students regarding methodology:

- To establish a relation of respect between teacher and students.
- To encourage students and help them to succeed.
- Not to use physical punishment.
- To use scientific way in teaching EL.

- To make a regular revision for learned subjects in EL.

Female students' suggestions regarding textbooks and curriculum:

- Subject given for learning EL should deal with modern issues.
- Textbook subjects should be easy and fit students' abilities.

Male students' suggestions regarding textbooks and curriculum:

- Textbook should be easy and fit students' abilities.

Conclusion for this section:

Students' responses to the open question reveals that there are certain points which may be identified as new items which are not included in the questionnaire, some of those points were excluded because they are not related to daily school or classrooms practices but they are related to decisions to be taken by key educators and officials and they could not be treated at school level, that is why they were not considered as parts of school environmental contextual practices. At the same time it means that this section of the questionnaire was effective in covering the activities related to this theme.

- To make visits to institutions where students can talk in EL to foreigners working there.
- To start teaching EL from the start of basic education stage.
- To have native EL teachers.
- Elimination of physical punishment for students, especially among boys, is regarded as a motivating factor for them.
- To increase the time allocated for teaching EL in the daily school programme.
- To use EL partially while teaching other educational subjects.

Conclusion of topic 1:

As explained in the beginning of this chapter that it aims to find out how students perceive certain motivational items, the differences between male and female perceptions of those items and finally to find out if there is a relationship between students' perceptions and their achievement in EL.

The findings of topic 1 led to the conclusion that certain items were identified as very important for students ELL; those items cover various aspects and themes as follows:

Regarding the classroom contextual items, it was found that class size, how it is furnished and the rules implemented are found very important items to motivate students' learning EL. This result is consistent with ideas of other researches such as, McDonough and Shaw (1996) and Dornyei (1998).

Turning to the use of educational technology and resources, it was found that all items related to the use of educational media, such as computers, recorded tapes, colorful pictures, and authentic materials in addition to school library are found to be very important motivational items. This result is consistent with the findings of Dornyei's commandments and McCombs (1994); Schulz (1993) and Rivers (1997).

As for the contents of textbooks, the findings of this topic show that students' motivation would be easily aroused by the contents which lead to the improvement of their communicative skills in EL and the contents which are related to real life situations. The findings of this sections revealed that challenging tasks are not perceived very important by Libyan students, and the complete concentration of the textbooks on target language culture is not very much favoured by students. These results are partially consistent with the ideas of Peyton (1995) and Dornyei (1998) as explained in chapter 3 on the literature of the study.

Items related to teacher's general activities in the classroom which are found very important to arouse students motivation are centered on teachers' ways to create mutual respect between themselves and students, give the chance to students to experience success, encourage students' self confidence by using praise phrases, creates an atmosphere of humour in the classroom to reduce students' anxiety and use

desirable competition. Those findings on teachers' general activities are consistent with ideas of Dornyei (1998), Schulz (1993) Rivers (1997) and Peyton (1995).

Regarding teachers' activities related to EL teaching, the results obtained led to the conclusion that the majority of students believe that teachers' practices which lead to develop their skills to use language and which show the value of the taught subject to students' daily life are viewed to be of the highest importance, the same result was also found in the section on textbooks contents. The other activities of teachers which are found very important to arouse students' motivation are related to the use of interaction in different forms, the use of various ways to arouse curiosity, familiarize students with target language culture, teacher's activities to make the classroom as student' centered and where he acts as a facilitator. Students are not very enthusiastic about certain teacher's activities such as the use of extrinsic rewards to encourage learning, and to use group work in teaching EL, although there is a difference between boys and girls here. It is important to note that real group work to teach EL is very difficult to be used in classrooms overcrowded with students, as explained earlier in this section and in chapter 2 of the research, and it is believed that students' views towards this activity is affected by such situation. These findings are consistent with the ideas of researchers such as Gardner (1985); Dornyei (1996- 1998); Rogers (1983); Walqui (2000) and Rivers (1997).

The findings of this topic show that the teacher's personality items which are believed to be very important are related to his dedication to his work and his preparation to his lessons, and this result is consistent with the ideas of Pintrich and Shunk (1996) on the importance of the role played by teacher; Deborrah Stipekt (1988); Senlund (1995) and Walqui (2000).

As for the items concerned with students status in school, it is found that the only item believed to be very important is related to the encouragement of students' spirit of inquiry while the other items on students' participation in decision making regarding school plans, the acceptance of students contributions to classroom plans and the encouragement of teachers' personal relations with students are not viewed as very important motivation items to students' learning of EL. These findings are partially inconsistent with the findings of Dickinson (1995) and Ushioda (1996). This point could be understood if we understand that decisions related to school reforms and

curriculum innovations are taken by education policy makers who impose their ideas from the top, students who realize this fact view their participation and contribution to school plans as of no use, therefore their responses to the importance of these items to them are not high enough.

Turning to the items related to the position of the target language in the curriculum and the learners' personality items, the findings led to the conclusion that position of the target language in the curriculum is considered as a very important motivating item, which is consistent with the findings of McDonough and Shaw (1996) on the role of EL in the country, if it is a language of communication or it is never heard outside the class.

Regarding the personality items of learners, the findings of Gardner (1985) on learners' characteristics and the importance of orientations and attitudes, Rivers (1997) Brown (1977); Schumann (1975); Skehan (1989) are found valid for the Libyan milieu and students perceive the following items as very important:- students positive feelings about themselves, their understanding of the reason for achieving, students' possession of good study habit, students' ability to understand the causes of failure and success and their positive orientations and attitude toward school in addition to the possession of good memory.

Turning to the second aim of the study concerning finding out if there is significant differences between the male and female perceptions of motivational items, it is concluded that there are significant differences, where sometimes male perceptions are higher than female in certain cases and where female perceptions are perceived higher in others as follows:

Male perceptions are considered higher regarding the following items: - teachers' use of extrinsic rewards to encourage ELL, and lessons being based on real life situations.

Female perceptions are found higher than male in 19 items such as, cooperation between school and parents, teacher-students relation in the class, textbooks supplemented with taped recorder materials, textbooks focused on target language culture, tasks being challenging but achievable, tasks enable students to communicate in target language, teacher's creation of mutual respect with students, creation of an

atmosphere of humour in the classroom, encouragement of students' self confidence, raising students' curiosity, teacher's practice to show students the value of taught subjects, encouragement of interaction in all forms, teacher's dedication to his profession and the items on personality traits.

5.2.2 Topic 2:

Findings related to students' perceptions of classroom activities:

The second research question addresses the issue of classroom activities and how they are viewed as motivating items for students to learn EL. The first part of discussion will concentrate on investigating students' perception of certain activities. Students, who participated in answering the questionnaire, were asked to show their answer on a four point scale, not liked, not minded, liked very much and not done.

In table 15 the first column gives the number of the question on the questionnaire, then the text to which students were asked to express how much they like the given activity. The next column reveals the number of missing cases, and the subsequent columns are given for each of the four categories, not liked, not minded, liked very much and not done. The absolute numbers and percentages for each gender are given. The next column shows the mean of scores of not liked, not minded and liked very much, which means that the figures of no answer and not done are subtracted, then comes the means difference between male and female and finally correlation with achievement. The same structure is used for other tables under this topic.

Table 15: Use of games and dramatization:

N	Subject	G	No answer		Not liked		Not minded		Liked very much		Not done		Mean	Mean diff
			N	P	N	P	N	P	N	P	N	P		
49	Teacher uses games to introduce lesson materials	M	6	5.0	13	10.7	13	10.7	11	9.1	78	64.5	3.173	0.0138
		F	4	3.8	7	6.6	22	20.8	19	17.9	54	50.9	3.056	
		T	10	4.4	20	8.8	35	15.4	30	13.2	132	58.1	--	
62	Teacher introduces fun during Eng. Language lesson.	M	1	0.8	6	5	16	3.2	62	51.2	36	29.8	3.041	0.2143
		F	1	0.9	9	8.5	29	27.4	59	55.7	8	7.5	2.603	
		T	2	.9	15	6.6	45	19.8	121	53.3	44	19.4	--	
63	Teacher and students use acting and role playing to facilitate understanding.	M	0	0	6	5	15	12.4	56	46.3	44	36.4	3.140	0.034
		F	1	0.9	5	4.7	17	16	52	49.1	31	29.2	3.009	
		T	1	.4	11	4.8	32	14.1	108	47.6	75	33	--	

A study of table 15 shows that 58% of respondents state that item 49 on the activity of using games to introduce lesson materials is not used in their classes, this means that the remaining 42% of respondents practice their activity and 13% of this remaining respondents like this activity very much.

Regarding the use of fun during EL lessons, item 62, it is found that 19% of respondents highlighted that it is not done during their EL lessons, which indicate that 81% agree that it is practiced and 53% of those respondents like it very much.

The other activity included in table 15 is on the use of acting and role playing to facilitate students understanding of new English expressions and terms, item 63. It is found that 33% of respondents showed that this activity is not done in their classes, i.e. the remaining 67% of respondents practice this activity and 48% of them like it very much.

The findings from table 15 showed that students' liking of the activities when they are done are consistent with Dornyei (1998) recommendations for teachers to "bring in humour, laughter and smile" to the class in order to create a pleasant atmosphere, yet these results are not consistent with Dornyei (ibid) recommendation on the use of games.

It is interesting to note that the use of humour was also considered very important by the majority of students in a previous section of topic one of this chapter, which show the importance attached to this factor in ELL.

Turning to the difference between male and female, it is noted that there is a significant difference in case of factor 62 where male response is higher than the female.

Summary of views on using of games for ELL:

It is clear from table 15 that the activity which is liked very much is associated with the use of fun during EL lessons, next comes the use of acting and role playing while the lowest scores are attached to the use of games.

The only evident difference between male and female responses is clear in the use of fun in teaching EL where it is noted that male attach higher liking to this factor than the female.

Conclusion for this section:

The findings derived from this study showed that the use of humour and role playing are liked by the majority of students in EL lesson, especially when modern educational technology items, such as video, computer or recorded tapes are missing in the classrooms. Teacher should be aware of the importance of that in order to create a pleasant atmosphere in the class to eliminate any anxiety and fear of the rigid classroom rules and situation. Since female students like this more than male, therefore the teachers in girl's schools should care for that more than others.

A systematic survey is required to find out the items which are liked very much but rarely done and which needs improvement in order to promote learners motivation to learn EL.

Table 16: Items related to the use of educational technology:

N	Subject	G	No answer		Not liked		Not minded		Liked very much		Not done		Mean	Mean diff
			N	P	N	P	N	P	N	P	N	P		
50	Teacher uses slides, pictures when presenting new vocabulary.	M	4	3.3	5	4.1	31	25.6	32	26.4	49	40.5	2.966	-0.175
		F	2	1.9	1	.9	13	12.3	54	50.9	36	34	3.141	
		T	6	2.6	6	2.6	44	19.4	86	37.9	85	37.4	--	
55	Teacher commonly introduces native speakers through recorded tapes.	M	0	0	5	4.1	13	10.7	29	24.0	74	61	3.421	0.157
		F	1	.9	2	1.9	6	5.7	56	52.8	41	38.7	3.264	
		T	1	.4	7	3.1	19	8.4	85	37.4	115	50.7	--	
58	Teacher uses computer occasionally to practice language skills.	M	0	0	5	4.1	7	5.8	49	40.5	60	49.6	3.355	-0.031
		F	1	.9	1	.9	2	1.9	54	50.9	48	45.3	3.386	
		T	1	.4	6	2.6	9	4	103	45.4	108	47.6	--	
59	Teacher uses audio-visual materials to introduce new words.	M	0	0	5	4.1	5	4.1	31	25.6	80	66.1	3.537	0.302
		F	2	1.9	2	1.9	7	6.6	53	50	42	39.6	3.235	
		T	2	.9	7	3.1	12	5.3	84	37	122	53.7	--	

A study of table 16 reflects students' perceptions of the use of educational technology items and it showed item 50 on the use of slides and pictures during the teaching of EL is not done in 37% of cases, which means that it is done by the remaining 63% and it is liked by 38% of that remaining percentage. Item 55 on the use of recorded tapes to introduce native speakers is not done in 51% of the cases, which indicate that it is done by 49% of cases and 37% of this percentage like this practice very much. As for the use of computer in classrooms it is found that 48% of respondents outlined that

it is not used for teaching them EL, which indicate that it is used by 52% of respondents, may be out of the class or in certain cases in the classroom, 45% of those respondents showed that they like this activity very much. Regarding the use of other audio-visual materials, subject of factor 59, it is noted that this activity is not used by 54% cases of respondents, which indicate that it is used in the remaining 46% of the cases and it is liked by 37% of those remaining respondents.

The findings of this section reveal that due to the lack of using educational media in the classrooms in the Libyan schools, as described before in the UNESCO report, little importance is attached to these activities in EL classes. Compared with the findings in table 5 of topic one of the questionnaire on the use of educational media, a significant difference is noted between students' theoretical perceptions of the importance of these items and their perceptions of the actual use of items.

Regarding the significant differences between male and female responses, the data of table 16 showed that there is a significant difference, as female respondents liked the use of different audio-visual items more than the male did.

Summary of views on the use of educational technology:

The activity that is mostly liked in table 16 is related to the use of computer in ELL, although it is liked very much by 48% only, while the use of slides and pictures, recorded tapes and other audio-visual means came next and scored lower percentages.

The activities which are highly not done are focused on the use of audio-visual materials where 54% of respondents outlined that it is not done, followed by using taped recorded materials to introduce native speakers where 51% of respondents stated that this activity is not done in their classes, followed by the activity of using computer which is not used by 48% of respondents.

The only significant difference is noted in case of the use of various audio-visuals items where female respondents liked it more than the male respondents.

Conclusion of this section:

Due to the high appreciation and popularity attached to the use of computer, compared with other educational media items in table 16, educators should provide schools with these necessities. Particularly there is a department called Educational Necessities Authority charged with providing schools with educational technology items and to train teachers on using these items. This could be very important practice to improve students motivation, especially as Skehan (1989) noted this helps to reduce the classroom by minimizing the teachers' pressure and control and helps to reduce the rigid and dull atmosphere of the classroom.

Table 17: Cooperative learning:

N	Subject	G	No answer		Not liked		Not minded		Liked very much		Not done		Mean	Mean diff
			N	P	N	P	N	P	N	P	N	P		
52	Teacher encourages conversation between students in the classroom	M	4	3.3	3	2.5	14	11.6	74	61.2	26	21.5	2.950	-0.097
		F	3	2.8	2	1.9	3	2.8	77	72.9	21	19.8	3.047	
		T	7	3.1	5	2.2	17	7.5	151	66.5	47	20.7	--	
56	Teacher gives students the chance to work in pairs.	M	1	.8	6	5	12	9.9	47	38.8	55	45.5	3.231	0.118
		F	0	0	0	0	9	8.5	76	71.7	21	19.8	3.113	
		T	1	.4	6	2.6	21	9.3	123	54.2	76	33.5	--	
57	Teacher gives students the chance to work in-groups.	M	0	0	5	4.1	19	15.7	25	20.7	72	59.5	3.355	0.469
		F	4	3.8	4	3.8	21	19.8	48	45.3	29	27.4	2.886	
		T	4	1.8	9	4	40	17.6	73	32.2	101	44.5	--	

Table 17 on cooperative learning activities displayed that teacher's encouragement of conversation and interaction between students, subject of item 52, is not done by 21% of respondents, which means that it is exercised by 79% and it is liked very much by 67% of that later percentage. Students work in pairs, item 56, is found ignored by 34% of respondents, which indicates that it is practiced by 66% of other respondents and it is liked very much by 54% of them. Regarding group work activities, factor 57, and table 17 showed that it is not practiced by 45% of respondents, which means the remaining 55% are practicing it and 32% of them like it very much.

As for the differences between male and female responses it is noted that female responses were higher than male concerning their appreciation of items on work in pairs and group work.

Summary of this section:

The findings of this section emphasize the importance of the various forms cooperative learning, either work in pairs or different forms of interaction, but lower interest is attached to group work. This result is consistent with the findings in topic 1 related to teacher's activities in teaching EL where only 46% of respondents considered work in group as a very important motivating factor, while other forms of interaction scored 58%. This could be attributed to the fact that group work is not practiced during ELL because of the nature of the classroom structure which hinders that use especially because of the overcrowded classes, and in the other hand because of the teacher's lack of experience in using this type of activities.

Regarding the significant differences between male and female responses it is noted that male responses are higher than female concerning the use of work in pairs while the female is higher in works in groups.

Conclusion of this section:

Students' perceptions and appreciations of the significance of certain items of cooperative learning is found consistent with the findings of Johnson and Johnson (1989-1990); Rivers (1997) on the effective role of cooperative learning in arousing learners' motivation, because interactive learning stimulates students' communicative skills and leads to higher self esteem.

Due to that important fact in the Libyan schools teachers should be trained how to practice these activities in order to stimulate their students more and more towards better learning of EL.

Table 18 : Conventional teaching practices:

N	Subject	G	No answer		Not liked		Not minded		Liked very much		Not done		Mean	Mean diff
			N	P	N	P	N	P	N	P	N	P		
51	Teacher emphasises the teaching of grammar.	M	0	0	3	2.5	10	8.3	91	75.2	17	14	3.00	0.246
		F	1	.9	9	8.5	8	7.5	85	80.2	3	2.8	2.754	
		T	1	.4	12	5.3	18	7.9	176	77.5	20	8.8	--	
53	Teacher stresses the loud reading in the classroom.	M	1	.8	15	12.4	11	9.1	74	61.2	20	16.5	2.801	-0.019
		F	1	.9	9	8.5	5	4.7	84	79.2	7	6.6	2.820	
		T	2	.9	24	10.6	16	7	158	69.6	27	11.9	--	
54	Teacher concentrates on writing activities in the classroom.	M	0	0	28	23.1	28	23.1	23	19	42	34.7	2.652	0.152
		F	0	0	18	17	37	34.9	31	29.2	20	18.9	2.500	
		T	0	0	46	20.3	65	28.6	54	23.8	62	27.3	--	

60	Teacher speaks most of the time during the class period.	M	1	.8	27	22.3	17	14	57	47.1	19	15.7	2.545	0.404
		F	5	4.7	30	28.3	20	18.9	47	44.3	4	3.8	2.141	
		T	6	2.6	57	25.1	37	16.3	104	45.8	23	10.1	--	
61	Teacher translates to the native language during English language lesson.	M	0	0	12	9.9	19	15.7	70	57.9	20	16.5	2.809	0.64
		F	4	3.8	34	32.1	19	17.9	38	35.8	11	10.4	2.169	
		T	4	1.8	46	20.3	38	16.7	108	47.6	31	13.7	--	

Table 18 on the use of traditional methods show that teacher's emphasis on the use of grammar, item 51, is not practiced by 9% of respondents, which indicates that it is used by 91% of the other respondents and it is very much liked by 78% of these other respondents.

Teacher's stress on the practice of loud reading of EL lessons in the classroom, item 53, is not practiced by 12% of respondents which means that it is exercised by 88% of other respondents and it is very much liked by 70% of these other respondents. As for the teacher's concentration on writing activities, subject of item 54, table 18 show that this activity is not practiced by 27% of students, which means the remaining 73% of students practice it, and 24% of them like it very much, while teacher centered situation, reflected in item 60 on teacher speaking most of the time during the class period, it is found that this activity is not practiced in their classes by 10% of students, this means that the remaining 90% of students experience this activity and 46% of them like it very much. Regarding the use of translation into native language during EL lessons, item 61, it is found that about 14% of students say that it is not done in their classes, which means that 86% of students have it done and 48% of them like this very much. This low favour given to the use of native language could be understood in the light of students' responses in topic 1 on the importance of teacher's activities where students attached the highest percentage 80% to the item related to the activity which develop students' skills to use the target language in daily life activities, the same idea is reflected in table 6 of topic 1 on the course content where 73% of students emphasised that the contents should enable students to communicate in target language, and since the translation into native language concentrates on rote memorization of vocabulary and not on using the target language patterns and structures in conversation either between students in the classrooms or outside the classes, so students attach low importance to this activity.

Regarding the difference between male and female respondents, it is noted that there is a significant difference regarding factor 54 on teacher's concentration on writing activities, as female response is higher than male, while in factor 61 on the use of translation into native language male response is higher than female.

Summary of this section:

Out of the conventional practices, which prevails in the Libyan EL teaching situation, the followings are found the most liked ones, the emphasis on teaching grammar, teacher's emphasis of loud reading of English taught subjects, teacher's use of translation into native language and finally the learning situation to be teacher-centered where teacher speaks most of the time.

It is interesting to note that most of the conventional activities are frequently done at a high percentage level; the highest percentage of undone category is 27% which indicate that they are experienced by the majority of students.

Significant differences are noted between male and female responses to those items, as male responses are higher than female regarding the use of translation into native language, while the female responses are higher regarding their liking of writing activities.

Responses to the open question:

Out of the total number of the sample participated at answering the questionnaire (227 students) 19 students only answered the open question at the end of topic 2 of the questionnaire. 14 of the respondents are female and 5 are male. Student were asked to add any other activity they perceive important to arouse their motivation to learn EL. Students wrote statements which are already included in the questionnaire such as:

- To use computer for teaching EL.
- Use of native language.
- Use of conversation.

The statements which have been identified as new ones which are not covered by the questionnaire might be grouped under the following headings:

- To give students a chance to talk to native speakers.
- To have English language labs in schools.
- EL lesson should include a variety of activities.

As it is noticed that the number of new items are very few, and the use of language labs may be the same as using the computer, so the answers show that the questionnaire was effective in this topic.

Conclusion for this topic:

It is concluded that the activities that are highly liked by students are focused on the traditional methods which concentrate on the teaching of grammar and on teacher centered- situations, activities which encourage interaction and conversation among students although a lower scores were given to work in groups which is an important type of cooperative learning. Finally the use of fun and humour is very much liked in EL classes. As for the activities which are highly ignored and not done in EL classes they are centered on the use of games to introduce lesson materials, audio-visual materials, the use of recorded tapes to introduce native speakers of EL, and finally the provision of chances for group work.

Libyan students' preference for the conventional method may be attributed to the fact that Libyan classes are traditional ones which are teacher- centered, where educational technology is rarely used due to the lack of materials and the lack of time, as indicated earlier that teachers are heavily loaded and they are keen to finish the syllabus within the given time disregarding the level of achievement. So, students reflect what they actually know and observe in their schools. Yet the focus on traditional methods does not imply that other new practices are disliked, but on the contrary it is noted there are high percentages of respondents who like cooperative learning activities, who prefer to use humour and to use computer in EL lesson which were proved by other researchers, as explained before, to be effective to promote learners' motivation.

It is important to note that certain activities which are not highly liked are frequently practiced during EL lessons, which show that there are certain controversies taking place in EL teaching. An example is that students dislike writing activities, and the

high percentage of using this activity in the class (72%). Another example is related to teacher's domination during class period which is liked by 46% but around 90% show that it is heavily practiced during EL lesson.

Regarding the significant differences between male and female it is noted that there are certain differences where the females' responses are higher than the males as in the cases of their liking of fun and humour in the class, the use of recorded tapes to introduce authentic materials, the use of different audio-visual materials, their liking of work in pairs and group work and finally their liking of writing activities. As for the male liking it is noted that it is higher in the case their liking of the use of translation into native language.

5.2.3 Topic 3:

Findings related to students' perceptions of the purpose of ELL:

The third research question addresses the issue of students' perceptions of the goals of learning EL items which are very important to arouse their motivation to learn EFL.

The first part of the discussion will concentrate on investigating students' perceptions of the importance of ELL for cultural goals. The second part discusses students' perceptions of the importance of ELL for integrative goals. The last part of the discussion will concentrate on students' perceptions of the importance of ELL for instrumental goals.

Students were asked at this point to show their answers on a five point scale, strongly disagree, disagree, uncertain, agree and strongly agree.

In table 19 the first column gives the number of the question in the questionnaire, followed by the text of the statement with which students were asked to express a degree of agreement. The next column in the table shows the gender of respondents followed by a column on the number of missing answers. The subsequent columns give the five points of scale, strongly disagree, disagree, uncertain, agree and strongly agree, the number and percentages for each gender are given. The last group of columns in the table reveals the mean of the five categories and mean differences. It is significant to note that this structure will also be used for the following tables of topics 3 and 4.

Table 19: Students' agreement on ELL for cultural goals:

N	Subject	G	No		Str.disag.		Disagree		uncertain		agree		Str.agree		mean	Mean diff.
			N	P	N	P	N	P	N	P	N	P				
64	Students learn EL to understand E art and literature.	M	2	12	10.1	5	4.2	25	21	47	39.5	30	25.2	3.595	-0.0654	
		F	5	5	5	3	3	15	14.9	58	57.4	20	19.8	3.660		
		T	7	17	7.7	8	3.6	40	18.2	105	47.7	50	22.7	--		
65	Students learn EL to know other cultures.	M	3	2	1.7	3	2.5	17	14.4	60	50.8	36	30.5	3.958	0.0059	
		F	4	4	3.9	4	3.9	11	10.8	41	40.2	42	41.2	3.952		
		T	7	6	2.7	7	3.2	28	12.7	101	45.9	78	35.5	--		
70	Students learn EL to help them to underst Eng. Speaking TV.	M	00	1	0.8	7	5.8	12	9.9	41	33.9	60	49.6	4.2562	0.0864	
		F	3	4	3.9	2	1.9	10	9.7	31	30.1	56	54.4	4.1698		
		T	3	5	2.2	9	4	22	9.8	72	32.1	116	51.8	--		
71	Students learn EL. To be able to explain their culture to others.	M	00	5	4.1	2	1.7	12	9.9	47	38.8	55	45.5	4.1983	0.0945	
		F	2	6	5.8	1	1	13	12.5	32	30.8	52	50	4.1038		
		T	2	11	4.9	3	1.3	25	11.1	79	35.1	107	47.6	--		
72	Students learn EL. To be able to express their country's view point	M	1	4	3.3	5	4.2	17	14.2	46	38.3	48	40	4.0413	0.0413	
		F	3	3	2.9	1	1	14	13.6	48	46.6	37	35.9	4.0000		
		T	4	7	3.1	6	2.7	31	13.9	94	42.2	85	38.1	--		
75	Students learn EL. to be able to know more about life in Eng. Speaking countries.	M	1	5	4.2	5	4.2	9	7.5	54	45	47	39.2	4.0744	0.1782	
		F	2	5	4.8	3	2.9	13	12.5	52	50	31	92.8	3.8962		
		T	3	10	4.5	8	3.6	22	9.8	106	47.3	78	34.8	--		
76	Students learn EL. to be able to acquire new ideas about the world issues.	M	1	4	3.3	6	5	24	20	36	30	50	41.7	3.9835	0.1627	
		F	1	6	5.7	6	5.7	18	17.1	42	40	33	31.4	3.8208		
		T	2	10	4.4	12	5.3	42	18.7	78	34.7	83	36.9	--		

A study of table 19 reveals that one item only is given more than 50% score to its strongly agreement category, it is item 70 on learning EL to be able to understand English speaking TV. Around 52% strongly agree with that goal. The scores of other items vary between 23% and 48%.

If we take together the scores of agree and strongly agree, then the highest score also goes to item 70 where 84% agree on the significance of this goal. The next high score goes to item 71 on the goal of ELL in order to be able express students' country view point, where 83% agree on that. That item is followed by item 75 on students' aim to know more about life in English speaking countries, where 82% of respondents agree that the aim of ELL should serve that end.

As for item 65 on the goal of ELL in order to know other cultures, it scored 81% of respondents' agreement. The lowest scores in this table are given to item 76 on the goal of ELL to be able to acquire new ideas about the world issues, and to item 64 on the goal of ELL to understand English art and literature, where those two items scored 72% and 70%.

Turning now to the difference between male and female responses, it is noted that no significant difference is noted between male and female responses and there is a common agreement between them regarding those goals of ELL.

Table 20: Students' agreement on ELL for integrative goals:

N	Subject	G	N	Str.disag.		Disagree		Uncertain		agree		Str.agree		mean	Mean diff.
			o	N	P	N	P	N	P	N	P	N	P		
66	Students learn EL to be able to talk to E. speaking people.	M	1	5	4.2	4	3.3	5	4.2	32	26.7	74	61.7	4.347	-
		F	2	3	2.9	00	00	6	5.8	25	24	70	67.3	4.443	0.096
		T	3	8	3.6	4	1.8	11	4.9	57	25.4	144	64.3	--	--
73	Students learn EL. be able to work in an Eng. Speaking country.	M	1	12	10	10	8.3	24	20	25	20.8	49	40.8	3.7107	0.229
		F	4	9	8.8	11	10.8	25	24.5	22	21.6	35	34.3	3.4811	6
		T	5	21	9.5	21	9.5	49	22.1	47	21.2	84	37.8	--	--

The two items included in table 20 reflect two important concepts of integrative motivation components as described by Gardner (1982) and by McDonough (1981), item 66 reflects a desire to interact with the native speakers community using their native language, while item 73 reflects a positive orientation and attitude towards the English speaking country to the extent that the learner is wishing to work there, to have a wider social contact with people and be ready to be exposed to certain cultural elements contained in the work atmosphere.

This fact is also emphasised in students open-ended comments where they expressed their desire to establish relation with English-speaking friends, and in their desire to have pen friends in English-speaking countries.

Furthermore those integrative motivation components have been stressed by various items included under orientations and attitudes tables, where students expressed

strong desire to learn English language in particular and to know more about cultural aspects in English language, as it is detailed in the next few pages.

A study of table 20 shows that one item only scored more than 50% on strongly agree category which is item 66 on students' goal of ELL in order to be able to talk to English speaking people, as 64% of respondents strongly agree on this goal. Factor 73 on students' goal of ELL in order to be able to work in an English speaking country scored 38% only.

If we take together agree and strongly agree scores, we find that the highest score goes to the same factor 66 where 90% of respondents agree on this goal of ELL while only 59% agree on factor 73.

As for the difference between male and female responses, it is noted that there is a significant difference between their responses to item 73 on the goal of learning in order to be able to work in an English speaking country, where it is noted that male agreement to this item is higher than female. This result could be understood in the light of the Libyan social traditions where male are more free to travel and seek work abroad than the female.

Table 21: Students' agreement on ELL for instrumental goals:

N	Subject	G	N o		Str.disag.		Disagree		uncertain		agree		Str.agree		mean	Mean diff.
			N	P	N	P	N	P	N	P	N	P	N	P		
67	Students learn EL to pursue their studies in E. speaking country.	M	1	5	4.2	4	3.3	8	6.7	13	10.8	90	75	4.4545	0.1432	
		F	1	5	4.8	00	00	15	14.3	18	17.1	67	63.8	4.3113		
		T	2	10	4.4	4	1.8	23	10.2	31	13.8	157	69.8	--	--	
68	Students learn EL to get good working chance.	M	1	3	2.5	5	4.2	8	6.7	18	15	86	71.7	4.4545	0.0205	
		F	1	1	1	2	1.9	6	5.7	33	31.4	63	60	4.434		
		T	2	4	1.8	7	3.1	14	6.2	51	22.7	149	66.2	--	--	
69	Students learn EL to use it during their travels as tourists.	M	00	2	1.7	3	2.5	12	9.9	33	27.3	71	58.7	4.3884	0.162	
		F	2	4	3.8	3	2.9	11	10.6	25	24	61	58.7	4.2264		
		T	2	6	2.7	6	2.7	23	10.2	58	25.8	132	58.7	--	--	
74	Students learn EL. To be able to establish business relations with Eng. Speaking people.	M	00	5	4.1	3	2.5	20	16.5	41	33.9	52	43	4.0909	0.3362	
		F	4	3	2.9	4	3.9	29	28.4	30	29.4	36	35.3	3.7547		
		T	4	8	3.6	7	3.1	49	22	71	31.8	88	39.5	--	--	

Turning now to goals of ELL for instrumental purposes, and as revealed in table 21 it is noted that 3 out of the 4 items analysed in this table scored more than 50% for strongly agree category, the highest score 70% is given to item 67 on students' goal of ELL in order to pursue their higher studies in an English speaking country, followed by item 68 on students' goal of ELL in order to get good working chance which scored 66% of strong agreement, then item 69 on students' goal of ELL in order to use it during travel as tourists which scored 59%.

The lowest score in this table is given to item 74 on students' ELL goal in order to establish business relations with English speaking people which scored only 40%.

If we take together the scores of agree and strongly agree, then the highest score 89% goes to item 68 on getting good working chance, followed by 84% score which goes to item 69 on using the language during travels. Item 67 on pursuing studies is given 83% of respondents' agreement, and the lowest score in the table 71% again goes to item 74 on establishing business relations.

The only difference between male and female is noted in factor 74 where male agreement on this item is higher than female.

The open question of topic 3:

Students were asked to add any other goal they consider important to enhance their motivation to learn EL. 25 students out of the total number of the sample (227) responded to this question, 18 were female and 7 male. Students' answer could be grouped under the following headings:

- To participate at EL programmes on Arab world issues.
- To understand world issues through knowledge of English.
- To send students to live with English speaking families.
- To learn English in order to develop the students' own country.
- To be able to travel to UK.
- To establish relation with English speaking friends.

It is important to note that none of the above proposals is identified as a new idea, because they are all included, under different wording, in this section of the questionnaire, which indicate that the questionnaire was effective in its coverage to this section.

Summary of topic 3 on the goals of ELL:

There are a substantial number of issues on which respondents agree that they are important goals of ELL. However to identify those to which attention should be given we will present those where a score of over 50% in the category strongly agree was achieved.

Item 70 representing cultural goals, which is on learning EL in order to understand English speaking TV.

Item 66 representing integrative purposes, which is on learning EL in order to be able to talk to English speaking people.

Item 67 representing instrumental goals, which is on learning EL in order to pursue higher studies in an English speaking country.

Item 68 representing instrumental goals, which is on learning EL in order to get good working chance.

Item 69 representing instrumental goals, which is on learning EL in order to use EL during travels abroad as tourist.

As for the analysis of differences between male and female responses show that the following were significantly different:

Item 73 on ELL in order to be able to work in an English speaking country where the agreement of male students are higher than female.

Item 74 on ELL in order to be able to establish business relations with English speaking people, where the agreement of male students is also higher than female.

Conclusion of topic 3 on goals of ELL:

The study of data in tables 19, 20 and 21, in addition to the remarks given in the open question suggest that the instrumental and integrative goals play a significant role in promoting students' motivation to learn EL. These results are found consistent with the studies of Gardner's (1985) socio-educational model where integrative and instrumental orientations play effective roles in arousing students' motivation to learn FL. The same results are also consistent with Dornyei's (1996) ideas on the importance of socio-cultural motives in learning EL. We noticed in these results that Libyan students believe that this cultural significance would not be of one direction effect, i.e. from the EL Culture to them but it should serve the other direction, i.e. to transmit their cultural aspects to EL speaking people as clear in items 71 and 72 of table 19. The same results are also consistent with the findings of Lukmani (1972) and Pierce (1995) on the significance of instrumental goals in motivating EL learners. The findings of this section are also consistent with the findings of a previous section where students considered it very important for teachers to familiarize them with cultural aspects of EL during EL lessons.

Therefore the goals related to acquiring cultural elements need more attention through training students how to use EL in extra curricular activities and through teaching students how to read different English publications in order to improve their motivation to learn EL.

It is found that learning EL for instrumental goal, in order to establish business relations is not given high scores, and this may be attributed to cool political relations prevailing between Libya and UK and other English-speaking countries during the previous decades and which started to improve remarkably recently as explained in chapter 2 of this study.

Regarding the differences between male and female responses, it is noted that male responses on their agreement to the item related to learning EL in order to work in an English speaking country is higher than females, and the same is applied to the item on learning EL in order to establish business with English speaking people.

5.2.4 Topic 4:

findings related to students' views of the role of orientations and attitudes:

The fourth research question addresses the issue of items related to students' orientations and attitudes toward EL, English culture and toward English language speaking communities and which of them are perceived very important to arouse their motivation to learn EL.

The first part of the discussion concentrate on investigating students' perceptions of items related to their orientations and attitudes towards EL. The second part of the discussion focus on investigating students' perceptions of items related to their orientations and attitudes towards English culture, while the third part of the discussion concentrate on students' perceptions of items related to their orientations and attitudes towards English speaking communities.

Students, who participated in answering the questionnaire, were asked to show their answer on a five point scale, strongly disagree, disagree, uncertain, agree and strongly agree.

The structure of the tables where the data of this question is presented is explained under question 3 of this study in section 5.2.3.

Table 22: Orientations and attitudes towards EL

N	Subject	G	No		Stro.disag.		Disagree		Uncertain		Agree		Stro.agree		Mean	Mean diff.
			N	P	N	P	N	P	N	P	N	P				
80	To learn languages in general .	M	1	3	2.5	9	7.5	14	11.7	54	45.0	40	33.3	3.958	0.0413	
		F	4	2	2.0	3	2.9	17	16.7	35	34.3	45	44.1	4.00		
		T	5	5	2.3	12	5.4	31	14.0	89	40.1	85	38.3	--		--
82	Have a desire to learn EL in particular	M	1	3	2.5	6	5.0	13	10.0	41	34.2	58	48.3	4.173	-0.0175	
		F	5	2	2.0	2	2.0	00	00	30	29.7	67	66.3	4.349		
		T	6	5	2.3	8	3.6	12	5.4	71	32.1	125	56.6	--		--

A study of table 22 shows that the highest score in this table 57% is given to item 82 representing students' orientations and attitudes towards EL, more than 50% of respondents strongly agree that their desire to learn EL enhances their motivation to learn the language. The second item which attract high scores is on students' orientations and attitudes towards language in general which is item 80 that is given

38% of students' strong agreement on its significance as a motivating item. The strength of feeling for English language above other languages could be attributed to the positive orientations and attitudes created towards English language and culture due to the improvement in political relation between Libya and UK and other English speaking countries, and as a result to the new chances provided for students to travel to English speaking countries and to establish contacts with native English speaking people who started to arrive to the country for business contacts. Furthermore Libyans feel that they need EL in order to speak with African people with whom Libya is closely linked in political and commercial relations.

If we take together the scores of agree and strongly agree, then the highest score goes to item 82 on the significance of students' orientations and attitudes towards EL as a motivating item, 88% of students agree to that while 78% of students' responses agree on the significance of orientations and attitudes towards languages in general. This result shows that students' strong interest in EL is believed to be a strong motivating factor to learn EL. This result is consistent with Gardner (1985-1988) and Dornyei (1996-1998) on the importance of attitude towards target language to be an effective motivating element for students.

It is important to note that no significant difference between male and female respondents regarding this point is noted.

Table 23: Orientations and attitudes towards English culture:

N	Subject	G	No		Stro.disag.		Disagree		Uncertain		Agree		Stro.agree		Mean	Mean diff.
			N	P	N	P	N	P	N	P	N	P	N	P		
78	To know about the customs of Eng. Speaking people	M	2	4	3.4	11	9.2	26	21.8	62	52.1	16	13.4	3.570	-0.1185	
		F	1	6	5.7	3	2.9	23	21.9	55	52.4	18	17.1	3.688		
		T	3	10	4.5	14	6.3	49	21.9	117	52.2	34	15.2	--	--	
79	To know about arts in Eng. Speaking countries.	M	1	6	5.0	6	5.0	32	26.7	54	45.0	22	18.3	3.636	0.0515	
		F	2	5	4.8	4	3.8	21	20.2	66	63.5	8	7.7	3.584		
		T	3	11	4.9	10	4.5	53	23.7	120	53.6	30	13.4	--	--	
83	To know more about Eng. Films.	M	4	10	8.5	5	4.3	26	22.2	53	45.3	23	19.7	3.512	-0.3461	
		F	2	6	5.8	1	1.0	19	18.3	46	44.2	32	30.8	3.858		
		T	6	16	7.2	6	2.7	45	20.4	99	44.8	55	24.9	--	--	
85	To be able to read Eng. Magazines.	M	1	8	6.7	5	4.2	33	27.5	50	41.7	24	20.0	3.611	-0.1431	
		F	4	6	5.9	4	3.9	16	15.7	44	43.1	32	31.4	3.754		
		T	5	14	7.2	9	10.8	49	22.1	68	30.6	65	29.3	--	--	
86	To increase his knowledge through reading Eng. Books.	M	2	5	4.2	9	7.6	12	10.1	51	42.9	42	35.3	3.909	-0.260	
		F	4	3	2.9	2	2.0	8	7.8	34	33.3	55	53.9	4.169		
		T	6	8	3.6	11	5.0	20	9.0	85	38.5	97	43.9	--	--	

87	To understand instruction sheets attached with new equipment	M	2	4	3.4	6	5.0	18	15.1	59	49.6	32	26.9	3.851	0.0776
		F	4	3	2.9	7	6.9	18	17.6	41	40.2	33	32.4	3.773	
		T	6	7	3.2	13	5.9	36	16.3	100	45.2	65	29.4	--	--
88	To be able to listen to Eng. TV and Radio	M	3	6	5.1	14	11.9	20	16.9	47	39.8	3.1	26.3	3.611	-0.133
		F	3	5	4.9	6	5.8	14	13.6	52	50.5	26	25.2	3.745	
		T	6	11	5.0	20	9.0	34	15.4	99	44.8	57	25.8	--	--
89	To know more about tourist places in Eng. speaking countries.	M	2	2	1.7	7	5.9	16	13.4	64	53.8	30	25.2	3.884	0.0635
		F	4	4	3.9	5	4.9	14	13.7	46	45.1	33	32.4	3.820	
		T	6	6	2.7	12	5.4	30	13.6	110	49.8	63	28.5	--	--

Regarding the study of students' orientations and attitudes towards English culture, a study of table 23 shows that the the highest scores are given to agree category and none of them is given to the strongly agree one. 54% of respondents agree to item 79 on the importance of students orientations and attitudes towards English arts in English speaking countries while 52% of the same respondents agree on factor 78 on students' orientations and attitudes towards customs of English speaking people. These are the only items which are given more than 50% scores.

If we take together the scores of agree and strongly agree categories, then the highest score goes to item 86 on students' desire to increase their knowledge through reading English books as 82% of respondents' agree on that. item 82 on students' desire to know about tourist places in English speaking countries is given 78% of respondents' agreement.

The other items that represent cultural dimension are focused on learners' desire to understand instruction sheets of new equipment, subject of item 87 to which 75% of scores were given. It is noted also that the following scores are given to items reflecting desire to know more about English films 69%, to know about customs in English speaking countries 67% and finally to be able to read English magazines which is given 60% of respondents' agreement.

The above explained results reflect the strong interest in knowing more about English arts, customs, reading English books and interest in tourist places in English speaking countries which depict the strong orientations and attitudes towards these aspects. Furthermore and because of the position of EL as an international language, it is

regarded as a means to acquire further information about world issues, to know about characteristics of certain equipment and medicines through reading English books and instructions manuals in addition to reading magazines. These findings display the strong orientations and attitude towards English cultural themes, which is consistent with the findings in the previous section on the goals of learning EL which showed that students learn EL in order to satisfy certain cultural goals and needs. These findings are found to be in accord with most of the studies on the importance of orientations and attitudes in enhancing motivation such as, Gardner, (1985-1988) Dornyei (1996-1998) Brown (1980) Pierce (1995) and others.

Turning now to the difference between male and female respondents, it is noted that there is a significant difference between male and female in cases of items 83 and 86 where female responses to strongly agree category are higher than the male which indicate that girls are more interested in watching and understanding English films and have stronger desire to read English books to understand different world issues.

Table 24: Orientations and attitudes towards English speaking communities:

N	Subject	G	N	Stro.disa		Disagree		Uncertin		Agree		Stro.agree		mean	Mean diff.
				o	g.	N	P	N	P	N	P	N	P		
77	To understand Eng. speaking people.	M	1	12	10.0	2	1.7	13	10.8	62	51.7	31	25.8	3.785	-0.3375
		F	2	3	2.9	00	00	6	5.8	59	56.7	36	34.6	4.122	
		T	3	15	6.7	2	0.9	19	8.5	121	54.0	67	29.9	--	
81	To establish contacts with Eng. Speaking people.	M	2	5	4.2	2	1.7	14	11.8	53	44.5	45	37.8	4.033	0.0708
		F	3	3	2.9	1	1.0	17	16.5	46	44.7	36	35.0	3.962	
		T	5	8	3.6	3	1.4	31	14.0	99	44.6	81	36.5	--	
84	To live in Eng. Speaking countries.	M	2	7	5.9	17	14.3	26	21.8	38	31.9	31	26.1	3.520	-0.0831
		F	3	9	8.7	7	6.8	23	22.3	30	29.1	34	33.0	3.603	
		T	5	16	7.2	24	10.8	49	22.1	68	30.6	65	29.3	--	
90	To have pen friends in Eng. speaking countries.	M	2	5	4.2	9	7.6	26	21.8	40	33.6	39	32.8	3.768	-0.071
		F	3	4	3.9	3	2.9	22	21.4	39	37.9	35	34.0	3.839	
		T	5	9	4.1	12	5.4	48	21.6	79	35.6	74	33.3	--	
91	To be like my teacher of Eng. language.	M	3	31	26.3	10	8.5	19	16.1	29	24.6	29	24.6	3.0496	-0.488
		F	3	13	12.6	5	4.9	21	20.4	31	30.1	33	32.0	3.537	
		T	6	44	19.9	15	6.8	40	18.1	60	27.1	62	28.1	--	

A study of table 24 on the significance of orientations and attitudes towards English speaking communities, it is noted that the highest scores are given to agree category, and none of the high scores is achieved by the strongly agree category. The highest score 54% is given to item 77 on students willingness to learn EL in order to

understand English speaking people. That is the only item which achieved more than 50% scores in this table. The feelings in this table are not as strong on these issues as on some others in earlier tables.

If we take together the scores of agree and strongly agree, then the highest score goes to item 77 on the desire to understand English speaking people, as 84% of respondents agree on this item. The next high score, 81 % is given to item 81 on students' desire to establish contacts with English speaking people, while 69% is given to item 90 on students' desire to have pen friends in English speaking countries.

Students' desire to live in English speaking countries, subject of item 84 is given 60% of respondents' agreement on its significance. The lowest score in this table is given to item 91 on students' desire to take their EL teacher as a model and to imitate him as only 55% agree to that.

As for the difference between male and female responses, it is noted that a significant difference is observed in cases of item 77 and 91 where female responses are higher than the male.

The above results reflect Libyan students strong positive orientations and attitudes towards English speaking people as a majority of students are willing to communicate with English speaking people, this is considered their main motive of learning EL, not only that but they are very keen to establish contacts and to have pen friends with English people and in English speaking countries. Again this major development in positive orientations and attitudes towards English speaking people is probably a direct result of the improvement in political, commercial and cultural relations between Libya and UK which was referred to in chapter 2 of this study.

The findings on the importance of orientations and attitudes towards EL communities, as being strong motivating items for students to learn EL are found consistent with the studies of other researchers in other contexts, as explained above.

Analysis of responses to open question in topic 4:

The number of students who answered this question reached 10 students of the total sample of the study (227). 7 of the respondents are female and 3 are male. The answers reflect orientations and attitudes towards cultural elements, English speaking

people and EL. Those answers could be grouped as follows, but none of them could be identified as a new aspect which is not included in the questionnaire, but in the contrary the questionnaire included more than these proposals, therefore it is considered effective in covering this section. The proposals are as follows:

- To spread Arabic culture in English speaking countries.
- To live in English speaking countries.
- To understand English speaking tourists.
- To learn English properly.

Summary of views on orientations and attitudes items:

Tables 22, 23 and 24 in addition to the views revealed in the open question show that there are various issues to which respondents agree that they are significant motivating items. In order to identify those which are perceived more effective in arousing learners' motivation we will present those where score of over 50% in agree and strongly agree categories was achieved, These items are as follows:

Item 82 representing orientations and attitudes towards EL in particular which achieved 57% of respondents' agreement in strongly agree category.

Item 79 representing orientations and attitudes towards English arts which achieved 54% in agree category.

Item 78 representing orientations and attitudes towards English customs which achieved 52% in agree category.

Item 89 representing orientations and attitudes towards tourist places in English speaking countries which achieved 50% in agree category.

Item 77 representing orientations and attitudes towards English speaking people which achieved 54% in agree category.

Secondly, the analysis of difference between male and female responses show that female agreement is higher than male in cases of the following items:

Items representing cultural dimension:

Item 83: representing students' orientations and attitudes towards English speaking films.

Item 86: representing students' orientations and attitudes towards reading English

books in order to increase his knowledge.

Items representing English speaking communities:

Item 77: representing orientations and attitudes to understand English speaking people.

Item 91: representing orientations and attitudes towards English language teacher.

The analysis of the differences shows that the above described items are more important for females, and no specific item is found more important for males, while the remaining items of the tables of topic 4 are found common to both males and females.

Conclusion for topic 4:

The study of data presented in tables 22, 23 and 24 suggest that Libyan students perceive orientations and attitudes towards EL, community and culture as important motivating items, they also displayed positive orientations and attitudes towards English language, which is evident in students' response to a item on students' desire to learn EL because they like that language as 88% of students agree to the importance of that item in motivating them to learn EL. This positive orientations and attitude towards ELL is probably an outcome of the recent positive changes in relations between Libya and UK and other English speaking countries, as explained earlier in other sections of this chapter which led to the creation of more new chances to use EL inside and outside the country.

Furthermore, students displayed a positive orientations and attitude towards English cultural elements, although it is not very strong one because all of those items scored less than 50% in strongly agree category, this may be attributed to the fact that there was until recently a negative stand toward English cultural aspect, English books, magazines and films were seldom available in the market, reception of English TV was not available before the start of using satellite channels, knowledge about tourist places was of no significance since there was

no chance to travel to the major English speaking countries and finally the knowledge about English art was regarded as a sign of cultural colonialism. The improvement of political relations brought major changes to the situation, all the elements which were rarely available started to appear in the market, satellite antennas are widely spread which enable watchers to listen and see English speaking Radio and TV news and films, internet facilities which enable students to chat with friends in English speaking countries are being met with great favour and modern internet cafes are established. All this probably led to the change of orientations and attitudes towards English cultural elements, and students agreed that their desire to acquire certain cultural knowledge is motivating them to learn EL. This fact is reflected in students' desire to know about English art, to know more about English customs and ways of life, their desire to know more about tourist places in English speaking countries, to use EL in order to increase their general knowledge, to listen to English speaking Radio and TV, to know more about English language films and finally to use EL in order to read instruction manuals. Each of the above items scored more than 50% of students' agreement when the figures of agree and strongly agree categories are taken together.

Regarding Libyan students' orientations and attitudes towards English speaking communities, the results presented in table 24 show a positive orientations and attitudes, established on the basis of taking the figures of agree and strongly agree together, towards English speaking people, as the majority of students agreed that they are desirous to learn EL in order to be able to contact English speaking people to have pen friends in English speaking countries and even to live in these countries. The fact that none of the items related to orientations and attitudes towards English speaking community scored more than 50% in strongly agree category could be understood in the light of the explanation given above.

The findings on orientations and attitudes towards target language, culture and community are found consistent with Gardner (1985) and Dornyei (1988) findings on the importance of orientations and attitudes to promote target language learning as explained in chapter 3 of the study.

Regarding the differences between male and female responses it is noted that higher perception are given by female to the following items, learning EL in order

to know more about English speaking films and to increase knowledge through reading English books. Other important items for females are related to their desire to understand English speaking people and be similar to their English language teacher.

In this chapter we have presented the detailed analysis of the questionnaire and identified specific items which are considered by students to have an impact on their motivation. We have seen that there are in some cases differences between males and females.

In the following chapter we shall return to the overall questions which have guided this study and consider how and to what extent the detailed data suggest general answers to our questions.

Chapter Six

Discussion and conclusion

6.0 Introduction:

As I said in chapter 01 of this study that there are two main purposes to the thesis, the first one is to investigate how Libyan students perceive motivation, and which of the different variables are viewed important and significant in influencing their motivation to learn EL, and to verify motivation theories in a new context. The second purpose is to find out if there are significant differences between the perceptions of female and male students, This subject has been chosen for the study because the issue of the Libyan students' low achievement in EL formed a real difficulty for Libyan educational authorities and many studies by other researchers attempted to find out the causes of the students' low achievement by studying the influences of other variables. The perception of the role of motivation in EL learning is studied for the first time, and this study aims to find out whether the findings reached by other researchers, which emphasised the effective role played by motivation in ELL in other contexts, could be valid in the Libyan context.

All the other chapters of the study have been designed to serve that main goal, so the study aims to answer the research questions on the following topics:

- What are the motivation items that are perceived as very important for students' ELL?
- Are there differences between male and female perceptions?
- What are the similarities and differences between the findings of this study and Western researches?

6.1 Findings of the study:

6.1.1 Students' perceptions of school and classroom items:

The first important findings emerged from the study suggested that Libyan students perceive the school contextual items as very important elements in promoting their ELL, the highest priority is given to the item related to the number of students in the

classroom, followed by the availability of comfortable furniture, and the items which are ranked next concern the fair implementation of discipline rules in the classroom and the availability of school library to enable students to practice extra curricular reading and to practice other activities. Those findings are considered consistent with the McDonough and Shaw (1996) views on the importance of certain items which influence students' motivation to learn general subjects and to learn EL, such as the number of pupils to be taught and the size of classes, the nature of building, noise item, flexibility of tables and chairs and size of room in relation to the size of class. The same findings are also consistent with results of researches done by McCombs (1994) Haladyna and Thomas (1979); Epseain & Mcpartland (1976); Harter (1981); Stipek (1984); and Eccles et al (1993) who emphasised the important role played by school situation items in enhancing students' motivation to learn, as explained in chapter 3 of the study. These findings imply that education officials should provide schools with suitable furniture and to teach students how to protect it. The fair implementation of rules should be given attention because it is observed that proper organization of classes, which are free from interruption and disruptions, plays an effective role in enhancing students' motivation.

6.1.2 Perceptions of items related to textbooks contents and goals of learning:

As for students' perceptions of textbook contents, it is evident that students showed a very strong positive feeling towards having materials, which enable them to communicate in EL and which are based on real life situation. This fact was emphasised in students' description of their goals of learning EL, as the majority of students believe that the purpose of learning EL is to be able to talk to English speaking people either during the pursuit of their studies or during their search for good working opportunities or during their trips abroad for tourism. Students also expressed a positive attitude toward learning EL and many of them displayed strong desire to learn EL. This fact reflects the major changes which have taken place towards EL: - the spirit of hostility explained in chapter 2 of the study has been replaced by a spirit of friendship, which may be attributed to the improvement of diplomatic relations that took place recently, as described earlier in chapter 5. English language started to be highly valued and it is not any more regarded as a colonial

language but a language necessary to establish contacts with English speaking people and with international communities in order to build relations necessary for the development of Libya. Generally speaking the study showed that Libyan students' goals of learning EL are focused on instrumental goals, but integrative goals are given a lower rank of importance, in this respect these findings are consistent with Gardner (1985) on the importance of orientations and attitudes in general and to Lukmani's (1972) on the significance of instrumental items in certain contexts. Other goals relevant to cultural aspects are also found significant not only in form of acquiring knowledge from abroad through the learned language but to convey local cultural issues abroad through that language. We will turn to this point in more details in the next section.

6.1.3 Students' perceptions of cultural items:

As regards students' perceptions of cultural items the study revealed that certain cultural elements are perceived as very important to arouse their motivation to learn EL. Students did not find it very important to have the taught material fully focusing on the target language culture, yet they believe that it is important to be familiarized with certain cultural elements of the target language. The study displayed that many of the goals of ELL are related to cultural purposes and students believe that the presence of positive attitude toward the target language culture is an effective item for ELL, such as their desire to know about the customs of English speaking people, to know about tourist places in English speaking countries and to be able to listen to English speaking Radio and TV. Students find it important to learn EL in order to be able to explain their cultural aspects to foreigners and to express their country's viewpoints regarding world issues through their knowledge of EL. It is also found that students are interested to learn EL for the sake of learning and not learning it only as a school subject and for passing examination. This indicates that students aim to learn EL in order to use it in their daily life either inside their country or abroad. The results obtained are found consistent with Dornyei's (1990, P. 52) findings on the purpose of learning EL in Hungary where it is found that informants expressed " interest in foreign cultures, cultural products, and events conveyed by the target language" which was referred to as " passive sociocultural language use and communicative sociocultural language use"

6.1.4 Perceptions of the role of the teacher's personality and strategies:

As for the topic of teachers' activities and personalities the results of the study showed that students attribute high value to the teacher's dedication and proper preparation and they believe these elements are effective motivating items which attract and enable students to be well engaged in the learning process and activities.

The main strategies that are found important in affecting students' motivation are related to teacher's creation of mutual respect with students and encouraging students' confidence, or what is known as teacher-student rapport, which are found consistent with Alison (1993) and Dornyei (2001, P.120) who found that it is important for the teacher "to establish relationship of mutual trust and respect with the learners".

The creation of a pleasant atmosphere in the classroom is found very important for the majority of informants who believe that supportive classrooms, where teachers create a safe climate void of tense and anxiety, where the teacher improves students' feeling about themselves and about school, and where the teacher increases students' satisfaction are effective in motivating Libyan students' motivation to learn EL. The findings of MacIntyre (1999); Young (1999) and Good and Brophy (1994) in Thanasoulas (2002, P.3) who believe that "tense classroom climate can undermine learning and demotivate learners" are found valid for the Libyan situation.

The other important items related to teachers' strategies and the classroom environment are related to the use of educational media in EL teaching activities. The results of the study revealed that students perceive it very important to use the various types of audio-visual devices and educational media in Teaching EL; because they help teachers to introduce authentic materials and native English language speakers through introducing recorded tapes, videotapes and filmstrips. The use of computer programmes for teaching EL is perceived as very important to motivate students ELL. These findings are consistent with Gu and Su's (1997) ideas on the importance of the computer to create a "more authentic learning environment" and with the findings of Chun (1994) on the significance of the computer in teacher-student relation where "students have a great control over their learning while the teachers are a kind of facilitator". Peterson (1997) underlined further points of importance for the use of the computer in FLL because it "provides learners with plentiful opportunities to engage

in meaningful discourse, the technology is seen as fostering authentic communication". The results displayed in the study regarding the use of various means of educational technology are also found consistent with the advice of Short (1991) who argues that "In order to make English language input as comprehensible as possible, the teachers should present information through diverse media". This is also found consistent with Rivers' (1981) and Brown's (1994) ideas, explained in chapter 3, on the importance of having classroom activities that lead to the improvement of interaction in target language.

The other strategies, which are found very significant for students are relevant to increasing students' self-confidence by using praise phrases, accepting students' participations and contributions to classroom plans and encouraging their spirit of inquiry. As regards the relevance of materials for the learners, and the use of taught subjects for students' daily life and activities they are believed to be very important motivating items. This finding is found consistent with Chambers' (1999) argument that "If the teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities". And this result is found consistent with the findings of Polier et al (1999) and Burnet (1996) who demonstrated that self-confidence and the feeling of self-worth are essential elements for proper success and they found that verbal praise is of great importance to develop students feeling of self confidence.

The use of collaborative learning, where students' active participation is encouraged and where the teacher's role is minimized and students' free choice and autonomy is maximized are perceived as very important motivating items. That finding is consistent, with small differences regarding the perception of group work, with the arguments of Lucas (1990) on collaborative learning, with Ushioda (1997) and Good and Brophy (1994) on free choice and autonomy in learning.

6.1.5 Perceptions of orientations and attitudes and ELL:

The findings of the study displayed that students perceive that orientations and attitudes towards the target language, its culture and community strongly affect the learning of that language. They believe that their strong desire to learn EL in particular is a result of their attitude toward that language which is very much required and needed in communication, in acquiring knowledge and in using modern

technology and it is also required in business and necessary for students' higher education.

It is also concluded that the majority of students agree that the orientations and attitudes toward the target language culture and community determine the level of interest in learning EL. It is evident from the results that the new positive atmosphere in relations between Libya and UK increased students' eagerness and willingness to learn EL. The findings of the study are found consistent with Gardner and Lambert (1972) ideas on the effect of orientations and attitudes on SLL and FLL.

6.2 Differences between males and females perceptions:

As for the research question on the differences between perceptions of male and female of certain motivational items, the findings of Marsh, Byrene and Shavelson (1988 in Bacon 1992) who "found that females had higher self-concept of verbal ability and higher verbal achievement" Gardner and Lambert (1972) who " found that females were more motivated than male language learners and they were also found to have more positive orientations and attitudes towards speakers of the target language", and studies of Muchink and Wolfe (1982), Politzer, (1983); Ehrman & Oxford (1988) ; and Oxford & Nyikos (1989) who "found significant relationship between sex, practice and learning strategies and females were judged to be more socially interactive than males", Byram et al's (1991) argument that "gender is one of the variables most frequently associated with the variance in attitudinal scores" and Zammit's (1993) statement that "females have a significantly more positive orientations and attitudes to foreign languages than males" are found valid for the Libyan context where several significant differences are noted between male and female students. The differences are found to cover different topics, such as the teacher-student rapport, the pleasant classroom atmosphere, collaborative learning and perception of various cultural items. Females attach higher importance to certain contextual and environmental items which are related to learning strategies and to social interaction where females said they were more active than males, such as: cooperation between school and parents, girls' strong feeling for having recorded tapes and other modern educational media to introduce EL materials. Regarding the textbook contents females expressed stronger feelings to have textbook materials

focused on target language culture and to be frequently familiarized with cultural aspects of the target language. The same idea was emphasized in various forms such as their desire to know more about life and customs in EL speaking countries, to know more about English films, and to be able to read English magazines in addition to their desire to be able to listen to English speaking Radio and TV. As for the relation with teachers, female students attribute higher value to having a mutual relation of respect with teachers. As for the climate of the classroom, females showed more interest than males concerning the presence of an atmosphere of humor in the classroom: the same is applied to teacher's strategies of encouraging students' self-confidence by using praise phrases and by making students experience success. Other significant differences are also found regarding items related to teachers' activities in teaching EL such as: raising students' curiosity, showing students the value of taught subjects, developing students' skills through taught subjects, liking of group work and interest in all forms of interaction. Females also showed stronger feeling for teachers' dedication item and for teachers' proper preparation for the lessons. Furthermore females showed stronger feelings towards the importance of items related to personality traits in influencing motivation to learn EL. Female students' perceptions of the significance of integrative and instrumental goals of learning EL are found lower than the male. This might be attributed to social values where females are not as active as males in establishing business relations with English speaking people, or to have the free choice to live alone in an English speaking country.

Males' perceptions of certain items are found stronger than females particularly in the following cases: the observance of student- teacher ratio of not more than 30 students in the classroom, the relevance of taught materials to real life situations, which indicate that males are more free to talk in EL to foreigners either inside the country or abroad. Males perceive the teacher's use of extrinsic rewards to encourage ELL as an important motivating item. While the females perceptions of cultural values are higher than the males, as expressed in the goals of learning EL and in their perception to the importance of orientations and attitudes, it is noted that the males' perceptions of the importance of instrumental and integrative motivation are higher than the females, this fact is evident in male students' responses to items related to learning EL for pursuing their higher studies, to use it during travels, to work in an English speaking country and to establish business relations with English speaking people.

It is also found that the use of conventional teaching methods is more important for males than females; therefore they strongly like the use of translation into native language, the use of grammar, and to concentrate on writing activities.

6.3 Similarities and differences between the findings of the study and other Western works:

As described in the above section, the findings of this study are found consistent, in many respects, with the findings of other, Western researchers. The findings related to the importance of classroom contextual items and activities are found consistent with the arguments of Shaw (1996) Dornyei (2001) and McCombs (1994). Furthermore, this study showed that Libyan students highly appreciate the use of various forms of educational technology and in this respect they are in accord with the arguments of Short (1991); River (1981); Brown (1994); Gu and Su (1997); Chun (1994) and Peterson (1997) on the importance of using computer and other educational media. Similarity between this study and other Western works is also evident in Libyan students' emphasis on the importance of learning subjects, which have a direct relevance to their daily life; the argument of Chambers (1999) on the significance of this aspect is valid for the Libyan context.

Teachers' strategies on motivating students by creating mutual relation of respect and trust with students, by creating a pleasant atmosphere in the classroom, using collaborative and interactive learning, improving learners' self confidence, teachers' dedication and enthusiasm, which are highly liked in this study are consistent with the arguments of Western researchers such as: Dornyei (2001); Alison (1993); McIntyre (1999); Young (1999); Good and Brophy (1994).

Libyan students' dislike of using extrinsic rewards to motivate learning is found consistent with Lowman's (1990) argument on the importance avoiding external power to strengthen learners' motivation.

The findings of the study are also consistent with the findings of Polier (1996); and Burnet (1996) on the importance of using praise phrases, and with Ushioda (1997) on collaborative learning.

Gardner's (1982) ideas on the significance of orientations and attitudes towards the target language, towards the learning situation and the target language community being as important items behind learning of the target language are found valid for the Libyan context, although the strongest emphasis is placed on the importance of instrumental items, therefore the results are closer to the findings of Lukmani (1972); Cooper & Fishman (1977) and Oller (1981).

The presence of differences between males and females is another aspect of similarity between the findings of this study and other western works as discussed in the previous sections.

6.4 Differences between the findings of the study and other Western works:

Due to the existing classroom conditions as described by UNESCO report (1994) the classroom's practices are teacher dominated and students' role is very limited, the classrooms are overcrowded and lack the appropriate facilities to use the educational media. Teachers' and students' views are not solicited when the educational authorities introduce new policies, programmes and other improvements related to professional conditions. The main apparent reflections of those conditions are expressed by students' perceptions of certain motivational items, which made it different from the perceptions of Western informants of the same items. The first point of differences is clear in Libyan students' perceptions of the role of cooperation between parents and school officials which is considered of minimal significance while the studies of Epstein (1986,1988) and Ziegler (1987) who argue that "parents' participation at school affect their children's achievement". Another item of differences between this study and other Western works is related to the focus of the taught materials on target language culture which was believed to be of damaging influences to the national identity, as explained in chapter 2 of the study and which was changed after the restoration of normal relations with UK recently, when students started to feel that it is important to be familiarized with the target language culture as recommended by Dornyei who argues that:

there is a need to make the L2 'real' by introducing learners to its cultural background, using authentic materials and promoting contacts with native speakers of the L2. (Dornyei, 1996, P.218).

Other points that are found inconsistent with Western researchers' are related to teacher's activities in EL teaching, the items which did not obtain very important scores are related to the teachers' use of group work to encourage students' ELL, this could be attributed to the fact that Libyan students are deprived of the chance of practicing this type of learning because of the overcrowded classrooms and because teachers do not give chance to students to maximize their activities, and this could be linked to another point of differences which is apparent in Libyan students' favour of the conventional teaching methods which concentrate on the teaching of grammar, writing activities and which depend on teacher's being the dominant item in the learning process. This is not surprising and students would perhaps change their views if they had the experience.

The other items which are found inconsistent with Western researchers Benson (2000); Little (1991) and Wenden (1991) are related to the importance of students' involvement in school and classroom's activities and in decision making regarding classroom's plans. The above studies showed that those items as very important for Western students while this study showed that Libyan students attach low importance to those items. This difference could be understood; in the light of the fact that decisions related to schools' strategies are imposed by higher educational authorities and students' views and ideas are believed to be of no importance in this respect.

Finally, the study showed that Libyan students' interest in EL cultural has another dimension as expressed in their interest to learn EL in order to explain their cultural aspects to EL speakers and to express their country's view points regarding world issues. This point is considered as a true achievement of the objectives of ELT in Libya. One of the objectives of ELT in Libya and other Arab countries is to enable students to explain their way of life to other people. Abu Jalalah, (1993) outlined in her explanation of the aims of ELT in certain Arab countries and argued that it aims:

to exploit one's command of English in order to spread in the world a better understanding and appreciation of one's own religion, culture, and values and

to influence world public opinion favourably towards one's people and their causes.(Abu Jalalah, 1993, P.23).

6.5 Implications of the study:

The findings of the study showed the high value attributed by students to the classroom contextual items and to the use of educational technology in ELL practices and activities. These findings imply that urgent measures are needed to improve the classroom conditions, particularly the number of students in the classroom and other conditions which, in many cases, are considered obstacles for the implementation of proper interaction between learners and which force teachers to rely on rote learning. Appropriate educational multi-media, such as: audio- visual materials, laboratories, and computers should be provided in the classroom to assist teachers in presenting authentic materials in order to improve the learning of the various language skills. UNESCO report (1994) contained a recommendation for establishing a special class for teaching EL in each school, which will be equipped with all forms of educational technology, where the setting is designed in a form to allow interaction and group work. Till now the idea is not implemented in the Libyan schools. The findings of the study revealed how important it is to have such a class for teaching EL.

The findings of the study also showed the strong value attributed by students to teachers' practices and activities, which reflect their enthusiasm towards their profession and duties, which increases learners' autonomy and self confidence and which lead to teacher-student mutual respect and trust. These findings imply that teachers should be properly trained on how to generate students' motivation to learn EL. This can be done through providing teachers with access to information sources about new methods of teaching EL in specialized journals, conferences and to arrange proper in-service training for them. Other items affecting teachers' performance should also be considered such as: time available for teachers to complete the EL syllabus, the suitability of recommended materials to the classroom environment and the existing assessment system. A clear example of that is the present textbook of EL, which recommends the use of recorded tapes to improve students' oral skills in classrooms where the equipment is not available or not appropriate. Furthermore the findings of the study displayed that students attribute strong value to the curriculum

materials, which are relevant to their daily life and interest, this fact implies that curriculum designers should have a clear national language policy which takes into account the requirements of individuals, the society and the specific groups of learners.

Finally, the results of the study showed that orientations and attitudes towards the target language, culture and community have a direct impact on learners' motivation to learn that language, so, in order to achieve an effective learning of EL educationists should eliminate all elements which cause hatred and create negative orientations and attitudes towards EL, culture and community, particularly in this time when relations with the main English speaking countries are improving at various levels, as explained before in chapter 2 of the study.

6.6 Limitation of the study:

Similar to many other researches this study is not hundred percent perfect, and there are certain points of criticism which will be discussed hereunder. The study depended on the questionnaire as the main tool to collect information from the participants while it would have been much better to ensure better understandings of participants' views by using interviews or other means of triangulation, but the constraints explained in chapter 4 of the study hindered the researcher's efforts to use other mean for data collection.

The study focuses on understanding students' perceptions of motivation items without finding out whether those motivation items are actually present in the Libyan learning contexts or not, therefore further studies are recommended to investigate this point in order to make the whole picture clearer.

The study's main interest was to find out the students' perception of certain motivation items and did not give any attention to teachers' perceptions of the same items, therefore further studies are recommended to investigate how teachers perceive the motivation items especially because teachers are considered as the main partners in the learning process.

Students perceived orientations and attitudes towards target language, culture and community as important motivating items which affect the learning of target language. This attitude item is an important point which was not discussed in depth in the study; further studies are recommended to find out what items affect orientations and attitudes towards EL, EL culture and community, such as the effect of home and mass media and others.

Despite these difficulties, the research has opened up the topic of motivation in Libya for the first time that it shows there are students who have insight into their own learning which could be discussed with teachers. It is important to know how learners perceive and understand their learning environment, to consider how they feel about their learning, about the content, the teaching styles and the ways in which their teachers treat them, and this is an important contribution of this thesis to the analysis and better understanding of ELL in Libya. Examples of this are the findings explored by the study regarding students' views of teachers' strategies in the classroom, the use of educational media and the relevance of taught materials to students' interest. The discussion of these findings with teachers could give them better understanding of students' views, and it could provide basis for further researches and for the development of teacher education for both serving and new teachers of English in Libya.

APPENDICES

Appendix A

Students' English questionnaire

Dear student,

This questionnaire constitutes a part of Ed.D research requirements at the School of Education of Durham University in UK. The said research is on the students and perceptions of motivation in English language learning.

Various studies on the role of motivation in foreign language learning have been conducted in various parts of the world and asserted that motivation plays an effective role in promoting and improving education in general and in improving foreign language learning in particular.

This study aims to find out the factors that are perceived very important to arouse students' motivation to learn English language. The factors included in this questionnaire cover school environmental elements, teachers characteristics and aptitudes, the goals of learning EL , students' attitudes towards EL, its culture and community.

Therefore, your correct answer to the questionnaire will be of great value for the researcher to understand the important factors behind arousing the learners' motivation , which might be used to improve the conditions of learning EL. The questionnaire is anonymous and the answers will be treated confidentially.

Thank you for your cooperation

Hassan M. Al Moghani

School of Education
University of Durham

Topic one:

Which factors in the school environment do you consider important in motivating you to learn English language.

Each number of the following scale indicates the degree of importance you give to each statement, please circle the number, which you consider properly expresses your opinion.

1= unimportant

2= reasonably important

3= very important

School's organization and rules:

6.	Students are given the opportunity to participate at decision making regarding school's plans.	1	2	3
7.	Students' spirit of inquiry is encouraged	1	2	3
8.	School emphasizes the necessity of learning for the sake of learning in addition to passing examinations.	1	2	3
9.	Discipline rules are fairly implemented.	1	2	3
10.	Access to school library, rich with variety of materials is provided.	1	2	3
11.	Cooperation with parents through teacher-parent association is encouraged	1	2	3
12.	Desirable competition system is built	1	2	3
13.	Comfortable classroom furniture is available.	1	2	3
14.	Textbooks are supplemented with tape recorded materials of native speakers to facilitate learning.	1	2	3
15.	Textbooks contain colourful pictures to assist understanding of new vocabulary.	1	2	3
16.	Textbooks concentrate on target language culture.	1	2	3
17.	Lessons are based on real life situation	1	2	3
18.	Tasks are challenging but achievable.	1	2	3
19.	Enable students to communicate in target language.	1	2	3
20.	Modern educational media is used	1	2	3
21.	Teacher brings drawings and authentic materials to classroom.	1	2	3
22.	Computer is used to teach language skills.	1	2	3
23.	Number of students in the classroom is ideal.	1	2	3
24.	Pupil-teacher ratio is observed (not more than 30 students for one teacher).	1	2	3
25.	Teacher is dedicated to teaching profession.	1	2	3
26.	Teacher is always well prepared for the lesson.	1	2	3
27.	Uses humors occasionally when necessary.	1	2	3

28.	Creates mutual respect between him and students.	1	2	3
29.	Teacher creates pleasant atmosphere in the classroom.	1	2	3
30.	Encourages students' confidence.	1	2	3
31.	Uses praise phrases to encourage learning.	1	2	3
32.	Make students experience success.	1	2	3
33.	Accepts students' contributions to classroom plans.	1	2	3
34.	Familiarizes students with the cultural background of the target language.	1	2	3
35.	Raises students' curiosity by various means.	1	2	3
36.	Shows students the value of subjects and how they are related to their interests.	1	2	3
37.	Concentrates on developing students skills to use language for conversation purposes.	1	2	3
38.	Acts as a facilitator in the classroom	1	2	3
39.	Builds personal relationship with each student.	1	2	3
40.	Uses extrinsic rewards to encourage learning.	1	2	3
41.	Uses cooperative learning in the form of group discussion or teamwork.	1	2	3
42.	Encourages interaction between students.	1	2	3
43.	Students understanding of the reasons of success and failure.	1	2	3
44.	Availability of good study habits.	1	2	3
45.	Students have good memories.	1	2	3
46.	Students knowledge of the purpose of achieving.	1	2	3
47.	Student has a positive feeling about himself.	1	2	3
48.	Student has a positive feeling about school.	1	2	3
Write any other statement you consider important and not included above:				

Topic two:

Which classroom processes and activities do you consider important in motivating you to learn English language.

Each of the following numbers indicates a degree of liking to the following statements, please circle the number which properly expresses your opinion:

1= I do not like it at all

2= I do not mind it

3= I like it very much

4= it is not done in our classroom

49.	Games are used to introduce lesson materials	1	2	3	4
50.	Watching slides and pictures is common exercise when teacher presents new vocabulary.	1	2	3	4
51.	Teaching grammar is emphasized.	1	2	3	4
52.	Conversation between students is encouraged in the classroom.	1	2	3	4
53.	Teacher's loud reading in the classroom is stressed.	1	2	3	4
54.	Writing activities constitutes a major part of the English class period.	1	2	3	4
55.	Listening to native speakers through tape recorder is a common practice.	1	2	3	4
56.	Students are given the chance to work in pairs when they use the language.	1	2	3	4
57.	Students are given the chance to work in-groups when they use the language.	1	2	3	4
58.	Computer is occasionally used to practice language skills.	1	2	3	4
59.	Audio- visual materials are used to explain new vocabulary.	1	2	3	4
60.	Teacher talks most of the time during the class period.	1	2	3	4
61.	Translation to native language is common during English lessons.	1	2	3	4
62.	Fun is introduced during the lesson.	1	2	3	4
63.	Teacher and students use acting and role playing to facilitate the understanding of certain situations.	1	2	3	4
Write any other statement you consider important and not included above:					

Topic three:

Which goals for English language learning do you consider important in motivating you to learn English language.

Each of number of the following scale indicates a degree of your agreement or disagreement, please circle the number you consider expressing your opinion.

1= strongly disagree

2= disagree

3= uncertain

4= agree

5= strongly agree

I am motivated to learn English language because it helps me:

64.	To better understand English art and literature.	1	2	3		5
65.	To know about other cultures through knowledge of the English language.	1	2	3	4	5
66.	To be able to talk to English speaking people.	1	2	3	4	4
67.	To pursue my studies in an English speaking country.	1	2	3	4	5
68.	To enable me to get a good working opportunity in future.	1	2	3	4	5
69.	To use it during my travels as a tourist.	1	2	3	4	5
70.	To help me to understand English speaking TV	1	2	3	4	5
71.	To explain our cultural issues to English speaking tourists who visit our country.	1	2	3	4	5
72.	To assist me to express my country's point of view regarding international issues.	1	2	3	4	5
73.	To enable me to work in an English speaking country.	1	2	3	4	5
74.	To help me to establish business relations with English speaking people	1	2	3	4	5
75.	To help me to know more about the way of life in English speaking countries.	1	2	3	4	5
76.	To assist me to acquire new ideas about world issues.	1	2	3	4	5
Write any other statement you consider important and not included above						

Topic four:

How important do you consider attitudes to English language, culture and communities in motivating you to learn English language.

Each number of the following scale indicates a degree of your agreement or disagreement, please circle the number which you consider properly expresses your opinion:

1= strongly disagree

2= disagree

3= uncertain

4= agree

5= strongly agree

I am motivated to learn English language because I have a strong desire to:

77.	Understand English speaking people	1	2	3	4	5
78.	Know great deal about English speaking people's customs	1	2	3	4	5
79.	Know about arts in English speaking countries	1	2	3	4	5
80.	Learn languages in general.	1	2	3	4	5
81.	Establish contacts with English speaking people	1	2	3	4	5
82.	Learn English language.	1	2	3	4	5
83.	Know more about English films	1	2	3	4	5
84.	Live in an English speaking country	1	2	3	4	5
85.	Read English magazines	1	2	3	4	5
86.	Increase my general knowledge through reading of English books.	1	2	3	4	5
87.	Understand the instruction sheets attached with new equipment purchased for house use or for other purposes.	1	2	3	4	5
88.	Listen to English TV or Radio.	1	2	3	4	5
89.	Know more about tourist places in English speaking countries.	1	2	3	4	5
90.	Have pen friends in English speaking countries	1	2	3	4	5
91.	Be like my teacher of English language	1	2	3	4	5
Write any other statement you consider important and not included above						

Appendix B

Students' Arabic Questionnaire

المجال الاول:

ما هي عوامل البيئة المدرسية التي تعتبرها هامة في اثاره دافعتك لتعلم اللغة الانجليزية ؟.

يوجد فيما يلي عدد من الأرقام (من 1 إلى 3) تعبر عن درجة الأهمية التي توليها إلى كل فقرة من الفقرات المبينة فيما بعد, والمطلوب أن تضع دائرة على الرقم الذي ترى أنه يعبر عن وجهة نظرك تجاه تلك الفقرة.

رقم 1 = غير مهم

رقم 2 = مهم بعض الشيء

رقم 3 = مهم جدا.

تنظيم المدرسة وقوانينها:

نظم ولوائح المدرسة:			أولا:
3	2	1	6
تتيح المدرسة للطلبة فرصة المشاركة في اتخاذ القرارات المتعلقة بمخطط المدرسة التعليمية.			
3	2	1	7
تشجع المدرسة روح البحث لدى الطلبة.			
3	2	1	8
تركز المدرسة على أهمية التعلم من اجل التعلم بالإضافة إلى النجاح في الامتحانات المقررة.			
3	2	1	9
تطبق المدرسة اللوائح الخاصة بالنظام بشكل جيد.			
3	2	1	10
توفر المدرسة مكتبة غنية بالمواد التعليمية ويمكن الطلبة من استخدامها.			
3	2	1	11
تشجع الطلبة التعاون مع أولياء الأمور من خلال مجالس الآباء.			
3	2	1	12
تؤكد المدرسة على أهمية المنافسة الجيدة بين الطلبة.			
3	2	1	13
توفر المدرسة أئانا مدرسيا مريحا داخل الفصول.			
3	2	1	14
الكتاب المدرسي في مادة اللغة الإنجليزية مزود بأشرطة مسجلة بأصوات ناطقين محليين للغة لتسهيل تعلمها.			
3	2	1	15
الكتاب المدرسي مزود بصور ملونة لتسهيل فهم معاني المفردات الجديدة.			
3	2	1	16
الكتاب المدرسي يركز على موضوعات من ثقافة اللغة التي يتم تعلمها.			
3	2	1	17
دروس الكتاب المدرسي تعبر عن مواقف حقيقة من الحياة			

3	2	1	الواحيات التي يطالب بها الكتاب المدرسي صعبة ولكن من الممكن حلها.	18
3	2	1	تركز موضوعات الكتاب المدرسي على تطوير قدرات الطلبة على التواصل باستخدام اللغة المتعلمة.	19
3	2	1	يتم استخدام تقنيات تعليمية حديثة في الفصل.	20
3	2	1	يُحضر المعلم رسومات ومواد حقيقية الى الفصل لتسهيل الشرح.	21
3	2	1	يتم استخدام الحاسب (الكمبيوتر) لتعليم مهارات اللغة الإنجليزية.	22
3	2	1	عدد الطلبة في الفصل مثالي.	23
3	2	1	تراعي المدرسة نصيب المعلم من الطلبة (بحيث لا يزيد عن ثلاثين طالب لكل معلم).	24
3	2	1	إذا كان المعلم مخلصا لمهنة التعليم.	25
3	2	1	إذا كان المعلم دائما مستعدا للدرس الذي يعلمه.	26
3	2	1	إذا استخدم المعلم الفكاهة أحيانا عند الشرح.	27
3	2	1	يُخلق نوعا من الاحترام المتبادل بينه وبين الطلبة.	28
3	2	1	يخلق جوا مريحا داخل الفصل أثناء الدرس.	29
3	2	1	يشجع الطلبة على الإحساس بتقنتهم بأنفسهم.	30
3	2	1	يستخدم عبارات المديح لتشجيع الطلبة على التعلم.	31
3	2	1	يتيح للطلبة فرص الشعور بالنجاح.	32
3	2	1	يقبل مشاركات الطلبة المقدمة بشأن خطط الدروس.	33
3	2	1	يعرف الطلبة على الخلفية الثقافية للغة التي يتعلمونها.	34
3	2	1	يثير حب استطلاع الطلبة بمختلف الوسائل.	35
3	2	1	يبين للطلبة قيمة الموضوعات التي يتعلمونها ومدى فائدتها لهم.	36
3	2	1	يركز على تنمية قدرات الطلبة على استخدام اللغة لأغراض المحادثة.	37
3	2	1	يعمل كمساعد لعملية التعلم داخل الفصل ويقوم الطلبة بالدور الأكبر في العملية.	38
3	2	1	يبني علاقات شخصية مع كل طالب في الفصل.	39
3	2	1	يستخدم الجوائز المادية لتشجيع التعلم داخل الفصل.	40
3	2	1	يستخدم أسلوب النقاش بين مجموعات من الطلبة أو أسلوب العمل كفرق داخل الفصل كوسيلة لتحسين تعلم الطلبة.	41
3	2	1	يشجع تفاعل الطلبة بعضهم البعض كوسيلة جيدة للتعلم.	42
3	2	1	إذا كان لدي معرفة بالأسباب المؤدية للنجاح أو للفشل	43
3	2	1	إذا كان لدي عادات دراسية جيدة.	44

3	2	1	إذ كان لدي ذاكرة قوية تمكنني من تذكر ما أتعلمه.	45
3	2	1	إذ كنت اعرف تحديدا هدف تعلمي للغة الإنجليزية.	46
3	2	1	إذ كان لدي إحساس إيجابي تجاه المدرسة.	47
3	2	1	إذ كنت أتحدى بقدر من الثقة بالنفس.	48
			اكتب أية فكرة أخرى تراها مناسبة واعطها رقما على المقياس .	

المجال الثاني:

ما هي الأنشطة التي تمارس في الفصل التي تعتبرها هامة في إثارة دافعتك لتعلم اللغة الإنجليزية؟

يشير كل رقم من الأرقام المبينة في المقياس إلى الدرجة التي تحب فيها النشاط أن يمارس داخل الفصل في حصة اللغة الإنجليزية , والمطلوب أن تضع دائرة على الرقم الذي ترى انه يعبر عن رأيك بالخصوص.

رقم 1 = لا احبه مطلقا

رقم 2 = لا أعيره اهتماما

رقم 3 = أحبه جدا

رقم 4 = لا يمارس هذا النشاط في فصلنا.

- اشعر أن دافعتي لتعلم اللغة الإنجليزية تتحسن إذا اشتملت حصة اللغة على الأنشطة الآتية:

4	3	2	1	إذا تم استخدام الألعاب لتقدم مواد درس اللغة الإنجليزية.	49
4	3	2	1	إذا استخدم المعلم في الفصل الشرائح والصور لشرح المفردات الجديدة.	50
4	3	2	1	إذا ركز المعلم على تعليم قواعد اللغة الإنجليزية.	51
4	3	2	1	إذا تم تشجيع المحادثة بين الطلبة أثناء الحصة.	52
4	3	2	1	إذا ركز المعلم على قراءة الدرس بصوت مرتفع أمام الطلبة.	53
4	3	2	1	إذا كانت معظم حصة اللغة الإنجليزية تركز على أنشطة خاصة بالكتابة.	54

4	3	2	1	إذا كانت تتاح للطلبة فرصة الاستماع إلى أشرطة مسموعة للدروس مسجلة من قبل ناطقين محليين للغة	55
4	3	2	1	إذا كانت الفرصة تمنح للطلبة لاستخدام المحادثة باللغة الإنجليزية بشكل ثنائي في الفصل.	56
4	3	2	1	إذا كانت الفرصة تمنح للطلبة لاستخدام اللغة الإنجليزية في شكل مجموعات داخل الفصل.	57
4	3	2	1	يتم استخدام الحاسب لتعليم مهارات اللغة المختلفة.	58
4	3	2	1	يتم استخدام الوسائل السمعية البصرية المتنوعة من قبل المعلم والطلبة في الفصل لشرح المفردات والتراكيب المختلفة.	59
4	3	2	1	المعلم هو المتحدث الأساسي معظم حصص اللغة الإنجليزية.	60
4	3	2	1	استخدام الترجمة إلى اللغة ألام للمتعلم أمر شائع في حصص اللغة الإنجليزية.	61
4	3	2	1	استخدام المعلم للفكاهة أثناء حصص اللغة الإنجليزية.	62
4	3	2	1	استخدام التمثيل من قبل المعلم والطلبة لتسهيل فهم بعض المواقف.	63
اكتب أي نشاط آخر ترى إضافته ومن شأنه تحسين دافعية الطالب لتعلم اللغة الإنجليزية وضع أمامه رقما على المقياس.					

المجال الثالث :

ما هي الاهداف المرجوة من تعلم اللغة الانجليزية التي تعتبرها مثيرة لدافعيتهك لتعلم هذه اللغة؟.

كل رقم من أرقام المقياس التالي يشير إلى الدرجة التي توافق عليها أو لا توافق على الفقرة التي يشير إليها الرقم، والمطلوب هو وضع دائرة على الرقم الذي ترى أنه يعبر عن وجهة نظرك.

رقم 1 = لا أوافق بشدة

رقم 2 = لا أوافق

رقم 3 = غير متأكد

رقم 4 = أوافق

رقم 5 = أوافق بشدة

اشعر أن لدي رغبة في تعلم اللغة الإنجليزية لأنها تساعدني على :

5	4	3	2	1	فهم الفنون والآداب الإنجليزية بشكل أفضل.	64
5	4	3	2	1	لتعرف على ثقافات أخرى من خلال معرفة اللغة الإنجليزية.	65
5	4	3	2	1	التحدث مع الناطقين باللغة الإنجليزية.	66
5	4	3	2	1	مواصلة دراساتي العليا في بلد ناطق بالإنجليزية.	67
5	4	3	2	1	الحصول على فرصة عمل جيدة في المستقبل.	68
5	4	3	2	1	استخدام اللغة أثناء سفري إلى الخارج لغرض السياحة.	69
5	4	3	2	1	فهم البرامج المرئية والإذاعية باللغة الإنجليزية.	70
5	4	3	2	1	شرح جوانب حضارتنا إلى السياح الذين يزورون بلادنا	71
5	4	3	2	1	التعبير عن وجهة نظر بلادي تجاه بعض القضايا	72
5	4	3	2	1	العمل مستقبلا في بلد يتحدث بالإنجليزية.	73
5	4	3	2	1	إقامة علاقات عمل تجارية مع الناطقين باللغة الإنجليزية.	74
5	4	3	2	1	التعرف على المزيد من جوانب الحياة في الدول الناطقة بالإنجليزية.	75
5	4	3	2	1	الحصول على أفكار جديدة عن القضايا الدولية	76
أكتب هدف آخر ترى انه يساعد في تحسين دافعية الطالب لتعلم اللغة الإنجليزية, واعطه رقما على المقياس.						

المجال الرابع:

كيف ترى أهمية دور اتجاهاتك نحو اللغة الإنجليزية وثقافتها ومتحدثيها في تحسين دافعيةك لتعلم تلك اللغة؟

كل رقم في المقياس التالي يشير إلى درجة الموافقة أو عدم الموافقة التي يبديها المستجيب على الفقرة التي أمام تلك الأرقام , والمرجو منك وضع دائرة على الرقم الذي ترى أنه يعبر عن رأيك بالخصوص:

رقم 1 = لا أوافق بشدة

رقم 2 = لا أوافق

رقم 3 = غير متأكد

رقم 4 = أوافق

رقم 5 = أوافق بشدة

- لدي دافع قوي لتعلم اللغة الإنجليزية لان لدي رغبة قوية في :

5	4	3	2	1	فهم لشعوب المتحدثة باللغة الإنجليزية.	77
5	4	3	2	1	معرفة المزيد عن عادات الشعوب المتحدثة باللغة الإنجليزية.	78
5	4	3	2	1	معرفة لمزيد عن فنون الدول المتحدثة بالإنجليزية.	79
5	4	3	2	1	تعلم اللغات بشكل عام.	80
5	4	3	2	1	إقامة علاقات مع أفراد يتحدثون للغة الإنجليزية.	81
5	4	3	2	1	تعلم اللغة الإنجليزية.	82
5	4	3	2	1	معرفة المزيد عن الأشرطة المرئية الإنجليزية.	83
5	4	3	2	1	العيش في بلد ناطق باللغة الإنجليزية.	84
5	4	3	2	1	قراءة المجلات الإنجليزية.	85
5	4	3	2	1	زيادة معلوماتي العامة من خلال قراءة كتب باللغة الإنجليزية.	86
5	4	3	2	1	فهم المطبوعات العلمية المرافقة للأجهزة التي نشتريها للاستعمال المنزلي أو تحلافه.	87
5	4	3	2	1	الاستماع إلى الإذاعات الناطقة بالإنجليزية سواء المرئية أو المسموعة.	88
5	4	3	2	1	معرفة المزيد عن الأماكن السياحية في البلاد الناطقة بالإنجليزية.	89
5	4	3	2	1	إقامة علاقات بالمراسلة مع أفراد في الدول الناطقة بالإنجليزية.	90
5	4	3	2	1	أن أكون مثل معلمي للغة الإنجليزية.	91
اكتب أية فقرة أخرى تراها مناسبة واعطها رقما على المقياس.						

Appendix C

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