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The Libyan EFL Teachers' Role in Developing Students' Motivation

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Abstract

Motivation is inseparable aspect in any foreign language teaching and learning. In this regard, this study investigated the Libyan EFL teachers' role in improving EFL students' motivation. The aim was to find out what strategies and techniques are used by the Libyan EFL teachers to motivate their students. Sixty Libyan EFL students and five Libyan EFL teachers formed the participants of the study. Classroom observation, students' questionnaires and teachers' interview were used as data collection tools to gain insight into various aspects of the study. The results revealed that most of the Libyan EFL teachers use various strategies to motivate their learners.

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1. Introduction

In recent years, the teacher's role has been changed by the effect of motivation. There has been a shift of emphasis from instructional techniques to developing learning techniques. Today the teacher's role leans more towards a facilitator and a guide on the side to increase student motivation and develop the skills or the strategies that make a student more competent and to structure the learning environment so that students are able to take ownership of their own learning. Fortunately, many of the strategies that "empower" and "engage" students also lead to increased motivation, Theroux (1994, P. 3).

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Teachers have an important role in enhancing their students' motivational level. A student may arrive to the class with a certain degree of motivation, but the teacher's behavior, teaching style and the kind of interaction with the students all have a large effect in determining the teacher's role in developing the students' motivation. As it has been noticed by the researcher there is a huge variation in the levels of motivation among the students in Faculty of Arts University of Sebah, Department of English. This research is an attempt to investigate the part that the Libyan teachers play to evaluate and develop students' motivation.

1.1. Research goals

This study aims to investigate the role of Libyan EFL Teachers in developing students' motivation. It also attempts to:

- Classify the factors of motivation such as: classroom environment, teacher personality, skills and ability of the teacher, rewards and relationship with the teacher. And their affect towards learning a foreign language .
- Recognize the relationship between the components of motivation; (need, drive, goal) and learning strategies.
- Recognize the relationship between the teachers' behavior in the classroom and the students' motivation.

2. Literature review

2.1. Concept of motivation

According to Cambridge Advanced Dictionary (2008), motivation is "the enthusiasm for doing something," while in Oxford Dictionary (2009), motivation is defined as "a reason or reasons for acting or behaving in a particular way"

Additionally, some second language acquisition researchers have defined motivation in terms of two considerations: learner's communicative needs, and their attitudes toward the second language community. Motivation is defined as the force that causes people to achieve goals. In the cognitive developmental theory, motivation is perceived as "a built-in unconscious striving towards more complexities and differentiated development of the individual's mental structures", Oxford & Shearin, (1994, P.23.). This idea is also emphasized by Gardner (1978, P.164) by saying that:

It really is impossible to give a simple definition of motivation, though one can list many characteristics of the motivated individual, for example, the motivated individual is goal directed, is attentive, has desires (wants), exhibits a positive effect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons.

(Penny, 2006, P. 74) stated that:

The abstract term "motivation" on its own is rather difficult to define. It is easier and more useful to think in terms of the "motivated" learner one who is willing or even eager to invest effort in learning activities and to progress. Learner motivation makes teaching and learning immeasurably easier and more pleasant as well as more productive.

According to (Richard, 1999) to be motivated means to be moved to do something under the inspiration and encouragement by the teachers to act.

2.2. Motivation types:

If learners need to speak the second language in social situations or to achieve a professional level or work objective, they will understand the importance of the foreign language and be motivated to learn it. Likewise, if learners have favorable attitudes towards the language or the native speakers of the language, they will try to establish contact with them. The idea behind those two terms had been used to describe these objectives by some scholars: 'Instrumental motivation and integrative motivation' (Keblawi, 2006).

Gardner and Lambert (1972) used the term instrumental motivation to refer to motivation that is very practical, such as that which is concerned with getting a better job. The term integrative motivation was applied to motivation that relates to a wish to know more about the culture and community of a foreign language group and become part of it. As Keblawi (2006) illustrates in his research, the extent of motivation could vary greatly from one individual to another. Thus, while one learner might be only mildly motivated to learn a second language for occupation purposes, another learner might have an intense motivation to achieve those objectives. For example, foreign students learning

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