

**Integrative and Instrumental Motivation of Libyan
ELT Undergraduate Students Towards Learning
English**

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ABSTRACT

The current study aimed to explore the motivation level and motivation type (whether they are integratively or instrumentally motivated) of ELT undergraduate Libyan students towards learning English. It also attempts to explore the major factors which influence the motivation of ELT undergraduate students in learning English. The study was conducted at the University of Sebha, specifically in the Department of English Language Teaching (ELT), which is located in the south of Libya.

This case study used a quantitative method. 118 ELT undergraduate students participated in this research. The data collection instrument was a student's questionnaire. The collected data were analyzed by using SPSS 20 software programme.

The results showed that the motivation of students for learning English is high. In addition, they are more instrumentally than integratively motivated to learn English language. Furthermore, it was revealed by the results that the factors which contribute to learner's motivation are mixed between integrative and instrumental motives. Lastly, the implications, limitations of the study, as well as further research studies suggestions were also provided at the end of this study.

Keywords: Motivation, Integrative, Instrumental, ELT students.

ÖZ

Bu çalışmada, Libyalı ELT lisans öğrencilerinin İngilizce öğrenmek için yüksek motivasyona sahip olup olmadıklarının, ayrıca İngilizce öğrenmeye yönelik bütünsel veya araçsal olarak motive olup olmadıklarının incelenmesi amaçlanmıştır. Ayrıca, ELT lisans öğrencilerini İngilizce öğrenirken motive etmeye katkıda bulunan başlıca faktörleri bulmaya çalışmaktadır. Araştırma, Libya'nın güneyinde bulunan Sebha Üniversitesi İngiliz Dili Eğitimi Bölümü'nde (ELT) yürütülmüştür. Araştırmada niceliksel bir yöntem kullanılmıştır. Araştırma 118 ELT lisans öğrencisinin katılımıyla gerçekleştirilmiştir. Veriler bir anket kullanılarak toplanmış ve SPSS 20 yazılım programı kullanılarak analiz edilmiştir.

Elde edilen sonuçlar, Libyalı ELT lisans öğrencilerinin İngilizce öğrenme konusunda büyük motivasyona sahip olduklarını, ayrıca İngilizce dilini öğrenmek için bütünsel bir motivasyona sahip olduklarını göstermiştir. Sonuçlar ayrıca öğrenenlerin motivasyonuna katkıda bulunan faktörlerin bütünsel ve araçsal nedenlerin karışımı olduğunu ortaya koymuştur. Son olarak, bu çalışmanın sonucunda İngilizce dil öğretiminin etkileri, çalışma kısıtlamaları ve daha ileri araştırma çalışmalarının için öneriler getirilmiştir sunulmuştur.

Anahtar kelimeler: Motivasyonlar, Bütünsel, Araçsal, ELT öğrencileri.

TO

My home country Libya

My dearest father and mother.

My partner in life, my beloved husband.

My vision to the future, my children

(Razan and Omar).

I love you all

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LIST OF ABBREVIATIONS

ELT	English Language Teaching.
ESL	English as a Second Language
EFL	English as a Foreign Language
SLA	Second Language Acquisition
CLTA	Communicative Language Teaching Approach
GTM	Grammar Translation Method.
AMTB	Attitude/Motivation Test Battery.
SPSS	Statistical Package for Social Sciences.

Chapter 1

INTRODUCTION

This chapter first introduces the background of the study, and then it describes the the problem along with the purpose of the study. At the end of this section, the definitions of the terms are also presented.

1.1 The Role of English in Libya

Libya is one of the Mediterranean countries located in the Maghreb region of North Africa. The only official language used in the country is Arabic. Libya was under the control of Italian colony from 1911 to 1947. In those years, and by the end of the World War II, Libya was controlled by the allies (The United States and Britain). By the year 1949, the allies had divided Libya into two parts, the east and the west were under the control of British colony, whereas the south was controlled by the French colony. Libya declared its independence in 1951. However, as was reported by Mohsen (2014), during the period of the British colonialism, teaching and spreading of English was a part of the British policy. According to Mohsen, the inhabitants liked the intensive English language courses and found them interesting.

However, the colonizers and their practices led Libyans to adopt negative attitudes because of what their forebears had witnessed throughout history (Aloreibi & Carey 2017). Furthermore, the American military practices, in the name of democracy and peace against Muslim countries worldwide, have resulted nowadays in a negative attitude towards learning English by Libyans (Youssef, 2012). Those negative

attitudes may lead Libyan learners to provide a lack of motivation towards learning English as a foreign language. It is worthy of note that the only foreign language, which is officially taught in Libyan state schools and universities, is the English language.

1.2 General Overview

Why humans think and do things as they do is considered an important issue in the field of psychology. Motivation is the thing which really drives these thoughts and behaviors of human beings in order to achieve various goals, whether these goals are long-term or short-term goals. This makes the notion of motivation also important in education, as teachers and students always attribute the success and failure to the type and degree of motivation (Dornyei, 2007). Motivation is commonly defined as the inner desire, drive or emotion which drives one to do a particular action. Brown (1999) described motivation as reasons of the learners for attempting to acquire the foreign language.

Gardener and Lambert (1972) identified two types of motivation; integrative and instrumental motivations. The first is the internal interest or desire of the learner for learning about the target language, its people, and culture, while the second is to learn the language for being used as an instrument for achieving specific goals or purposes such as getting a job or traveling abroad.

The other two types of motivation were introduced by Ryan and Deci (2000), they are intrinsic and extrinsic motivation. The former, as illustrated by Mahadi and Jafari (2012), is one's interest to participate in specific activities because s/he finds them pleasant and attractive. The latter is person's tendency to participate in some

activities for some reasons which can be getting a reward such as passing an exam. This study is carried out to shed some light on the former two types of motivation, which were identified by Gardner and Lambert, i.e. integrative and instrumental motivation.

1.3 Statement of the Problem

Motivation has been recently considered as a substantial issue to study in second and foreign language learning research, and the thing that teachers are seeking to achieve in the first place is to increase their learners' motivation to learn English. Youssef (2012) indicated that Libyan students do not have the motivation which is required to exist in learning another language, although the main resources which are needed to teach English may exist, the desire to learn may not be available. Consequently, this work will examine whether that statement is true or not. In other words, one of the aims of the current research is to figure out whether the students in Libya have a high motivation to learn English or not. Moreover, investigating integrative and instrumental motivation of Libyan learners helps to know about the factors which contribute to learning the language. Based on the results, we can work on developing these factors and enhancing facilities for students to increase their motivation for language learning.

As the integrative and instrumental motivation have not been investigated among Libyan students in Sebha university yet, the type of their motivation and the most significant reasons behind choosing to learn English are still unknown. The English Language Department at the University of Sebha, as well as most English language departments in Libyan universities, has the largest number of students compared with the other departments in the university. There should be some factors, which can be

classified under instrumental or integrative motivation, which drive those students to decide to learn in this department.

1.4 Purpose of the Study

The aim of this work is to investigate the integrative and instrumental motivation of ELT at the University of Sebha, and to shed light on the contributing factors which help in motivating students. The research questions are the followings:

- (1) Are the Libyan ELT undergraduate students at the University of Sebha highly motivated for learning English?
- (2) Are the Libyan ELT undergraduate students integratively or instrumentally motivated towards learning English?
- (3) What are the major factors which contribute to motivate Libyan ELT undergraduate students in learning English?

1.5 Significance of the Study

For several years, motivation has been considered as a necessary issue to study in both second and foreign language learning research. This is probably because motivation is one of the things that comes to the mind of the teachers when they plan to start teaching the language – how can they increase the motivation of their students for learning the language. Knowing about the type of motivation which the learners might already have can be a very good and helpful step.

Although Libyan EFL learners' motivation has been investigated before by other researchers, studies have shown varied results regarding different aspects of motivation. Exploring what type of motivation do our students have and what factors may stimulate their desire to learn the language is really important as, by exploring that, we can provide useful information for teachers, researchers and material

developers about learners' motives and needs. This study is the first study about ELT undergraduate learners integrative and instrumental motivation at Sebha University (The University of Southern Libya), so we hope that it will produce findings useful to the context and to the whole field as well.

1.6 Definition of Terms

Motivation:

Motivation can be defined in various ways since it is a very complex notion and one cannot provide a single narrow definition for this word (Segran, 2015). However, it is the word that both learners and teachers often use to express language learning failure or success (Dornyei et al, 2014). Motivation, as defined by Mehrpour and Vojdani (2012), "is a desire that moves one to a particular action" (p. 43).

Integrative Motivation:

Integrative motivation is the attempts of the learner to be involved in the target language culture. Ellis (1994) believes that integrative motivation is the best type of motivation as it is well-organized and more competent (as cited in Mahadi & Jafari, 2012).

Instrumental Motivation:

Instrumental motivation can be defined as the intention of a learner to obtain something from his or her study of learning a target language in order to serve some other needs "An instrumental motive occurs when a learner wishes to attain a goal by means of L2 and refers to language situations where the student has a utilitarian goal for instance employment, professional advancement, or exam purposes" (Fazel & Ahmadi, 2011, p.1).

Chapter 2

LITERATURE REVIEW

The purpose of this chapter is to present the relevant literature regarding the topic. Firstly, the status of English as a foreign language in Libya is discussed. Secondly, several definitions of motivation are referred to. Moreover, motivation towards language learning is presented along with types of motivation. Finally, the last part reviews the findings of previous studies about instrumental and integrative motivation types particularly as they are the foci of this research.

2.1 Learning English as a Foreign Language in Libya

Kachru (1992) has described the status of English in the world. He introduced three main circles standing for the following: the inner circle stands for the countries where English is spoken as the mother tongue; the outer circle stands for areas where English is being taught as a second language, and the expanding circle stands for the areas which are teaching English as a foreign language. Libya belongs to the expanding circle where English is taught as a foreign language. It is an Islamic country, and almost the only language used in all services and sectors, is the Arabic language.

In the 1940s, and after the end of the World War II, The English language was first introduced in Libya. By those years, the north part of Libya was under the British administration (Mohsen, 2014). In the late 1950s, oil and gas were discovered in Libya, so teaching English language was a necessity in order to improve the

economy of the country. In 1986, Gaddafi, who ruled Libya for 42 years since 1969, banned the use and teaching of English or any other foreign languages for more than six years. This was considered the worst incident throughout the history of English teaching in Libya. Moreover, it was the actual reason for the lack of proficiency in English, which most of Libyans experienced. In 1996, the ban decision was reversed, and students ever since have been exposed to English and it has been taught as a compulsory subject at both schools (Youssef, 2012). That period of the ban had its negative impact on students and English language teachers; learners suffered from a limited curriculum as well as lack of qualified teachers (Najeeb, 2013). However, after the reintroduction of English teaching, the Communicative Language Teaching Approach (CLTA) was adopted for teaching English, but it was not the panacea because the Libyan society in general, and the Libyan English teachers in particular, strongly believed that through learning grammar and reading, any language can be learned. In addition, the society's cultural and sociological aspects were the possible justifications behind such a belief (Aloreibi & Carey 2017).

In the year 2000, due to the negative consequences of the ban decision, a new curriculum for English language teaching was introduced (Abdullah, 2006). Primary and high school English curricula were slightly revised in 2012 due to the overthrow of the late regime, and the change involved only the parts that discussed the former regime's socialist, economical, and political beliefs, also its photos and the country's former name and flag (Aloreibi & Carey 2017).

Although the history of teaching English language goes back to almost eight decades, Libyan educational system until now is facing many problems regarding teaching

English as a foreign language. Some of these problems were identified by Mohsen (2014), he claimed that a number of these problems are conflicting with the student's academic future when they join universities or programmes for graduate studies, especially for those who travel abroad. The problems are as follows:

- (1) Lack of necessities such as classrooms, teaching aids, and direct language exposure.
- (2) The unsatisfied students' performance.
- (3) Teachers' dependence on GTM (grammar translation method) while teaching the language.
- (4) Teachers' misuse of the language, as they had to use only English in class without involving the mother tongue (Arabic) when required.
- (5) Students' need for learning and using real language as students study only to pass their exams and get high marks. Consequently, this was considered as a waste of time and effort as well as a waste of money for the government.
- (6) Hiring untrained and not-well qualified English language teachers.

According to Shwaihdi (1982), it is much necessary to expose Libyan students of foreign languages, to the culture whose language they are studying in order for the students to have a better understanding. Shwaihdi (1982) also stated that "Films and other visual aids are of great importance in helping the students to establish direct association between the foreign language and the culture of which it is the vehicle. Use of such material should be encouraged" (p. 24).

Regarding learners motivation and attitudes towards learning English as a foreign language, Abidin et.al (2012) argued that Libyan students do not have the required

awareness regarding the necessity of learning English language, having negative attitudes towards it, and they are learning English only to pass exams.

Zanghar (2012) believes that Libyan people generally and Libyan students particularly are currently more interested in English language learning, its people, and culture, and that is due to the good picture which Libyans, whether living or studying abroad, have regarding their host countries. It is paramount to mention that more than twenty thousand Libyan students have been sponsored by the government to study abroad after the Libyan revolution since 2011.

According to Zanghar (2012), another other reason for the positive attitude, which Libyans recently have had regarding English language and its speakers, is the international community's reaction against the former Libyan regime; as well, as the NATO's involvement in protecting civilians during the Libyan uprising.

In contrast to Zanghar's view, Youssef (2012) emphasized that Libyan students lack the motivation to learn English due to the atrocities committed by the US and other superpowers that targeted Muslim countries. Furthermore, speaking English in order to practice communicating in the language is mostly perceived as showing off in Libya (Aloreibi & Carey 2017). Besides, English language foreign teachers in Libya, complain about the fact that students in classroom do not accept communicating in English, so translation, in that case, becomes a demand (Kumari, 2013). Some people may perceive such learners' reaction as an indication of xenophobia, which means the hatred of strangers instead of having global peace and dialogue with them (Smelser & Baltes 2001). This kind of reaction, as clarified by Roy (2016), may exist because of

the fear of foreigners due to the mismatch in the basic thinking process and culture; consequently, learners who have xenophobia consider English as a "killer language" that threatens their native language and culture. On the other hand, Dornyei (1994) illustrated xenophilic orientation that deals with the desire to learn English in order to meet foreigners and make foreign friends by using English as a lingua franca.

2.2 Definitions of General Motivation

In fact, it is extremely difficult to simply give a specific one answer for what the term motivation means. The idea of motivation, as noted by Al-Khasawneh and Al-Omari (2015), has been viewed and defined in different ways by three schools of thoughts, the cognitive, the behavioristic and the constructive schools. However, the previously mentioned schools agree unanimously that the concept of needs and motivation are related to each other. Motivation, as Dornyei et al. (2014) concluded, "is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it" (p.519).

Almost all the human behaviors are driven by some kind of "motivation". Mehrpour and Vojdani (2012) stated that motivation "is a highly complex term, widely used only in everyday life but also in many areas of social sciences, for example in various branches of psychology, educational studies and in applied linguistics" (p. 43).

In other words, motivation is perceived as a human behavior determiner, since it directs and energizes it (Dornyei, 1998). According to Harmer (1991), motivation is the "internal drive" which drives a person to do something. In his study, Crump (1995) identified the following as constituents of motivation: interest, excitement,

enthusiasm, and keenness towards learning. As stated by Dornyei (2001), “the concept of motivation is very much part of our everyday personal and professional life and few would ignore its importance in human affairs in general” (p.1).

2.3 Motivation for Language Learning

English learning as a second and foreign language is affected by various factors, and motivation is considered as the most important one. Although language motivation has been studied for over five decades, the end of the 1980s witnessed a wider attention given to the issue of learner’s motivation within the context of second language's theoretical work and empirical research.

During the late 1950s, Robert Gardner and Wallace Lambert, who are Canadian researchers, raised this question “why can some people learn a second language easily and quickly while others cannot?”. This question was a starting point for conducting investigations on motivation. The aforementioned researchers explored the relationship between learners’ linguistic performance and their motivation, and as a result, two types of motivation were identified: instrumental and integrative motivation. In his paper, Gardner (1985) defined motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language” (p. 10). According to him, learner's needs necessitate and require expecting, anticipating, and seeking for something related to the target like a principle, reason or rationale. Gardner (1985) also designed "AMTB", the Attitude/Motivation Test Battery: a motivation test with multi-components. The test consists of over 130 items that can be used as an instrument to examine language learners’ motivation which became a source for most of the researchers in the field of motivation while conducting their studies.

For decades, motivation was perceived as a learned trait. Since the 1990s onwards, researchers in the field of motivation have shifted to view it as a more dynamic construct and one more grounded in the learning context (Lasagabaster, 2011). Qashoa (2006) stated that “When we think of how to encourage slow learners to work harder, how to create an attractive learning atmosphere or how to reward the hard-working students we indeed deal with motivation” (p.2). He also emphasized on considering the goals of students and their motivation for learning English, as well as exploring the demotivating factors to help teachers, educational policymakers, and curriculum planners for improving the students' proficiency. Lightbown and Spada (1999) viewed the attitudes of learners regarding L2 community as well as their communicative needs, as the two factors that are playing an important role while explaining motivation in foreign and second language learning.

Ortega (2009) explains motivation as follows

“motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation” (p.168).

Regarding the relationship between motivation and language learning success, Dornyei (2014) theorized that when we speak about learner's success or failure, the word motivation is what we first think about. In the same manner, Wood (1998) believes that the nature of learner's motivation is one of the factors which contribute to his/her success in learning L2. Furthermore, Cook (2000) indicated three factors mainly influencing SLA: personality, age, and motivation, and he regarded to motivation as the most significant among the other factors. Peacock (1997) attributed

the important role which the motivation factor has got on language learning success, compared to the other factors, to the long hours that learners spend in classroom. This means that what makes learners endure the long hours in L2 classrooms is their motivation for learning, irrespective of which kind of motivation they have. Hence, learner motivation is a his\her desire for participating in language process (Lumsden, 1994). In the same study, Lumsden described keeping students motivated and interested in schools as really challenging not only for learners but also for their parents and teachers. According to Corria (1999), what is necessary to increase the positive results of English language, as well as the good outcomes is a full understanding of students' motivation. Gardner (2006) believes that the highly motivated learners perform better than the ones with fewer levels of motivation.

Brown (2000) stated that what most of second and foreign language motivation's studies refer to, is the distinction between instrumental and integrative motivation. However, the next section will delve into the four types of motivation.

2.4 Types of Motivation

“Without knowing where the roots of motivation lie, how can teachers water those roots?” (Oxford & Shearin 1994, p. 15). In other words, understanding what types of motivation do learners have helps teachers consider these types for enhancing second language learning process. The well-known two classifications for motivation in the studies of (SLA) Second Language Acquisition are intrinsic/extrinsic motivations and integrative/instrumental motivations. According to Shibuya's (2010) study results, learners need both external factors such as parents, teachers, and friends, also internal factors like effort and personal interest, in addition to a mix of both

instrumental and integrative motivation for being able to succeed in L2 learning. In the following section, these types of motivation will be thoroughly discussed.

2.4.1 Intrinsic/Extrinsic Motivation

Williams and Burden (1997) believed that motivation is influenced by two different factors, some are internal, which come from the learner him/her self, and the others are external, like other people's influence. However, according to Chalak and Kassian (2010), in some cases intrinsic and extrinsic motivations may overlap if sometimes both inside and outside sources motivate the learner. Accordingly, intrinsic/extrinsic motivation is whether motivation stems more from inside or outside of the one. Deci and Rayan (1975) stated that intrinsic motivation is “one for which there is no apparent reward except the activity itself” (as cited in Mao, 2011, p.173). Whereas extrinsic motivation is “behaviors carried out in anticipation of a reward from outside and beyond the self” (as cited in Mao, 2011, p.173).

Similarly, Arnold (2000) defined extrinsic motivation as one's desire to avoid punishment or have a reward, as extrinsic motivation confirms an external need which persuades the learner to participate in a specific activity. On the other hand, intrinsic motivation, as illustrated by Arnold, relates to learning itself and getting its own reward.

As noted by Mahadi and Jafari (2012), “Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity” (p. 232).

Based on the relationship between intrinsic/ extrinsic motivation, Rotter (1966) introduced the term "locus of control". This term has got a relationship with the extrinsic and intrinsic motivation. In other words, one may say that a person has an internal locus of control if they put their life responsibility within the self, while they have an external locus of control if that responsibility depends on other people or outside self-circumstances.

In plain words, the intrinsically motivated learner is the one who learns to satisfy his/her own curiosity. On the other hand, the extrinsically motivated learner is the learner who performs for getting an extrinsic reward such as employment, grade, homework or to do anything just for satisfying teachers, parents or some other people. However, Littlejohn (2001) claimed that the students who have intrinsic satisfaction are very few.

Speaking about intrinsic motivation, according to Mahadi and Jafari (2012), intrinsically motivated people do the activities because they enjoy it, while extrinsically motivated individuals do those in order to achieve a target. Harmer (2007) emphasized that what influence intrinsic motivation is the applications of classroom such as the teacher's method of teaching, or the activities that s/he uses, but extrinsic motivation is related to what the students come with to the classroom such as; their need to pass an exam or getting high marks.

According to Small (1997), learners who have intrinsic motivation usually display intellectual curiosity, continue looking for knowledge and enjoy the fun of learning

even after the formal instruction. Deci et al. (1991) also argued that what promotes learners' intrinsic motivation, self-esteem, and self-determination is the supportive-autonomy learning environment rather than the controlling environment, which results in positive outcomes and effective learning. As viewed by Jafari and Mahadi (2012), "Intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge" (p. 232).

Ryan and Deci (2000) believe that the most significant kind of motivation, is the intrinsic one, as it is the desire to take part in an activity due to internal satisfaction, rather than some separable consequences. According to Maslow (1970), the intrinsic motivation is superior to extrinsic motivation, relying on the fact that we are motivated to reach "self-actualization".

In Tuan's (2012) view, the activity is what really interests students to learn the language in intrinsic motivation, not the reward. The factors that affect this type of motivation, as noted by Harmer (1991), are physical factors like teachers, as their feedback mostly affects learners' motivation, and their teaching methods can also influence students' motivation. Furthermore, Qashoa (2006) pointed out that the lack of learners' intrinsic motivation is considered frustrating for learners themselves and for their teachers as well.

Dhaimat (2013) indicated that intrinsic motivation is an explicit sign of self-confidence and second or foreign language learning motivation because it indirectly

relates to achievement. On the other hand, it was found that extrinsic motivation and achievement are negatively correlated.

Regarding the extrinsic motivation, it is the motivation which derives from an external source that encourages and fosters a person to success. Pintrich and Schunk (1996) illustrated that extrinsically motivated individuals, act according to their belief that what they perform will indeed result in enviable outcomes such as getting a reward or preventing a punishment. Extrinsic motivation, as viewed by Harmer (1991), results by any of the factors that come from outside. Pertaining to the factors influencing extrinsic motivation, the most dominant factor is the parents, since they are the most effective advocators in learning the language (Paige, 2001). Friends, teachers and even the student's previous learning experiences can also influence the motivation of learners as external factors. In this way, L2 learners may make efforts during learning, and that is because of some functional reasons, for example, some students learn English to get scholarships, some employees learn it to get better jobs or better salaries. (Tuan, 2012)

Unfortunately, most of the teachers employ the extrinsic reward and punishment with the students by using their marks as an instrument to reward or punish them. Consequently, as expressed by Dornyei (1994), the learners' natural intrinsic motivation, regarding some activity, may disappear if they must do that activity for extrinsic requirements.

Generally speaking, psychological, personal and social factors affect the increasing or decreasing of intrinsic and extrinsic motivation. Intrinsically motivated people are

mentally satisfied because of others' praise, while extrinsically motivated individuals are activated by external effects.

2.4.2 Integrative/Instrumental Motivation

The first who introduced the integrative and instrumental motivation were Gardner and Lambert in the late 1950s. They differentiate between these two kinds of motivations: integrative motivation is when the one cultural enrichment and personal needs are the things which are driving his/her to learn the language, whereas when the one is driven to learn the language for more practical goals, s/he is motivated by the instrumental motivation (Gardener & Lambert 1972).

Gardner (1982) defined instrumental motivation as “learning a language because of someone or less clearly perceived utility it might have for the learner”, while he defined integrative motivation as “learning a language because the learner wishes to identify himself with or become integrated into the society” (p.203). In other words, instrumentally motivated learners have specific learning goals, whereas integratively motivated learners own various goals such as exploring the L2 community's culture and traditions (Al-Khasawneh & Al-Omari 2015). Integrative motivation, as stated by Troike (2006), is the interest of the learner to be part the L2 society, while instrumental motivation has purely practical value in L2 learning; for instance, giving learners more prestige and power, increasing their business opportunities or even passing a specific course. Moreover, When the learner is not actually interested in the social interaction with the community members of L2, his/her motivation to learn the target language is instrumental, while when s/he learns the language in order to join that community and showing appreciation to it, this is perceived as a sign of the integrative motivation (Zanghar, 2012).

Gardner and MacIntyre (1993) referred to instrumental and integrative motivations, as motivation orientations. They pointed out that meeting the different learners' needs should be achieved depending on their orientation (i.e. instrumental or integrative). Chalak and Kassaian (2010) state that “Some learners learn better if they are integratively oriented, while others are more successful if they are instrumentally motivated, and some learn better if they take the advantage of both orientations” (p.39).

Instrumental and integrative motivation have a powerful control and impact on the learning procedure and outcome. In his research, Cook (2000) asserted that both instrumental and integrative motivations are useful and effective factors for L2 learning, also that learners who don't have any of these two types are likely to face serious problems and difficulties during L2 leaning. Chen et al. (2005) attributed the importance and effectiveness of the integrative motivation, the fact that skills of language are perceived as integral to take part in the social groups which speak the L2. On the other hand, instrumental motivation can be effective in motivating L2 learners in case they value the return on investment. In contrast, Coskun (2014) recently found that students in Albania are instrumentally motivated in a viable and positive way because of practical reasons for personal achievements. Educators and researchers have much debated and controverted about which motivational type is more important for learners of the second and foreign language. In his turn, Gardner (1985) identified three components included integrative motivation (as cited in Li, 2011). These three components were identified as the following:

- (1) Integrativeness (refers to individuals who have the desire to be a part of another language group, that can motivate them for learning the language).

- (2) Attitudes regarding the situation of learning (the individuals' attitudes toward a context aspect in where the language is taught and subsumes attitudes toward the L2 course and teacher).
- (3) Motivation (the effort of learning L2, the L2 learning desire that orients this effort, and learning L2 attitudes).

Dornyei (2006) emphasized that integrativeness is a sign of the positive attitude towards L2 and its culture, which makes the learner want to join that culture and interact with its speakers.

As viewed by Crookes and Schmidt (1991), integrative motivation is considered as the most important for achieving long-term learning success. Similarly, Ellis (1994) referred to integrative motivation as the best and the perfect motivation as it is more competent and well-organized. Besides, Ghaith and Shaaban (2000) reported that “Instrumental motivation may not be perceived by learners as a strong motivating factor for exerting more effort and developing high expectancy and the ability to acquire languages other than their own” (p. 636).

In contrast with Gardner's (1985) theory, which emphasized that the successful language learners are without a doubt motivated integratively, Dornyei (1996) found out that instrumental motivation, as well as the need for achievement, are superior to integrative motivation as they are more important as he described. Moreover, in his paper, Vaezi (2009) argues that although the integrative motivation is perceived as superior to the instrumental motivation for achieving success, it was found that instrumental reasons are more frequently selected by learners language study than

integrative ones. Dörnyei (1990) called for the need to give a special attention for instrumental motivation because EFL learners do not have a sufficient background about the L2 community. Similarly, Oxford (1996) emphasized on the need for focusing mainly on instrumental motivation in EFL research contexts, and he justified this need for being EFL case, different from ESL one.

Vaezi (2009) believes that what helps to know the kind of motivation learners have and which one is more important than the other is the social situation. However, different studies have been conducted over the past decade and revealed that both integrative and instrumental motivation play effective roles in language learning.

This study will investigate the latter two types: (instrumental/integrative motivation), and the following section will touch upon some of the previous studies' results, which have been conducted for investigating the integrative and instrumental motivation of learners in various contexts.

2.4.2.1 Research Findings of Previous Studies in Different Contexts

Many types of research have been conducted in order to explore English language learning motivational types. Some of which focused specifically on instrumental and integrative motivation in order to figure out which of these types affects language learners more than the other. Some contexts were chosen as examples; two or more studies for each context were reviewed for the sake of finding out similarities or differences in the findings if there are any.

Mat and Yunus (2014) explored the Malaysian primary school students' motivation and found that the motivation type which students are influenced by to learn English

language, is the instrumental one. A different result was shown in the context of Malaysia, of research written by Segran (2015), his study explored ESL Malaysian university students and figured out that both instrumental and integrative motivation of Malaysian ESL university students equally contributes to the learning of L2. Segran recommends treating both types of motivation in a continuum for if they were treated separately, this would have a negative impact on the learning process.

Rahman (2005) found that Bangladeshi undergraduate EFL students were instrumentally motivated to learn English language. In a similar context, similar results were found by Wimolmas (2013), at Sirindhorn international institute of technology in Thailand. The results of his study revealed that undergraduate students have slightly more instrumental motivation to learn English than integrative one.

In Japan, Kimura et al. (2001) found out that the largest motivational factor which influences Japanese EFL students in learning English, is a mix of integrative and intrinsic characteristics. In contrast, Hedge (2000) investigated Japanese ESL students' motivation and concluded that most of their reasons to study English as a second language were for understanding other cultures, finding a job in a high-profile career, and communicating with people overseas.

In a study conducted in Iran, by Chalak and Kassaian (2010), who found that Iranian undergraduate students majoring in English translation, have both integrative and instrumental reasons for learning English language. However, Vaezi (2009) examined Iranian university students' motivation towards learning English, and

discovered that, although the results reported a high integrative motivation of the learners, their instrumental motivation was higher.

Regarding the Arabic context, various studies have been conducted about integrative and instrumental motivation of English language learners. For example, Tahaineh and Daana (2013) carried out a study examining Jordanian EFL female undergraduate students' motivation, and they concluded that the students are more instrumentally than integratively oriented to learn English language. In a different Jordanian context, Al-Khasawneh and Al-Omari (2015) conducted research about the Jordanian gifted school students' motivation, and they also were more instrumentally than integratively motivated to learn English. Al-Khasawneh and Al-Omari attributed such results to the learners' internal fear of losing their identity, inherited traditions and values while interfering with a foreign culture; or to the necessity of learning English for improving future career or getting a better job. Moreover, in the United Arab Emirates, the same results were found by Qashoa (2006) who investigated English language learning motivation in the UAE secondary schools and concluded that the instrumental motivation of the students was higher than the integrative one.

The results from the Libyan context differ with the results of previously mentioned studies from the Arab world. For example, Zanghar (2012) examined the instrumental and integrative motivation among Libyan EFL undergraduate students and his research findings showed that the students reported a high motivation for language learning, but they were more integratively than instrumentally motivated. Another study, in a different context, investigated Libyan students' motivation. The

study was conducted in Malaysia by Sase et al. (2015), it revealed that Libyan high school students, who are studying in Malaysia, are more integratively than instrumentally motivated towards learning English. The researchers attributed such results to the age of the participants as well as the context where they live, since they need to communicate with people, who are not speakers of Arabic, as long as they are living in a non-Arabic country.

From the current chapter, it can be concluded that there is a great argument regarding whether students have high or low motivation for learning English language in various contexts. Some researchers found that the students have a high motivation towards learning English (e.g. Al-Khasawneh & Al-Omari 2015; Che Mat & Yunus, 2014; Kitjaroonchai, 2012; Tahaineh & Daana, 2013; Zanghar, 2012) while others showed that the students lack the required motivation for learning English language (e.g. Abidin et.al, 2012; Mohsen, 2014; Youssef, 2012).

Regarding which type of motivation the students are more influenced by, there is no specific answer as it seems that each context produces different results that are affected by its surrounding factors such as the social situation. Due to these motives, the learners mostly adopt a specific type of motivation which meets their needs. Some researchers have argued that the students are more integratively than instrumentally motivated to learn English (Kimura et.al 2000; Sase et.al 2015; Zanghar 2012) while others found that the instrumental motivation of the students is greater than their integrative one for learning English (Al-Khasawneh & Al-Omari 2015; Chalak & Kassaian 2010; Mat & Yunus 2014; Qashoa 2006; Rahman 2005; Segran 2015; Tahaineh & Daana 2013; Vaezi 2009; Wimolmas 2013).

This study also aims to investigate whether the students in Libya have a high or low motivation to learn English. In addition, the type of motivation which may have a bigger impact on driving Libyan learners to learn the English language will be also explored. Lastly, the factors which contribute to learning the language will be identified, which may provide us with the evidence to use in enhancing the learning of English in the Libyan context.

Chapter 3

METHOD

This chapter presents detailed information about the methodology procedures which are followed in the study, including the context, participants, data collection instruments, as well as the data analysis procedure of the study.

3.1 Research Design

This study can be considered a case study, as it focuses on one department in one higher education institution, which adopts the quantitative research method and quantitative data collection procedures. According to Leedy and Ormrod (2001), the quantitative research method involves statistical and numeric records for collecting the data by which a mathematical model is applied for analyzing the data. Neurnan (2006) explained that information in quantitative research is converted to charts, numbers, tables and statistically tested frequencies. These frequencies are tested depending on some standards, such as; norm, average, and tendencies.

Thus, the design of the current study is a case study using a quantitative method approach in order to achieve the accuracy of the results.

3.2 The Context

The study was carried out in the ELT department at Sebha's University during the academic year 2016-2017. The University of Sebha is a Libyan local university which is located in the south of Libya, within the city of Sebha, and it has some other branches in different cities in the south of Libya. The English language Department

offers three programs of study for Undergraduate students; linguistics, TESOL and translation studies. The undergraduate programs giving a Bachelor of Arts degree in one of the three previously mentioned programs.

3.3 Research Questions

The current study aims to answer the following three research questions:

- (1) Are the Libyan ELT undergraduate students at the University of Sebha highly motivated for learning English?
- (2) Are the Libyan ELT undergraduate students integratively or instrumentally motivated towards learning English?
- (3) What are the major factors which contribute to motivate Libyan ELT undergraduate students in learning English?

3.4 Participants

118 students were the participants in this study, 98 females and 20 males. The current study used the convenience type of sampling. As noted by Dornyei (2007), in convenience sampling, the convenience of the researcher is the main criterion of selecting the sample as the participants are selected to participate in the study if they meet some practical criteria like easy accessibility, availability at a specific time, or willing to volunteer.

The questionnaire copies were distributed to 200 students, 50 copies for each year, and the students who agree to participate in the study were 118 students. 44 of the students were from the first year, 27 from the second, 10 from the third and 37 from the fourth year of study. As can be noticed, female participants are more than male participants. This is due to the fact that female students constitute almost 85% of the students' number in the department, while males form only 15%. It is also worth to

mention that in one of the department branches, where I have studied my BA program, in the city of Traghan, there was not any male ever studying in English language department, we were all female students from the first to the fourth year.

The participated students in the present study are from different years of study and from different English language programs of study. The participants from the first year were 44 students, 27 students from the second, 10 students from the third and 36 from the fourth year.

3.5 Data Collection Instrument

This research seeks to explore the instrumental and integrative motivation of Libyan undergraduate ELT learners. In order to do so, a questionnaire, which was adopted from Al-Khasawneh and Al-Omari (2015) after asking for their permission (See Appendix A), will be used in order to collect data. The questionnaire is an adapted version of the well-known AMTB (Attitude, Motivation Test Battery), which was introduced by Gardner (1985). The questionnaire is 5-point Likert Scale; strongly agree, agree, neutral, strongly disagree or disagree, and the participants were asked to respond to the items of the questionnaire, by ticking only one answer for each item. There are 20 items in the questionnaire measuring the integrative and instrumental motivation towards learning English language of Libyan ELT undergraduate learners. The students' integrative motivation is measured by the first 10 items, while their instrumental motivation was measured by the last 10 items (See Appendix C).

Regarding the reliability of the questionnaire, it was checked statistically by Al-Khasawneh and Al-Omari (2015), using SPSS software. The Cronbach Alpha of the questionnaire reliability was 861.

3.6 Data Collection Procedures

As a first step, a permission request for conducting the current study was sent via email to the head of the ELT department at Sebha's University. After receiving the permission letter from the department, and after having the confirmation from the Ethical Committee at Eastern Mediterranean University, the questionnaires were sent to a colleague of the researcher, who is an experienced lecturer with an MA degree in English language teaching. The researcher's colleague operated as the assistant to the researcher after receiving the necessary training and the full instructions on how to administer the questionnaire. Further, after the administration of the questionnaire no serious problems were reported by the assistant colleague. The data were collected within the duration of one week. The students were asked to volunteer to participate and informed that they should feel free to withdraw from the study at any time. The students who agreed to participate were asked to read the questionnaire carefully and to respond to all items. 20 minutes were given for the questionnaire administration.

3.7 Data Analyses Procedures

In order to investigate the integrative and instrumental and motivation of the students, the data was analyzed by SPSS (Statistical Package for Social Sciences) software programme, to find percentages, frequencies, means and standard deviations for each response of the questions. At the mean score from 3.5-5.0, the students are considered to be highly motivated, from 2.5-3.49 they are decided to have a medium motivation, and from 1.0-2.49 are considered as low motivated.

Chapter 4

RESULTS

This chapter presents the findings and discussions of the collected data analysis, which investigated the integrative and instrumental motivation towards learning English among 118 Libyan ELT undergraduate students at the University of Sebha.

4.1 The Obtained Results

Overall, 118 Libyan undergraduate ELT students, 98 females and 20 males, responded to the questionnaire. SPSS version 20 was used to analyze the questionnaire items responses. Students' responses for the items "strongly agree" and "agree" were combined in analyzing the frequencies of the items in order to make the analysis more practical. Similarly, the responses "strongly disagree" and "disagree" were also combined and analyzed.

4.1.1 Results of Items Representing the Students' Integrative Motivation

The the following table reports the frequencies of students' responses for the items from 1 to 10, which are reflecting integrative motivation items.

Table 1: Results of Items representing the students' integrative motivation.

Items.	SA %	A %	N %	SD %	D %	M	S.D
1- Learning English is important to me because I can understand cultures and traditions of native speakers of English.	54.2	35.6	5.9	1.7	2.5	4.37	0.87
2-Learning English is important to me because I can understand English stories, novels, and	36.4	40.7	15.3	2.5	5.1	4.00	1.04

literature.							
3- Learning English helps me to better understand the ways of life of native speakers of English.	37.3	34.7	17.8	5.1	5.1	3.93	1.10
4-Learning English helps me to easily make friends with foreigners.	40.7	33.1	21.2	4.2	0.8	4.08	0.93
5- Learning English helps me to learn about values and beliefs of native speakers of English.	26.3	32.2	23.7	8.5	9.3	3.58	1.23
6-. Learning English helps me to be open-minded and friendly like native English speakers.	32.2	34.7	23.7	5.9	3.4	3.85	1.04
7- Learning English helps me to understand the American and British jokes.	31.4	27.1	22.9	7.6	11.0	3.61	1.30
8-Learning English helps me to understand the American and British movies and talk-shows.	48.3	29.7	16.1	2.5	3.4	4.16	1.01
9- Learning English helps me to read English books, articles, newspapers, and magazines.	48.3	33.1	13.6	1.7	3.4	4.21	0.98
10- I Learn English because I like English movies and songs.	49.2	29.7	14.4	2.5	4.2	4.18	1.04

Note-* SA: strongly agree, A: agree, N: neutral, D:disagree, SD: strongly disagree, **M: mean, S.D: standard deviation.

The first item (*Learning English is important to me because I can understand cultures and traditions of native speakers of English*), reflects the integrative motivation of the learners in a direct way. It is revealed from the results that %90 of the students show their approval to this statement. On the other hand, the students who disagree with this item constitute only 3%. This means that the vast majority of the participants agree with the item, so they think it is important to learn English in order to understand cultures and traditions of English native speakers.

The second item (*Learning English is important to me because I can understand English stories, novels, and literature*), showed that %77 of students agree with this

statement. The students who consider understanding English literature as an unimportant reason for them to learn English constitute only 7.5% of the students.

Concerning item 3, (*Learning English helps me to better understand the ways of life of native speakers of English*), the data showed that 72% agree and only 10% disagree with this item.

For the fourth item (*Learning English helps me to easily make friends with foreigners*), 74% of the learners agree with the item, while 5% disagree with the statement. The results of this item reflect Dornyei's xenophilic orientation which was illustrated in the second chapter, as the great number of the learners who believe that English can be their lingua franca to make friendship with foreigners, can be considered as a clear indication of that orientation.

58.5% showed their approval to the fifth item (*Learning English helps me to learn about values and beliefs of native speakers of English*). On the other hand, 17% of the students do not intend to learn English in order to learn about native speakers believes and values.

The results for item 6 (*Learning English helps me to be open-minded and friendly like native English speakers*), showed that 67% of the learners agree that being friendly and open-minded is one of their aims for learning English, while only 9% disagree with this item. In addition, 23.7% of the students chose "neutral" response in both of the items 5 and 6.

Regarding the seventh item, (*Learning English helps me to understand the American and British jokes*), 58.5% showed their approval to the item while 19% showed their disapproval of it.

The obtained data for the item 8 (*Learning English helps me to understand the American and British movies and talk-shows*), revealed that 78% of the students agree that English is their way to understand the movies and talk-shows which are shown in English. 6% of the students disagree with the item.

81% of the learners showed their approval to the item 9 (*Learning English helps me to read English books, articles, newspapers, and magazines*), so they think that in order to read English literature, they need to learn English language. On the other hand, 5% disagree with the statement.

Similarly, 78% of the students agree with item 10 (*I Learn English because I like English movies and songs*), while only 7% showed that they don't learn English because they are interested in watching English movies neither to listen to English songs. Such results confirm Shwaihdi's (1982) emphasis on the importance of films and visual aids for learners in providing a direct association between the target language and the culture.

4.1.2 Results of Items Representing the Students' Instrumental Motivation

The following table shows the frequencies of students' responses for the items from 11 to 20 that are reflecting instrumental motivation items.

Table 2: Results of Items representing the students' instrumental motivation.

Items	SA %	A %	N %	SD %	D %	M	S.D
11- Learning English can be important for me because I will be able to communicate with native speakers of English.	54.2	32.2	10.2	0.8	2.5	4.35	0.89
12- Learning English can be important for me because it will help me to get an ideal job in the future.	49.2	38.1	9.3	1.7	1.7	4.31	0.84
13- Learning English can be important for me because I will need it for my future career.	55.1	33.1	8.5	2.5	0.8	4.38	0.81
14- Learning English can be important for me because it will make me a more knowledgeable person.	52.5	30.5	12.7	1.7	2.5	4.29	0.93
15- Learning English can be important for me because other people will respect me more.	19.5	25.4	22.9	17.8	13.6	3.22	1.32
16- Learning English can be important for me because it will help me to further my studies.	50.8	32.2	13.6	2.5	0.8	4.30	0.86
17- Learning English can be important for me because it will help me search for information and materials in English on the Internet.	50.8	36.4	11.9	0.8	0	4.38	0.71
18- Learning English is important to me because it will help me when I travel abroad.	61.0	27.1	11.0	0.8	0	4.49	0.72
19- I Learn English diligently because I want to earn a university degree.	30.5	33.1	13.6	15.3	7.6	3.65	1.26
20- Learning English is important to me because it will help me to achieve at school.	38.1	38.1	16.1	3.4	4.2	4.03	1.03

The data showed that 86% of the students agree for item 11 (*Learning English can be important for me because I will be able to communicate with native speakers of*

English), while the students who disagree about the item constitute only 3% of the students.

Regarding the item 12 (*Learning English can be important for me because it will help me to get an ideal job in the future*), 87% of the students showed their approval to the item. On the other hand, only 3% of the learners disagree about the necessity of English learning in getting an ideal job for them in future.

Like in item twelve, 88% of the learners agree with the item 13 (*Learning English can be important for me because I will need it for my future career*). Furthermore, also 3% of the students disagree with the current item.

83% of the students learn English in order to be more knowledgeable as they showed their approval to the item 14 (*Learning English can be important for me because it will make me a more knowledgeable person*), while the learners who disagree with the statement are only 4% of the students.

Concerning item 15 (*Learning English can be important for me because other people will respect me more*), the responses for this item differ from the responses for the previous ones, as it can be clearly noticed that the percentages of the students who agree with the previous items are much higher than the students who disagree. In the current item, 45% of the students agree about been English learning important to them in order to have more respect from others. In contrast, 31.5% disagree with the statement and 23% chose "neutral" when responding to the item. Furthermore, two of the participants left some comments besides this item, the first one left the following

comment with adding an angry small face "No need for language to be respected", the second comment was " I am already respected before learning English". That comments showed somehow a justification for having different results for this item particularly.

Regarding the item 16 (*Learning English can be important for me because it will help me to further my studies*), 83% agree with the item, 3% do not think that learning English is necessary for them in furthering their studies.

87% agree on item 17 (*Learning English can be important for me because it will help me search for information and materials in English on the Internet*), while almost no one disagrees with it as the percentage of disagreement regarding this item is 0.8%.

Similarly, 88% of the participants showed their approval to item 18 (*Learning English is important to me because it will help me when I travel abroad*). Furthermore, 0.8% was also the percentage of the students who disagree with this item, what leads to say that almost no one disagrees about been English learning is an urgent need for the students in case they travel abroad.

The obtained data for item 19 (*I Learn English diligently because I want to earn a university degree*), showed that 63.5% do learn English for gaining a university degree. 23% disagree with this item.

For the last item, item 20 (*Learning English is important to me because it will help me to achieve at school*), 76% showed their approval to the item. On the other hand, 7.5% showed their disapprove.

The aim of this chapter was to present the obtained results of the questionnaire. The results showed that students' responses to the questionnaire items have varied. It is worthy of note that for all the items, without any exceptions, the percentages of agreement exceed the disagreement percentage and that can be perceived as a great indicator of students being highly motivated by both types of motivation regardless of which type they are more motivated by. The next chapter will discuss the major findings of the study by answering the three research questions.

Chapter 5

DISCUSSION OF RESULTS

This chapter aims to discuss the results of the study by referring to the findings of previous studies. The results are discussed under the questions of this present. Furthermore, the implications, as well as the limitation of the study, are discussed at the end of this chapter.

5.1 Discussion of The Results

The obtained results, which were presented in the previous chapter, are now discussed in this chapter by answering the main three research questions.

5.1.1 Research Question 1: Are the Libyan ELT Undergraduate Students at The University of Sebha Highly Motivated for Learning English?

In order to reach this question's answer, mean as well as standard deviation were calculated for the sake of finding out the Libyan undergraduate ELT students' level of motivation. The following table shows that the students' learning motivation overall mean score was 4.06, which means, (as was illustrated in the last part of the third chapter) that the Libyan students are highly motivated to learn English language.

Table 3: Descriptive Statistics of Motivation level of the participants

	N	Minimum	Maximum	Mean	Std.Deviation
Motivation level	118	3.21	4.48	4.063	.995
Valid N (listwise)	118				

This finding is consistent with the findings of previous studies (Al-Khasawneh & Al-Omari 2015; Che Mat & Yunus, 2014; Kitjaroonchai, 2012; Tahaine & Daana, 2013; Zanghar, 2012). The results of previously mentioned studies showed that the students' motivation's level for learning English language was high. nevertheless, this study is in contrast with (Abidin et.al, 2012; Mohsen, 2014; Youssef, 2012).

5.1.2 Research Question 2: Are the Libyan ELT Undergraduate Students Integratively or Instrumentally Motivated Towards Learning English?

To answer this question, the data elicited from the questionnaire was run through a paired samples t-test. This type of test was used for comparing the two motivation types in order to find out which of them motivates the students more. According to the paired samples statistics as shown in table 4, the instrumental motivation items overall mean is 4.14, while the overall mean of the integrative motivation items is 3.99.

Table 4: The Mean and Standard Deviation of the integrative and instrumental motivation of the students

Type of motivation	N	Mean	Std. Deviation
Integrative	10	3.99	0.25
Instrumental	10	4.14	0.40

The spread wide of the values in a dataset, is measured by the standard deviation. The latter identifies less or more homogeneous groups. The results in Table 4 indicate a standard deviation of 0.25 for integratively motivated participants and 0.40 for instrumentally motivated participants. The data set is considered close to the mean since the standard deviations are low.

Table 5 below shows the t-test statistics including t-value, p-value, mean difference and confidence interval. The mean difference between the two types of motivation, as indicated by the paired sample test results below, was 0.14, t value = 1.10, and p value = 0.29. Since the p value is larger than 0.05, there is no statically significant difference between the instrumental and integrative motivation among the students.

Table 5: Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean Difference	Std	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 instrumental & integrative	.1430	.4094	.1294	-.14988-	.43588	1.105	9	.298

The results of this current research reveal that ELT Libyan undergraduate students have a high level of both motivation types, but they are motivated more instrumentally than integratively to learn English. This research finding is in line with a number of previously researched studies (Al-Khasawneh & Al-Omari 2015; Chalak & Kassaian 2010; Mat & Yunus 2014; Qashoa 2006; Rahman 2005; Segran 2015; Tahaineh & Daana 2013; Vaezi 2009; Wimolmas 2013), while it contradicts with the findings of other studies (Kimura et.al 2001; Sase et.al 2015; Zanghar 2012). It is necessary to note that Zanghar (2012) and Sase et. al (2015) also conducted their

studies in Libyan contexts. However, the results of both studies differ with the findings of the present research, since both of the studies reveal that Libyan students are more integratively than instrumentally motivated to learn English.

5.1.3. Research Question3: What are the Major Factors which Contribute to Motivate Libyan Students in Learning English?

In order to answer this research question, the questionnaire items 1, 13 and 18 are indicative of being the most prominent factors that motivate students for learning English. Thus, it can be summarized that what drive Libyan students to learn English are, first of all, their interest in the English culture and traditions of native speakers, since 90% of the students show their approval of this statement. This makes it the most prominent factor that drives Libyan undergraduate students to learn English. Although the overall findings show that the students are more instrumentally than integratively motivated, this factor directly reflects the integrative motivation of the learners.

The second factor is related to their need for the language in their future career. 88% of the learners agree with this item which reflects the instrumental motivation of the learners. The third and final motives with also 88% agreement percentage are concerned with the necessity for learning English in order to travel abroad. They can be considered instrumental motives for learners to learn the English language. It can be summarized that the factors which contribute to motivate Libyan students is a mix between integrative and instrumental factors. These findings are in line with the findings of (Chalak & Kassaian 2010; Hedge 2000; Segran2015).

5.2 Implications

Based on the findings of the present study, some practical implications can be presented. English language teachers should consider the learners' preferences and perceptions about the way they prefer to be taught. Secondly, they should help their students in setting specific goals in learning English and assist them in achieving these goals by providing the necessary feedback. Last but not least, teachers should take into account such evidence in planning their teaching. Moreover, appropriate teaching materials should be used by teachers for meeting the motivational orientations and needs of the learners. It is highly recommended to especially use visual aids for providing the opportunity to humanize the materials and providing a live insight of the real language use.

In addition, the Ministry of education in Libya should also play an important role in providing English teachers with specific pedagogical aims and surveys that investigate the students' satisfaction regarding what they have been taught. This could also enable teachers to understand and comprehend their students' motivational demands. These steps can hopefully enhance the students' motivation which is considered very necessary for achieving language learning success.

5.3 Limitations

The researcher believes that there are four main limitations for this study. The first is related to the study context, as of the current study findings are restricted only to the context where the study was conducted, accordingly, the findings can't be generalized. Secondly, due to the great contrast regarding the size of female and male students in ELT department at the University of Sebha, gender factor couldn't be involved in the study.

The third limitation concerns the current security of the country that prevented the researcher from going to the city of Sebha, where the university is located, for collecting the data for the present study. Instead, the questionnaire was sent via email to a friend who is working as a faculty member at the ELT department.

The last limitation relates to the analysis method which used only a quantitative approach. This is also attributed to the inability of the researcher to travel, which led to missing the opportunity for interviewing the students in order to gain powerful justifications for the results including the students' satisfaction regarding the way they are taught, their courses, teachers and facilities provided by the institution.

5.4 Suggestions for Further Research

The findings of the current study reveal some implications for similar further studies. It is highly suggested to conduct studies investigating integrative and instrumental motivation with a larger size sampling from various universities. Moreover, further studies may contain equal numbers of both male and female participants in order to find any significant differences regarding the gender factor. Furthermore, the current study employed a quantitative approach. Further studies can use a mixed research approach in order to investigate the learners' integrative and instrumental motivation for learning English.

Finally, as the findings of the current study contradict with the findings of another similar study conducted in a Libyan context, it is highly recommended, for further studies, to investigate the instrumental and integrative of Libyan students in the other two universities, which are located in the north and east of Libya, in order to have a comprehensible picture of the Libyan undergraduate students' motivation as a whole.

5.5 Conclusion

The current study attempted to explore Libyan ELT undergraduate students' integrative and instrumental motivation towards learning English. Besides, it aimed to find out the factors which contribute to motivating Libyan students for learning English. The participants of this study were the students of the ELT department at the university of Sebha. The overall participants were 118 students ranging from the first to the fourth years.

The research used quantitative research method, and the data collection instrument was a students' questionnaire. The study results indicated that Libyan undergraduate students' motivation is high regarding learning English. The data also indicated that their motivation to learn English is more instrumentally than integratively oriented. In addition, the most prominent factors, which the students to learn English, are a mixture of integrative and instrumental motives: their interest in the English culture and native speakers' traditions, their need for the language for future careers, and language learning necessity for traveling abroad. One factor represents the integrative motivation, while the other two reflect the instrumental one.

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APPENDICES

Appendix A: A Copy of Al-Kasawneh's E-mail

-----Original Message-----

From: Fadi Al-khasawneh <fadialkhasawneh@yahoo.com>
To: "Smart Lady" <smartladyrose@gmail.com>
Date: Sat, 23 Dec 2017 00:12:41 +0000
Subject: a request to use a questionnaire

Good morning,

I hope this email finds you well. It is my pleasure to use our questionnaire. Please let me know if you need any help in your study.

Dr. Fadi Al-Khasawneh

Appendix B: Approval letter from the BAYEK



Reference No: ETK00-2017-0207

03.07.2017

RE: Bushra Al-Sharif (145007)
Department of Foreign Language Education

To Whom It May Concern,

As part of the 2016-2017 Spring Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms. Bushra Al-Sharif (145007), from the Department of Foreign Language Education Program, to pursue with her survey entitled *Integrative and Instrumental Motivation of Libyan Undergraduate English Language Students Towards Learning English*. This decision has been taken by the majority of votes. (Meeting number 2017/45-22)

Regards,



Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Committee

ŞT/sky.

www.emu.edu.tr

Appendix C: The Questionnaire

PART 1. Background Information

Gender: Male Female

Class: 1st year 2nd year 3rd year 4th year

PART 2. The Questionnaire

Directions: Please respond to the following items choosing only one answer for each item by putting this sign "√" under one of the scale categories.

		<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Strongly disagree</i>	<i>Disagree</i>
1	Learning English is important to me because I can understand the cultures and traditions of native speakers of English.					
2	Learning English is important to me because I can understand English stories, novels, and literature.					
3	Learning English helps me to better understand the ways of life of native speakers of English.					
4	Learning English helps me to easily make friends with foreigners.					
5	Learning English helps me to learn about values and beliefs of native speakers of English.					
6	Learning English helps me to be open-minded and friendly like native English speakers.					
7	Learning English helps me to understand the American and British jokes.					
8	Learning English helps me to understand the					

	American and British movies and talk-shows.					
9	Learning English helps me to read English books, articles, newspapers, and magazines.					
10	I Learn English because I like English movies and songs.					
11	Learning English can be important for me because I will be able to communicate with native speakers of English.					
12	Learning English can be important for me because it will help me to get an ideal job in the future.					
13	Learning English can be important for me because I will need it for my future career.					
14	Learning English can be important for me because it will make me a more knowledgeable person.					
15	Learning English can be important for me because other people will respect me more.					
16	Learning English can be important for me because it will help me to further my studies.					
17	Learning English can be important for me because it will help me search for information and materials in English on the Internet.					
18	Learning English is important to me because it will help me when I travel abroad.					

19	I Learn English diligently because I want to earn a university degree.					
20	Learning English is important to me because it will help me to achieve at school.					

Appendix D: Consent Form

Dear Students,

I am a Master's student and I am conducting my thesis on the topic of **Integrative and Instrumental Motivation**. This questionnaire aims to investigate your Integrative and Instrumental Motivation for learning the English language. It is very important that you answer all the questions sincerely. Your personal information and individual responses will be kept confidential and used only for research purposes. You are free to withdraw from the study at any time.

Thank you for participation and cooperation.

Bushra Alsharif

MA Student

E-mail:

smartladyrose@gmail.com

Department of Foreign Language

Education

Faculty of Education EMU

Asst. Prof. Dr. İlkay

Gilanlıoğlu

MA Thesis supervisor

E-mail:

ilkay.gilanlioglu@emu.edu.tr

Department of Foreign Language

Education

Faculty of Education EMU

✂-----

Consent form

I have read and understood the main purpose of this study, and I agree to participate in it.

Signature: -----

Date: -----