

MOTIVATING THE LIBYAN ENGLISH AS FOREIGN LANGUAGE SPEAKER STUDENTS THROUGH THE HYBRID PROBLEM BASED LEARNING APPROACH

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Abstract	<p><i>In learning English as a foreign language (EFL), students face difficulties in acquiring the skills, hence they are reluctant to speak the English language in their classrooms (Savaşçı, 2014). Various factors have been identified as the contributing factors to the students' difficulties in acquiring the English Language, which include over reliance on their mother tongue, inadequate time allocated for the lesson, negative attitudes of students' toward speaking English, lack of motivation, and inadequate reading materials (Tokoz-Goktepe, 2014). Motivation is the most significant factor among the factors mentioned (Cook, 2000) and hence prompted the focus of this study. It is argued that Libyan EFL learners are less motivated to learn English (Mohammed, 2014; Alhmali, 2007; Abidin, Mohammadi and Alzwari, 2012; Al-Zahrani, 2008). Mohammed (2014) reported that one of the main reasons why Libyan EFL learners are not motivated toward learning English is due to the inappropriate teaching technique employed in Libyan EFL classroom due to the fact that the teaching techniques employed in Libyan EFL classroom may not be conducive for language acquisition. Against this back drop this study sets the objective of exploring how hybrid Problem-based learning can improve the motivation of Libyan EFL speaker students. A case study approach was employed to bring evidence from multiple data sources to fully address the subject. Using both quantitative and qualitative methods, questionnaires were administered to 15 students and two lecturers and observations were conducted during the introduction of the Hybrid Problem-based English Lessons (HPBL). Interviews were also conducted after the series of HPBL lessons. The findings revealed that familiarity with HPBL, peer collaboration, tutor support and group presentations motivate the students to learn and speak the English Language. These factors were also found to have motivated the students to work independently to achieve high performance in speaking skills. The HPBL approach could be considered as an alternative to teaching English for the Libyan EFL speakers.</i></p> <p>Keywords: Classroom, English, hybrid-problem-based-learning, motivation, speaking.</p>
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INTRODUCTION

Teaching English as a foreign language in Libya has experienced different conditions that affect the status of the language in Libyan educational system. One of these major conditions was the decision No. 195/1986 that was announced In April 1986 by the Minister of Education in Libya to stop teaching all foreign language in Libya including English. This decision in particular severely affected the status of English as a foreign language among

Libyan students at almost all educational levels (Mohamed, 2014). A few years later and at the beginning of the nineties, English was introduced to the country in phases. However, other problems emerged in the instructional process such as the teaching technique employed in EFL classroom context that focuses on grammatical rules, memorization of vocabulary, and translation of texts and doing writing exercise (Al-Hussein, 2014). Most of these classes are taught in the native language (Libyan Arabic) with little active use of English language.

Motivation is always reported as the most significant factor that affects the learning of English in the country. In Libyan EFL context, learners are not motivated toward learning English due to the poor teaching techniques employed by teachers in the classrooms (e.g. Mohammed, 2014; Alhmali, 2007; Abidin, Mohammadi & Alzwari, 2012; Elmawdi and Shepherd, 2014; Suwaed, 2014). They mostly focus on grammatical rules, memorization of vocabulary, translation of texts and doing written exercise without giving any attention to the tasks that can motivate learners toward learning English. Libyan EFL learners also have a negative attitude toward learning English (Abidin et al. 2012) simply due to the instructional and traditional techniques employed by English language lecturers in the country (Al-Zahrani, 2008). It is shown that the students are not motivated to learn English due to the rigid and tedious teaching technique employed in the context of the classroom (Suwaed, 2014).

THE ROLE OF MOTIVATION IN SECOND LANGUAGE ACQUISITION

Research shows that instructional context strongly affects students' motivation. Instructional materials that are challenging, give students choices, and promote perceived autonomy and self-determination can have a positive effect on students' motivation (Deci and Ryan, 2000). Li (2003) argued that there are several strategies that teachers can employ to enhance autonomy, competence and relatedness in the classroom. One of these strategies is Problem based Learning (PBL) approach. Mossuto (2009) argued that PBL is an instructional approach where students work in small collaborative groups where learning is driven by open-ended and authentic tasks that encourage students to be involved in thinking.

Wang (2008) conducted a study similar to the present study and sought to explore the relationship between intrinsic motivation, extrinsic motivation and English achievement. He constructed a scale of English learning motivation in a particular Chinese context, the Intrinsic /Extrinsic Motivation Scale of English Learning (I/EMSEL). The scale was administered to two samples of first-year non-English-majors. Factor analysis of the results revealed a multidimensional construct composed of motivation for knowledge, motivation for challenge, internal fulfilment regulation and external utility regulation, together explaining 53.3% of the variance. Pearson correlations and multiple regressions were then performed between different kinds of motivation and English achievement. The finding shows that autonomous extrinsic motivation correlated positively with intrinsic motivation and achievement, while controlled extrinsic motivation correlated negatively with them. While this study focuses on intrinsic motivation, Wang's (2008) revealed that both intrinsic and extrinsic motivations are correlated.

Dornyei (2008) argued that motivation is responsible for achievement in language learning and without adequate motivation; learners even with brilliant talent will not be able to fulfil this process of language acquisition even if they have good curriculum and teachers as well. Moreover, Hall (2011) argued that motivation is a key factor in order to establish a particular activity where he states, "it is difficult to imagine anyone learning a language without some degree of motivation" (p.134).

Literature on motivation and classroom learning has shown that motivation plays an important role in influencing learning and achievement. When students are motivated they tend to approach challenging tasks eagerly, persist in difficulty, and take pleasure in their achievement (Stepien, Gallagher & Workman 1993). For example, Wang (2008), guided by self-determination theory, sought to construct a scale of English learning

motivation in a particular Chinese context, explore the relationship between intrinsic motivation, extrinsic motivation and English achievement. Results indicated that autonomous extrinsic motivation correlated positively with intrinsic motivation and achievement, while controlled extrinsic motivation correlated negatively with them.

Many studies have shown a positive relationship between motivation and students' learning outcome, grades, achievement, retention, and graduation (Mossuto, 2009). In this regard, Li (2013) argued that the more students are motivated toward their learning, the better they will succeed. For instance, Erdogan, Bayram and Deniz (2008) investigated the factors that affect 127 MBA master's degree students enrolled in Web Based Instruction program in Bilgi University. A survey method was employed through demographic information questionnaire and Web Based Education Attitudes Scale. Findings revealed that the more students are motivated, the more they better their degree course average grades (GPA).

As discussed previously, language achievement particularly in speaking course was found to be below expectations. As a result, majority of Libyan EFL students tend to change their major to other majors where they can study in Arabic language (Orafi & Borg, 2009). Alhmali (2007) argued that Libyan EFL learners after completion of their English courses in four years are not able to speak even in simple English. He linked this weakness and failure to the teaching technique utilized in Libyan EFL classroom (i.e. lecture-based learning approach) where students are seldom engaged in real tasks to speak, among the factors include lack of motivation. In general current motivational theories of SLA have been developed from a western perspective and most data that have been collected are based on learners who are from western cultures. Thus, different findings may be obtained if similar studies are conducted in Arab countries.

STUDENTS' MOTIVATION TO SPEAK ENGLISH

For many years, the issue of the students' lack of competency in English has been extensively discussed among parents, teachers and the government. Considering the importance of speaking to students, particularly in English in the world, it is necessary to help the students to improve their speaking skills. Researchers in language acquisition provide valuable information about how second/foreign languages are learned and what are the factors that influence the learning process itself. Palmer (2009) and Cook (2000) state that acquisition of language is not the same among learners. Thus, they identified three main factors that influence this process namely age, personality, and motivation. Motivation is the most significant factor among the three mentioned factors (Cook, 2000) and hence will be the focus of this study.

According to Ellis (1994), motivation is "the effort which learners put into learning an L2 as a result of their need or desire to learn it" (p.715). Moreover, Lightbrown and Spada (2001) identify motivation as a complicated status that depends on two factors "learners communicative need and their attitude towards the second language community" (p.33). This happens when learners of foreign/second language possess the desire to speak the language with the aim of being in touch with others or accomplish particular goals. They will be motivated to obtain the related practices and skills of the language. Many studies have shown a positive relationship between motivation and students' learning outcome, grades, achievement, retention, and graduation (Mossuto, 2009). In this regard, Li (2013) argued that the more students are motivated toward their learning, the better they will succeed.

It is argued that Libyan EFL learners are less motivated to learn English (Mohammed, 2014; Alhmali, 2007; Abidin, Mohammadi & Alzwari, 2012; Al-Zahrani, 2008). For example, Mohammed (2014) reported that one of the main reasons why Libyan EFL learners are not motivated toward learning English is due to the inappropriate teaching technique employed in Libyan EFL classroom. Lecturers in EFL classroom in Libya only prepare students for examination following Lecture-Based Learning (LBL) approach. This,

in turn, makes the educational purpose in Libya a matter of test-driven rather than cognitive or affective one.

Abidin et al. (2012) reported that Libyan EFL learners have a negative attitude towards learning English. Suwaed (2014) also discovered that the students are not motivated to learn English due to the rigid and tedious teaching technique employed in the context of the classroom. This is because EFL classrooms in Libya followed a standardized syllabus administered by the Ministry of Higher Education (MOH) where lecturers would not think of switching their teaching approach to other available approaches that can take the teaching process to a different path and different outcomes as argued by many researchers.

Specifically, in speaking classrooms, Orafi and Borg (2009) examined the reasons why most of the Libyan EFL learners have low course average grades (GPA) in their speaking courses in English Foundation Program (IFP) in one of the universities in Libya. Results revealed that the lack of motivation and teaching techniques are the most significant reasons why EFL learners had low course average grades (GPA) in their speaking courses in IFP. As a result, Libyan EFL students tend to change their majors to other majors where they can study in their mother language (i.e. Arabic Language) to avoid these challenges. Orafi and Borg (2009) recommended further research in order to tackle this serious problem among Libyan EFL learners.

DEVELOPING STUDENTS MOTIVATION IN SPEAKING ESL

To develop students' speaking skills, there is need to first increase their motivation in the use of the language. Teachers should create an instructional context that is productive in nature and use various instructional strategies to promote learners' motivation in the learning process (Dornyei & Csizer, 1998). Various studies have examined how instructional contexts affect students' motivation levels. For instance, Dornyei (2000) argued that learners' motivation might vary from one task to another and from social factor to another (e.g. group dynamics and learning environment). These social factors are believed to sculpture the status of motivation among learners (Florez and Burt, 2001).

According to Ryan and Deci (2008), there are three factors which can motivate learners toward their instructional contexts namely autonomy, competence and relatedness. Autonomy refers to the degree of choices that learners have about the tasks and when to perform. Competence refers to learners being able to grasp onto the material and effectively deal and take control of their learning. Finally, relatedness refers to learners' feeling of attachment to their classroom and task-related.

Teachers can promote these factors of motivation (i.e. autonomy, competence, and relatedness) by employing several teaching strategies such as Problem-Based Learning Approach (PBL) (Li, 2013). PBL approach was first introduced in McMaster University in Canada in the Faculty of Health Sciences in 1960 with the aim to bridge the gap between what was learned in school and relevance for future professional practice (Barrows, 1985). PBL is characterised by the use of real-life and ill-structured scenarios, those that are complex and generally have multiple responses as starting materials instead of the teacher simply assigning readings, providing lectures or walking students through a solution (Barrows, 1985). In PBL approach, students identify problems associated with the scenario and use these problems to drive their learning process. Their inquiry and exploration lead to learning key concepts, principles, content knowledge, and strategies necessary to solve the challenges presented by the problem.

THE HYBRID PROBLEM BASED LEARNING

The hybrid practice of hybrid problem-based learning was first introduced by Harvard Medical School's new curriculum (Armstrong, 1990) that is crossbreed with other teaching approaches such as traditional teaching approach. Hybrid PBL approach entails that first of all teachers give a mini-lecture on the theories and principle, then the teacher presents the problem case scenario that is written around the theories and principles covered in mini-

lecture. When encountering the authentic scenario, students have to define the problem(s) and identify the issues to be discussed. They also have to examine the details with reference to the theories and principles learned in the lecture. After grasping the general outline of the problem in relation to their life experiences, students then discuss to reach the best solutions and try to justify them altogether. They then keep revising what emerges from their discussion through the application of newly acquired knowledge. In this process, the tutor prompts them to clarify and explain ambiguities in what has been presented. Lastly, the tutor lists the concepts missed and the pertinent data that contribute to finding the best solutions.

According to Wu (2006), pure PBL is an excellent example of active learning that motivates students vigorously in problem formulation, information seeking and actual problem-solving. However, it should be noted that students in Hybrid PBL approach the problem issues with basic knowledge given by the teacher in the mini-lecture. Therefore, in the Hybrid PBL approach, the teacher plays a significant part of the teaching process.

In reviewing the literature, very limited studies were found that implement the Hybrid PBL approach in education context particularly in EFL classrooms. Most of the studies found in literature implement the Hybrid PBL approach in medical technological context (e.g. Alajmi, 2014; Wu, 2006). For example, Alajmi (2014) examined the feasibility of using Hybrid PBL approach that combines PBL and didactic teaching to a multicultural Middle Eastern Dental Hygiene program in Kuwait. Findings revealed that Hybrid PBL approach was successful as an educational approach for the Dental Hygiene program (College of Health Sciences, Kuwait).

Moreover, Wu (2006) examined the feasibility of Hybrid PBL approach in teaching one computer-programming course in China. Findings revealed that the hybrid PBL model provided a good transition for students to a university environment. Moreover, it provided a framework to assist the students in problem abstraction, problem analysis, and problem-solving and it helped students in developing critical thinking skills, verbal and written communication skills and ability to work in groups.

The effectiveness of PBL approach in motivating students toward learning is well documented by many researchers (e.g. Huang, 2012; Murphy & Alexander, 2000). For instance, Huang (2012) experimented PBL in an English interpretation class for a period of one academic semester in Taiwan to examine its feasibility in actual utilization. Four variables were investigated qualitatively include students' attitude, students' satisfaction, students' motivation, and students' self-achievement. Findings indicated that students' attitude toward PBL was positive that in turn influenced their motivation levels.

Li (2013) implemented PBL approach in a biology classroom in one of the universities in western Canada in an aim to examine the feasibility of PBL approach in motivating students toward their active classroom contents. The researcher employed Self-Determination Theory (SDT) as proposed by Deci and Ryan (2000) in order to measure students' motivation level before and after implementing PBL approach. Results indicated that students were highly motivated following the new approach employed and that PBL approach works as a powerful approach in motivating students toward content learning. Related to what has been discussed here, scholars have reported some of the reasons why Libyan EFL learners are not motivated towards learning or speaking English, and their language achievement remained below expectation. No study has taken a research approach to proffer solutions to these problems. This warrants further research since motivation affects Libyan EFL learners' educational outcomes. This research intends to fill the existing gap by implementing the Hybrid Problem-Based Learning (HPBL) approach in the context of EFL classroom in Libya.

METHODOLOGY

To figure out how students are motivated to speaking English through the HPBL process, this study adopted the case study research approach. This approach allows for an in-depth exploration of a bounded system based on extensive data collection (Creswell, 2007). The

design provided a clear manifestation of how students work in a natural setting as HPBL provides simulation of real-life situation. The design also gives opportunity of the in-depth investigation of the students' interactions during the HPBL process.

Both qualitative and quantitative data were collected in order to explore the phenomenon. Specifically, the researcher collected qualitative data through semi-structured interviews and observations with the students, and then collected quantitative data through questionnaires. Fifteen students and two lecturers were interviewed and after the HPBL, the questionnaire was administered to 30 students. Representativeness is not the objective in qualitative methods.

The qualitative data were collected through observation, semi-structured interviews and audio- and video-recording of the students' interactions during the HPBL process in order to examine the use of HPBL to develop speaking skills of the students. The qualitative data helped in assessing the participants' individual behaviour, feelings, thoughts and belief systems in order to display new paradigms of people and human cognition (Neuman & Robson, 2012).

The quantitative data were collected through a questionnaire which was administered to the students at the end of the HPBL process. The questionnaire allowed for the exploration of how the HPBL approach motivated the students toward learning English. It helped in gaining the feelings of respondents regarding the HPBL process. It was designed in a scale, the students were asked to rate their motivation levels.

THE RESEARCH SETTING

This study was conducted in one of the government universities, Elmergib University in Libya. In the university, there are various faculties and departments such as Department of English, Faculty of Information System, Faculty of Engineering and others. Before being enrolled in EFL program at Elmergib University, students are required to enroll in English Foundation Programme (EFP) for 12 weeks that is designed to teach students the four basic language skills, writing, reading, speaking and listening following British-based curriculum by Miles Craven and Kristin Sherman. All the skills are taught simultaneously during the period but in different classes and hours. The speaking skill is the focus of this study. The program was carefully designed by the Department of English in Elmergib University in order to prepare the students for the degree programmes in the university.

To ensure the validity of the qualitative results, member check method was employed, and multiple methods were used to collect the data to make sure that the data obtained is reliable.

Previously in this chapter. In a qualitative research, collecting data from multiple sources enable a researcher to triangulate the data by crosschecking and comparing the data collected from different sources (Merriam, 2009). In addition, to ensure reliability of the transcripts of the students' interaction during the PBL activities, the participants were then allowed to read and check the transcripts to validate the data and ensure its credibility.

Through a combination of In Nvivo coding and themeing coding at First Cycle coding and Focused coding at Second cycle coding (Saldana, 2009), themes emerged based on conceptual similarity of codes.

Implementation of HPBL in the Speaking Classroom

The HPBL was implemented inside a speaking classroom. It was conducted for the period of 12 weeks. In every week, there were two meetings. The first meeting was two hours while the second meeting was one hour. This enabled the students to understand the concept of HPBL because they had not been introduced to it before and it is different from the traditional methods used in their university. Understanding the concept of HPBL is important because it allowed the students to be involved actively in the process. In addition, the three hours would allow the teachers to explain how PBL is implemented to the students. The HPBL lesson plan divided into 7 stages of in-classroom and out-classroom activities based on Schmidt, De Volder, De Grave, Moust and Patel (1989) steps, "The Seven

Jump", during the HPBL process which are (a) identifying and clarifying unfamiliar terms presented in the scenario, (b) defining the problem or problems to be discussed, (c) collecting aspects on basis of prior knowledge. (d) the ill-structured problem is explained in different ways, (e) formulating learning objectives; group reaches consensus on the learning objectives, (f) self-independent learning; during this phase, students are going home to study and finally (g) students share their findings with their group.

The Questionnaire

The questionnaire was adapted from Wang (2008) in order to explore the students' motivation to speak English in the HPBL classroom. The questionnaire consists of 21 items designed on a five-point Likert scale which included these dimensions of the motivation construct (a) motivation for speaking English that is driven by curiosity and mastery, (b) motivation to challenge, preference for hard or challenging tasks and striving for competence and mastery in intrinsic motivation. There also are two subscales in extrinsic motivation: external utility regulation, and internal fulfillment regulation. The modifications were made because Wang's (2008) questionnaire is on motivation in learning English generally while the focus of this study is speaking skills only. Therefore, three items from Wang's questionnaire, which are not related to speaking, are dropped while twenty items are modified to suit this study.

RESULTS

The Questionnaire Results

Table 1 below summarises the Libyan EFL learners' report of their motivation in learning and speaking of English language. The first item in the result shows that majority of the Libyan EFL learners (53.3%), were intrinsically motivated to speak the English language because of the love they have for the language with the help of HPBL approach. The love they have for the English language here is the driving force for them to be able to learn the language through the approach. In addition, another intrinsic motivation which helps the Libyan EFL learners to be successful in the English language is item 9, the love they have imitating English spoken in movies. In this regard, a reasonable percentage of the Libyan EFL learners (46.7%) were found to be motivated in speaking English through HPBL approach due to the inner feeling they have for speaking English. They feel more confident in speaking English compared with their classmates as indicated in item 4. A significant portion of them (46.7%) was intrinsically motivated to speak the English language because of the confidence they have.

On the other hand, the results also showed that a large number the Libyan EFL learners (56.7%) were extrinsically motivated to speak English language. Extrinsic motivation is a motivation which drives an individual into action, as a result of material gain expected to be achieved out of the action of speaking. An extrinsic force has been found in item 17 where a reasonable percentage of the Libyan EFL learners (53.3%) were motivated to speak the English language because they wanted to graduate from the University. Similarly, in item 16 more than half (50%) of the Libyan EFL learners agreed that getting a scholarship is one of the factors which motivated them to learn English language. Based on the findings drawn from this table it is apparent that HPBL has a great effect on motivating students to learn the English language either intrinsically or extrinsically..

However, there are some negative instances where some of the students find it challenging to speak English language. For example, as indicated in item 15 about 40% of the students find it very challenging to communicate with foreign speakers. In addition, more than half of the students show that they rarely speak English outside their classrooms as indicated by item 12.

Table 1 Students' Motivation To Speaking English

S/N	Motivation to Speak English Language	1	2	3	4	5	Mean	SD
1	I like speaking English.	3.3	10.0	6.7	26.7	53.3	4.16	1.147
2	I will persist when facing difficulties in speaking English.	6.7	10.0	13.3	30.0	40.0	3.86	1.252
3	I do all my oral English exercises actively.	13.3	16.7	13.3	23.3	33.3	3.46	1.455
4	I feel more confident in speaking English compared with my classmates.	3.3	3.3	20.0	26.7	46.7	4.10	1.061
5	I work on my English speaking assignments according to a planned schedule.	6.7	10	20	30	33.3	3.73	1.229
6	I speak English diligently for potential development in the future.	6.7	16.7	20	30	26.7	3.53	1.252
7	I like challenging and difficult tasks in English speaking.	20.	33.3	23.3	10	13.3	2.63	1.299
8	I consider English oral examination as an evaluation of what I have learned about English.	26.7	36.7	13.3	13.3	10	2.4333	1.30472
9	I like imitating English spoken in movies.	3.3	10	10	30	46.7	4.06	1.142
10	I am excited when I have accomplished a difficult task in English speaking.	3.3	13.3	20	23	40	3.8333	1.20583
11	I try to speak English hard for the praise of the teacher.	13.3	16.7	13.3	16.7	40	3.53	1.502
12	I always speak English out of English class.	33.3	33.3	16.7	10	6.7	2.23	1.222
13	I am learning to speak English only to pass examination in the English Foundation Program	13.3	13.3	16.7	20	36	3.53	1.455
14	I always finished English speaking homework.	26.7	33.3	23.3	13.3	3.3	2.33	1.124
15	It is very challenging to communicate with foreign speakers.	26.7	40	13.3	6.7	13.3	2.40	1.328
16	The English achievement is a crucial factor in getting the scholarship, so I speak English diligently.	3.3	6.7	10	30	50	4.16	1.085
17	I speak English diligently merely to graduate from university.	0	6.7	6.7	33.3	53.3	4.33	.884
18	English is a very important tool for communication so I speak it diligently.	6.7	20	16	23.3	33.3	3.56	1.330

19	In order to get an ideal job in the future, I learn to speak English diligently.	30	26	23.3	13.3	6.7	2.40	1.248
20	English speaking takes great advantage on the future work.	10	13.3	13.3	30	33.3	3.63	1.351
21	In order to go abroad in the future, I speak English diligently.	13.3	6.7	16.7	26.7	36.7	3.66	1.397

Students’ Levels of Motivation to Speaking English

The level of students’ motivation to speaking English is presented in Figure 1 below. Overall composite score for the 21-items measuring students’ motivation to speaking English was computed and categorised based on three 3 levels (Low motivation, Moderate motivation and High motivation). The result indicates that 13.3% of the students have shown ‘Low’ level of motivation while the majority of the students 66.7% have indicated ‘Moderate’ level of motivation. Those who showed ‘High’ level of motivation to speaking English among the students constituted 20.0% of the respondents. This outcome has shown inclination of the students towards having a higher motivation to speaking English.

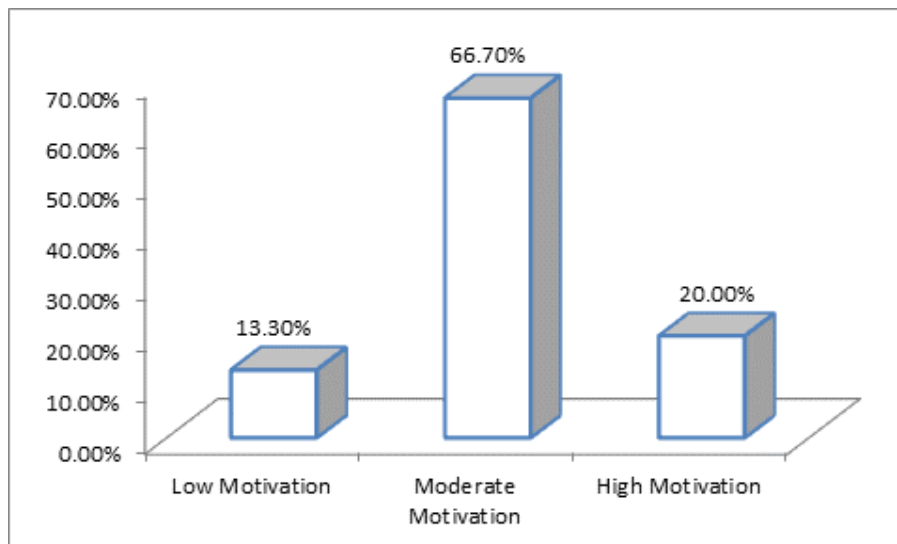


Figure 1 Students' levels of English speaking motivation

Analysis and Discussion of Findings from Interview and Observation

The qualitative inquiry indicates that the HPBL has greatly motivated the Libyan EFL learners to speak English and it is found to be an effective way of learning to speak English language. From the qualitative data, the following themes emerged.

Familiarity with the Ill-Structured Problem Topic

Findings indicated that Libyan EFL learners were motivated to speak the English language through the HPBL approach. One of the striking factors in the motivation is the familiarity with the ill-structured problem topic. According to most of the students when discussing the topic given to them, they generated their ideas because they were familiar with the topic given to them to discuss and come up with the solution. The approach allows the students to write on the topic of which they they know a lot more since it is related to their real life experiences. This approach has given the Libyan EFL learners an opportunity to develop their speaking skills. For example, one of the participants (S4) explained that he was vehemently influenced by the impact of HPBL approach to speak the English language. The entire HPBL approach and nature of the problem given to them to investigate served as the

sources of motivation for him. Therefore, he will never regret being part of that experience. He says:

The HPBL class is quite interesting because each and every lesson has lots of fascinating experiences. The problem given to us is quite related to our real life, therefore, we are so familiar with the topic given to us and this has given us the opportunities to brainstorm more easily and to discuss what we have found out. In the end, I am confident of the HPBL experience and will remain committed to it (Trans. 6, L21--29)

Other sets of students were also found to be in support of the above claims. Students (S8) and (S9) believed after being part of the HPBL approach they are now determined to speak the English language interestingly and passionately. According to participant 8, HPBL is a more suitable approach in learning a second language, therefore, it motivates him to go for his goals. In his words:

The HPBL approach is quite practical in nature; the process has definitely helped us in developing English vocabulary based on various topics. The topic of the discussion is very good because it talks about what I'm so familiar with, it was on real life problem. Writing on a more familiar topic is better than on the one which is unfamiliar (Trans. 10, L34-36)

Student (S17) sees the effectiveness of HPBL approach in motivating him to see beyond classroom success. He submits:

The HPBL class has to help me to prepare for any coming challenge in my life, I have now developed the habit of memorizing additional vocabularies on daily basis and I can now use different varieties of English in my daily conversations with my fellow students and even foreigners (Trans. 19, L22-25)

Going by these findings, it is apparent that the students were motivated by the HPBL approach to be self-reliant and pursue their desired goals. Furthermore, motivation to be self-sufficient stand normally happens when students undergo a reliable and self-empowered educational training, which allows them to undertake several study activities out of their wish (Deci & Ryan, 2000). The findings here on the effect of HPBL is supported by the findings of Martin, West and Bill (2008), who surveyed the effectiveness of PBL on science students, and arrived at positive effect of PBL on students. In addition, Herrington and Oliver (2000) described PBL as a source of knowledge which is directly gained from the learning environment through authentic activities, contexts, and assessments which reflect on the real world knowledge usage. The knowledge gained from HPBL expands the students' horizons of English expression such as phrases, vocabularies, and knowledge of grammar, supported by other researchers. Assertions of those studies were in conformity with the findings of the present research.

For example, Braeten Strømsø, and Salmerón (2011) believed that PBL approach developed a deeper understanding of the students' subject matter and facilitates knowledge transfer. Furthermore, in PBL approach students are extrinsically and intrinsically motivated in order to become self-directed learners and independent (Norman & Schmidt, 1992). Similarly, Brown, Lawless and Boyer, (2003) have found the effect of PBL approach in enhancing the student's beliefs and self-efficacy. More to that, Liu, Hsieh, Cho and Schallert (2006) have also found similar results supporting the effect of PBL on developing the potentials of students.

Peer Collaboration Motivates the Students to Speak English

Findings in this study showed that the Libyan EFL learners were motivated by the HPBL approach to speak the English language because of peer group collaboration during the process. Most of the students expressed their views commenting on the effectiveness of peer group collaboration. In the peer group collaboration, students were grouped together for collective work, which helped to develop their students' oral communication skills and foster interpersonal skills. In addition, the collaborative work can help students with

different personalities to work together and come up with a common solution to any given problem. The approach is effective on encouraging the students to be very active learners in solving and exploring problems and challenges. For example, one of the Lecturers (L1) commented as follows.

Working to solve a problem within the group is really mesmerising and can even help in solving any real life problem in the present and future. The teamwork prepares students for success in real life situation. I'm now more assured that I can speak the English language passionately anywhere I found myself. With the HPBL approach learning to speak the English language is easiest one can achieve in life. I think education authorities should consider HPBL (Trans. 1, L17-20)

A student (S14) also commented that the collaboration developed his speaking ability and increased his love for the English language. He was therefore quite fascinated by the English language, and loved it more than before. He added that after his participation in the HPBL process, he made it compulsory upon himself to teach his siblings to speak English. He will make sure every member of my family speaks the English language fluently and diligently.

What I love more about HPBL approach is that in the approach we are allowed to have their classes in a group and work together to solve a problem in a convenient and suitable way. To me in the HPBL approach students are more engage more than in any traditional learning approach (Trans. 16, L15-16)

The above claim is supported by another student (S8) who explained that the assistance he got from his group members in the learning process motivated him to speak English. For instance, he learned to pronounce English words correctly from them. In addition, whenever he was anxious to speak, he got encouragement from the group members.

My group members help me in many ways. For example, I learn to pronounce words correctly. And if I am shy to speak I see everyone speaking and that motivate me to speak also (Trans. 11, L19-21)

Again, in the approach students' sense of self-reliance, creativities and argumentative confidence are possible to be achieved within a limited time (Iwamoto, & Vuong, 2016).

Tutor Supports Increases Motivation

Students also commented that after having HPBL approach the Libyan EFL learners were motivated to learn and speak the English language effectively. Their success is directly linked to the support they had from their tutors. Many students expressed approval for the support they get from their tutors during HPBL learning approach. For instance, student (S11) commented:

What fascinates me most was our relationship with the tutor in the class. He was just like our friend. During the HPBL approach there was no direct command, but rather an advice on how to go about solving a problem. The discussion session was quite engaging because we were highly motivated by the tutor when we were deliberating on how to come up with the solutions. Instead of lectures the tutors asked questions like "what do you think", "how", "why". Therefore, this approach has helped me to be successful in speaking the English language fluently (Trans. 13, L35-39)

Furthermore, another student (S20) supported the above claims by asserting the fact that HPBL tutors and the learning approach itself helped to motivate and shape his views about the English language.

Before this approach I wasn't confident to speak English at all thinking that some people may look down on me but now I developed confidence I can speak English anywhere with the HPBL approach students are allowed to express their feelings (Trans. 22, L27-29)

Tutors in HPBL approach are only facilitators which help students to progressively attain success in solving a problem (Spencer & Jordan, 1999). Magetson (1991) opines that in PBL approach tutors facilitate learning by monitoring the students and encouraging them to reflect and think critically. Additionally, Farmer (2004) described the roles of tutors in PBL approach as something that is very important, even though the participation of tutors in PBL is very less, it is proved to be very essential for the students to attained self-directed learning. Furthermore, the work of a tutor in PBL is to assist students to attain learning objectives as set up in the curriculum (Wood, 2003).

Motivation from Class Presentation

The findings gathered from the semi-structured interviews with Libyan EFL learners has indicated that class presentation –a component of HPBL has greatly helped the Libyan EFL learners to be so proficient in the English language. A quite reasonable number of participants hailed class presentation as a part of HPBL which they described as the best way to learn to speak English well. One of the students (S10) expressed her views on how the class presentation motivated her to speak English language.

I really appreciate what I learned from our class presentation exercise in the PBL approach, we were subjected to constant presentation which has developed my confidence to speak the English language effectively (Trans. 12, L22-24)

For student 13 (S13), HPBL had provided him with an opportunity he had been looking for. As result, he was motivated to speak English. He further explained that his future ambition is to be an English newscaster. Thus, the class presentation was a great opportunity for him to practice.

The class presentation motivated me to speak English very well. I want to be an English newscaster who will always be speaking to people. So, I enjoyed the class presentation. (Trans. 15, L28-33)

In the same way, another student (S11) says he was really motivated by the HPBL approach to speak the English language. He elaborated that the class presentation techniques were quite essential for gaining valuable awareness in acquiring higher English language speaking abilities. This is because all discussions were carried out in the English language, and this will establish students well in the English language. Further, the class presentations prepare students for future challenges. Findings of other researchers have indicated the effectiveness of class presentation in improving students' speaking skills. scholars described the PBL approach as a learning model which stressed the use of real life problem to engage actively for the positive learning outcome. In addition, PBL approach was found engaging students in achieving relevant academic excellence through the use of problems that are linked to life situations (Barell, 2006).

Despite the positive response of the majority of the students on how the HPBL process motivated them to speak English, there some challenges. Some of the students expressed their concern of some problems they faced during the HPBL process. At some points these problems demotivated them to participate in the process. For example, one of the students (S8) lamented that sometimes they argued unnecessarily and wasted much time during group discussion before they reach a conclusion on a particular problem, as much time is spent on discussions.

Sometimes we argue much in the group discussion before we agree on the solutions to the problems. Also sometimes, we spend long time in the discussion. This discouraged me really. I think these are the only challenges (Trans. 10, L18-20).

Again, the arguments that ensued among the students is part of the general English speaking learning process. It gives the students the opportunity and freedom to speak with colleagues with ease, and to correct one another.

CONCLUSION

Based on what has been found in this study it can be concluded that HPBL can positively influence and motivate the Libyan EFL learners to learn and speak the English language. In other words, the approach had positive impact on the students' speaking abilities through various means such as learning from different materials printed in English, self-practicing, using group learning, tutor support, class presentations techniques, familiarity with topic and other related language skill.

It is also safe to conclude from the foregoing discussions that the Libyan EFL learners were positively motivated by HPBL approach toward speaking English language. Riding on this conclusion, it could be recommended that the HPBL approach can provide a promising technique for learning speaking EFL student for Libya and sister countries in North Africa.

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