Enhancing Student Motivation in English Language Learning from Teachers' Perspectives: Challenges and Strategies in Public Schools in Misurata, Libya

Mr. Mohamed Asghair

masghiyer@art.misuratau.edu.ly

Dr. Abdulhamid Onaiba

a.onaiba@lam.edu.ly

Article information	Abstract
	Motivation plays a vital role in language learning, influencing students' engagement, participation, and overall success. However, many students in seventh, eighth, and ninth grades in public schools in Misurata, Libya, show a lack of interest in learning English. This study investigates the factors contributing to low motivation among these students and explores potential strategies to enhance their engagement. Using a qualitative research approach, data were collected through semi-structured interviews with 20 English language teachers from five public schools. The findings reveal that traditional teaching methods, a lack of interactive activities, and an overemphasis on grammar and vocabulary significantly hinder student motivation. Additionally, student behaviors such as disengagement, lack of participation, and minimal homework completion further contribute to learning difficulties. Teachers also highlighted challenges such as classroom management issues, curriculum constraints, and the limited real-life application of English. The study suggests incorporating communicative teaching approaches, interactive activities, and multimedia resources to foster a more engaging learning environment. The research highlights the need for professional development programs to equip teachers with effective motivational strategies. These findings contribute to the ongoing discussion on improving English language education in Libya and provide practical recommendations for enhancing student motivation.

1. Introduction

1.1 Statement of the Problem

In Misurata City, Libya, students in the seventh, eighth, and ninth grades (ages 12-14) show significant disengagement and lack of interest in learning English, despite the subject's importance in the curriculum. These students often exhibit behaviors such as sitting at the back of the classroom, talking with peers, neglecting homework assignments, arriving late or leaving early, and failing to perform well in exams. Such behavior suggests a deeper issue of low motivation, which hinders their ability to acquire the language effectively. Teaching methods that focus primarily on exam preparation rather than practical language use have contributed to

this disengagement. Therefore, understanding the root causes of this low motivation is essential to improving the learning experience.

1.2 Purpose of the Study

The purpose of this study is to explore the causes of low motivation in English language learning among seventh-, eighth, and ninth-grade students in public schools in Misurata City, Libya. Specifically, the study aims to examine teachers' methodologies, the challenges they face, and the impact of these factors on student behavior and engagement. The findings will offer insights into how motivation can be enhanced through effective teaching strategies and a more student-centered approach.

1.3 Research Questions

This study will address the following research questions:

1. What teaching methods do English language teachers in Misurata's public schools use to engage students in learning?
2. What are the primary challenges that teachers face in motivating students to learn English?
3. How do students' behaviors (such as lack of attention, disengagement, and poor academic performance) reflect their level of motivation?
4. What strategies can be implemented to increase student motivation and improve their performance in English language learning?

1.4 Scope and Delimitations

This study focuses on English language teachers and students in public schools in Misurata City, Libya. The research will involve 20 teachers from five different schools, each interviewed about their teaching methods, challenges, and observations on student behavior. While the study aims to gather comprehensive data on the topic, it is limited to the context of Misurata City and may not fully reflect the experiences in other regions of Libya or countries with different educational systems.

1.5 Significance of the Study

This study is significant for several reasons. First, it provides valuable insights into the motivational challenges faced by students in Libya, a country where English language education is crucial for academic and professional success. By identifying the causes of low motivation, the study can help educators and policymakers develop more effective teaching strategies that foster engagement and language proficiency. Additionally, the findings may contribute to the global body of research on language learning motivation, particularly in non-English-speaking contexts where similar challenges are often faced.

1.6 Definition of Key Terms

- **Motivation**: The internal drive or external incentives that influence a student's willingness to engage in learning and persist in the face of challenges (Deci & Ryan, 1985).
- **Engagement**: The degree to which students actively participate in and commit to their learning, demonstrated through behaviors such as paying attention, completing assignments, and interacting in class (Fredricks et al., 2004).
- **Language Use**: The practical application of a language in real-life communication, as opposed to rote learning or memorization of language rules and vocabulary (Richards & Rodgers, 2001).
- **Communicative Language Teaching (CLT)**: An approach to language teaching that emphasizes the use of language in real-life situations -focusing on developing communicative competence rather than just linguistic knowledge (Richards & Rodgers, 2001).

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2. Review of Literature
2.1   Motivation in Foreign Language Learning

Motivation is widely recognized as a complex and multi-dimensional construct that has been studied across numerous academic fields. Dörnyei (2001) emphasized that no single theory can fully encapsulate the entirety of motivational factors. Similarly, Gardner (2006) asserted that motivation is a multifaceted phenomenon that defies a singular definition due to the variety of ways it is conceptualized in different theoretical frameworks.

From a behavioral perspective, motivation is often viewed as a response to anticipated rewards (Brown, 2000). In contrast, the cognitive perspective frames motivation in terms of individual decision-making—specifically, the goals learners pursue and the efforts they are willing to exert. Constructivist approaches extend this by incorporating social context alongside individual choices (Brown, 2000). Despite their differences, these perspectives converge on the idea that motivation involves fulfilling needs, making decisions, and operating within a social environment.

In the context of language learning, motivation becomes even more complex. According to Lightbown and Spada (1999), two key factors contribute to second language learning motivation: learners' communicative needs and their attitudes toward the target language community. Parsons, Hinson, and Brown (2001) argued that motivation is essential to the learning process, as it drives students to engage with and benefit from educational experiences. Gardner's (1983) socio-educational model further broke down motivation into three main elements: effort, desire, and affect—each playing a critical role in language acquisition.

2.2   Types of Motivation in Language Learning

Understanding why individuals learn a language often involves identifying their motivational goals. Harmer (1991) categorized motivation into short-term and long-term goals. Short-term goals might involve passing exams or achieving good grades, whereas long-term goals often relate to career aspirations or meaningful communication in the target language.

Gardner (1985) suggested that the reasons for language learning could be classified into different orientations: integrative and instrumental. Integrative motivation is driven by an interest in and emotional connection to the target language community (Gardner, 1985). On the other hand, instrumental motivation emphasizes practical advantages such as employment, academic success, or social mobility.

Saville-Troike (2006) described integrative motivation as a learner's desire to become part of the community that speaks the language. This type of motivation often includes emotional and social dimensions. Conversely, instrumental motivation focuses on external gains such as improved career prospects or access to specialized knowledge.

Additionally, motivation is often classified as either intrinsic or extrinsic. Extrinsic motivation is based on external rewards or punishments, such as grades or teacher approval (Arnold, 2000). Harmer (1991) grouped both integrative and instrumental motivations under extrinsic motivation. However, this type of motivation can have drawbacks; when external rewards are removed, learners may lose interest in studying the language.

Intrinsic motivation, in contrast, arises from a genuine interest or personal value placed on learning. Students driven by intrinsic motivation are more likely to be self-directed and engaged in their learning without requiring external incentives (Arnold, 2000). Lightbown and Spada (1999) noted that while teachers have limited influence over intrinsic motivation due to individual differences, they can still foster motivation by creating supportive and engaging classroom environments.

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2.3 The Role of Motivation in Language Learning

A considerable body of research underscores the importance of motivation in language learning success. Spolsky (1990) found that highly motivated learners tend to acquire language skills more efficiently than their less motivated peers. In classroom settings, students lacking motivation often exhibit behavioral issues and disengagement, whereas motivated students participate actively and remain focused on learning tasks.

Motivation is frequently linked with student engagement, which is a strong predictor of academic success. Woolfolk and Margetts (2007) emphasized that motivation is a prerequisite for student engagement, which in turn enhances learning outcomes. Ryan and Deci (2009) further noted that genuine engagement not only supports academic achievement but also contributes to students' long-term educational growth. According to Zyngier (2008), engagement rooted in motivation leads to more meaningful learning experiences. Mitra and Serriere (2012) suggested that educators must listen to students' feedback to create motivating and engaging learning environments.

2.4 Factors Influencing Motivation

Several factors have been identified as potential threats to student motivation. Harmer (1991) pointed to four key elements: classroom physical conditions, teaching methodology, teacher behavior, and learning success. Poor classroom environments—such as inadequate lighting or overcrowding—can decrease motivation. Similarly, uninspiring or repetitive teaching methods may cause students to lose interest (Harmer, 1991).

Teachers themselves are another critical factor. While they can significantly enhance motivation, they also have the potential to demotivate students if their teaching methods or attitudes are perceived negatively. Additionally, the level of challenge presented by learning tasks plays a role. Tasks that are too easy or too difficult can diminish student motivation. Harmer (1991) warned that excessive challenge may discourage learners, just as minimal challenge can lead to disengagement.

Krashen's (1988) affective filter hypothesis supports this view by highlighting how emotional states like anxiety, boredom, or fatigue can hinder language acquisition. According to Krashen, three affective variables influence the learning process: motivation, self-confidence, and anxiety. Low anxiety and high levels of the other two factors create optimal conditions for language learning.

In conclusion, motivation plays a pivotal role in the success of language learners. In Misurata, Libya, the low motivation of seventh-, eighth-, and ninth-grade students are largely driven by traditional teaching methods, a lack of relevant content, and an overemphasis on exam preparation. Teachers face numerous challenges in motivating students, but by adopting more engaging, interactive, and student-centered teaching strategies, it is possible to foster greater enthusiasm and long-term success in learning English. This literature review highlights the importance of addressing motivational issues in language learning and provides a foundation for research that will follow.

3. Methodology

3.1 Research Design

This study employs a qualitative research design using semi-structured interviews to explore the perspectives of English language teachers on student motivation. The qualitative approach allows for an in-depth understanding of teachers' experiences, methodologies, and the challenges they face in engaging students in learning English. By focusing on educators' insights, the study aims to identify the root causes of students' lack of motivation and propose potential solutions.

3.2   Participants

The participants in this study are 20 English language teachers from five different public schools in Misurata City, Libya. These teachers were selected based on their experience teaching seventh-, eighth-, and ninth-grade students. The selection process ensured diversity in teaching experience and perspectives, allowing for a comprehensive analysis of student motivation across different schools. The teachers have varying years of experience and have encountered different levels of student engagement in learning English.

3.3 Data Collection

Data were collected through semi-structured interviews conducted with the selected teachers. The interviews consisted of 13 open-ended questions designed to explore three key areas:
1. **Teacher Methodology** – Teaching strategies and instructional methods used in the classroom.
2. **Student Behavior** – Observations on student engagement, participation, and motivation.
3. **Challenges and Solutions** – Issues that hinder motivation and potential strategies to improve student interest in learning English.

The interviews were conducted individually, allowing teachers to freely express their experiences and perspectives. Responses were recorded and later transcribed for analysis. The semi-structured format allowed for follow-up questions to gain deeper insights into specific responses.

3.4   Interview Questions and Their Aims

Each interview question was designed to gather specific information regarding the teaching methods, student behavior, and challenges related to student motivation. Below is a breakdown of the key questions and their purposes:
1. How do you approach teaching English to seventh, eighth, and ninth-grade students?
    o   Aim: To understand the general teaching methodologies employed by teachers in public schools.
    o   Answer Summary: Most teachers use traditional methods focusing on grammar and vocabulary memorization, with limited use of communicative teaching techniques.
2. What strategies do you use to engage students who show little interest in the subject?
    o   Aim: To identify whether teachers actively implement engagement strategies in their classrooms.
    o   Answer Summary: Most teachers lack specific engagement strategies and often start lessons without additional efforts to motivate students due to time constraints.
3. Do you focus more on grammar and vocabulary, or do you incorporate practical language use (speaking, listening, etc.) in your lessons?
    o   Aim: To examine the balance between theoretical and practical language instruction.
    o   Answer Summary: All teachers prioritize grammar and vocabulary because speaking and listening are not included in the exams.
4. What behaviors do you commonly observe in students who are disengaged or unmotivated in English class?
    o   Aim: To understand the signs of disengagement in students.
    o   Answer Summary: Students often sit at the back, do not participate, talk to friends, and fail to complete assignments.
5. How do students respond to English homework assignments? Do they complete them regularly?
    o   Aim: To assess the level of student responsibility regarding coursework.

    o   Answer Summary: Most students do not complete homework regularly, citing reasons such as difficulty understanding the material or lack of perceived importance.

6. What kind of impact do classroom behaviors (e.g., late arrivals, talking to friends) have on students' learning progress?
    o   Aim: To explore the effects of negative behaviors on learning outcomes.
    o   Answer Summary: Such behaviors disrupt the class, making it difficult for both teachers and other students to focus.

7. Do students express interest in using English outside the classroom? Why or why not?
    o   Aim: To determine whether students see English as a practical language beyond the classroom.
    o   Answer Summary: Most students only use English for exams and do not apply it in daily life.

8. What are the main challenges that hinder students' motivation to learn English in your classroom?
    o   Aim: To uncover the primary obstacles to student motivation.
    o   Answer Summary: Students do not see real-life applications for English, and the curriculum is heavily focused on rote learning.

9. How do you handle disruptions or negative behaviors in the classroom that may arise due to a lack of motivation?
    o   Aim: To understand teachers' classroom management techniques.
    o   Answer Summary: Many teachers rely on punitive measures, such as shouting or reducing grades, rather than proactive engagement.

10. What strategies or changes in teaching approach have you found to be effective in improving student engagement or motivation?
    o   Aim: To identify potential solutions that have been effective.
    o   Answer Summary: Interactive activities, role-playing, and multimedia resources show promising results when used.

11. Have you tried using any interactive or student-centered teaching methods (e.g., group work, role-playing, games)? If so, how did students respond?
    o   Aim: To explore alternative teaching strategies.
    o   Answer Summary: Some teachers reported success with these methods, though they are rarely used due to curriculum constraints.

12. What kinds of resources or support do you think could help you improve student motivation and engagement in your English lessons?
    o   Aim: To identify external support mechanisms that could enhance learning outcomes.
    o   Answer Summary: Teachers requested more access to multimedia tools, professional development, and a curriculum shift to include communicative skills.

13. What advice would you give to other teachers who face similar challenges with student motivation?
    o   Aim: To gather expert recommendations based on teachers' experiences.
    o   Answer Summary: Teachers emphasized the importance of connecting lessons to students' interests and maintaining a positive classroom environment.

3.4   Data Analysis

The collected data were analyzed using a thematic analysis approach. The responses were categorized into key themes to identify patterns in teachers' experiences and opinions. The analysis process involved the following steps:

1. **Transcription:** All recorded interviews were transcribed verbatim to ensure accuracy.

2. **Coding:** The transcribed data were reviewed, and key phrases or concepts were highlighted and coded into different categories.
3. **Theme Identification:** The codes were grouped into broader themes, such as common teaching methods, student behaviors, and motivation challenges.
4. **Comparison and Interpretation:** The themes were compared across different teachers to find commonalities and differences in their responses.
5. **Presentation in Tables:** The findings were organized in tables to provide a structured and clear overview of the key responses from the participants.

The use of thematic analysis helped in identifying the most significant factors contributing to student motivation and the effectiveness of different teaching strategies. The patterns observed in the responses provided valuable insights into the main obstacles faced by teachers and the potential improvements that could be made in English language instruction.

3.5   Ethical Considerations

To ensure ethical research practices, all participants were informed about the purpose of the study, and their consent was obtained before conducting the interviews. Their responses were anonymized to maintain confidentiality. Additionally, participants were assured that the information provided would be used solely for academic purposes. Ethical approval was sought before conducting the study to ensure compliance with research standards.

4. Findings, Discussion,

4.1   Findings

The analysis of interview responses revealed several key themes regarding student motivation in learning English. These findings are categorized based on teacher methodology, student behavior, and challenges faced by educators.

4.1.1   Teaching Methodology

- The majority of teachers rely on traditional teaching methods, emphasizing grammar and vocabulary memorization. Speaking and listening skills are largely neglected as they are not part of the exams.
- Most teachers do not implement specific strategies to engage students actively in the learning process. Lessons are often teacher-centered with minimal student participation.
- While some teachers expressed interest in interactive and student-centered methods, time constraints and curriculum demand- limit their implementation.

4.1.2   Student Behavior

- Disengaged students often sit at the back of the classroom, avoid participation, and show signs of boredom.
- Many students do not complete homework, citing a lack of understanding, low perceived importance, or competing academic priorities.
- Students rarely use English outside the classroom, perceiving it as an academic requirement rather than a practical skill for communication.

4.1.3   Challenges Faced by Teachers

- The rigid exam-focused curriculum limits the ability to incorporate engaging and communicative teaching strategies.
- Teachers often lack access to multimedia resources and professional development opportunities that could enhance student motivation.
- Classroom management issues arise due to a lack of motivation, with some teachers resorting to punitive measures rather than proactive engagement strategies.

- There is a lack of institutional support for implementing innovative teaching approaches.

4.2 Discussion:

The findings of this study provide a comprehensive view of student motivation in English language learning, focusing on teaching methodology, student behavior, and the challenges faced by educators. These results will be compared to existing literature in the field to highlight similarities and differences.

4.2.1 Teaching Methodology

The present study found that most teachers rely on traditional methods, emphasizing grammar and vocabulary memorization, with a notable neglect of speaking and listening skills. This aligns with the findings of Lightbown and Spada (1999), who noted that traditional approaches are still widely used in second language classrooms, particularly in contexts where exams predominantly focus on reading and writing. The focus on grammar and vocabulary at the expense of communicative skills has been frequently identified as a barrier to student engagement (Gardner, 1983; Dörnyei, 2001). Moreover, while some teachers in this study expressed an interest in student-centered and interactive approaches, their ability to implement these strategies was limited by time constraints and curriculum demands. This limitation is consistent with the findings of Carless (2011), who observed that despite a general awareness of the benefits of interactive teaching methods, teachers often find themselves constrained by the formalized nature of the curriculum.

4.2.2 Student Behavior

In terms of student behavior, this study identified that disengaged students tend to avoid participation, sit at the back of the classroom, and exhibit signs of boredom. Similar findings were reported by Dörnyei (2001), who discussed how students often display passive behaviors when they are not motivated or when they feel disconnected from the learning process. Furthermore, this study revealed that many students do not complete homework assignments, attributing their lack of engagement to a low perceived importance or a lack of understanding. This finding resonates with previous research by Gardner (1985), who noted that motivation can significantly influence students' willingness to complete tasks and engage with learning material. When students fail to see the relevance of language learning beyond academic requirements, as seen in this study, it leads to disengagement, confirming the conclusions of Fredricks et al. (2004) regarding the importance of relevance in fostering motivation.

4.2.3 Challenges Faced by Teachers

The challenges faced by teachers in this study were multifaceted, ranging from a rigid, exam-focused curriculum to a lack of access to resources and professional development opportunities. These findings are consistent with those of Harlen and Crick (2003), who discussed how the pressures of standardized testing can limit teachers' ability to implement engaging and innovative teaching practices. Similarly, teachers in this study reported difficulties with classroom management, particularly due to a lack of student motivation. This aligns with the work of Ryan and Deci (2009), who suggested that a lack of motivation could lead to behavioral issues in the classroom. The teachers' reliance on punitive measures rather than proactive engagement strategies further supports the arguments of Woolfolk and Margetts (2007), who found that low student motivation often leads to disciplinary challenges. Moreover, the study's finding that teachers lack institutional support for implementing innovative teaching methods is corroborated by Carless (2011), who pointed out that insufficient institutional backing often hinders the effective use of continuous assessment and student-centered approaches.

4.2.4 Contrasts with Previous Research

While the present study shares many similarities with existing literature, it also presents some contrasts. For example, while Gardner's (1983) socio-educational model emphasizes the importance of emotional and social aspects of motivation, this study found that the primary motivators for students were extrinsic in nature, with a focus on achieving good grades rather than engaging with the language for personal or integrative reasons. This shift towards extrinsic motivation in the context of Libyan preparatory schools may be attributed to the exam-centric nature of the educational system, as well as a general lack of emphasis on communicative language use outside the classroom.

Additionally, the current study found that many teachers expressed a desire to engage students using more interactive methods but were constrained by external factors such as the curriculum and time limitations. This contrasts with the findings of Carless (2011), who argued that teacher motivation and autonomy can often drive successful implementation of innovative methods. However, this discrepancy might reflect regional and contextual differences in educational infrastructure and policy, highlighting the need for more context-specific research.

In conclusion, the findings of this study align with much of the existing literature on student motivation in language learning, particularly in relation to traditional teaching methods, student disengagement, and the challenges faced by teachers. However, the study also highlights some unique aspects of the Libyan educational context, such as the dominance of extrinsic motivation and the constraints imposed by a rigid, exam-focused curriculum. These insights contribute to the growing body of research on motivation in language learning and suggest areas for further exploration, particularly in how teachers can be supported in implementing more student-centered, communicative approaches in contexts like Libya.

5. Conclusion and Recommendations

5.1 Conclusion

The study highlights that the lack of student motivation in English language learning is largely due to traditional teaching methods, an exam-driven curriculum, and minimal real-world application of English. Teachers face significant challenges in maintaining engagement, as they often lack resources, training, and institutional support.

To address these issues, a shift toward interactive and student-centered learning is essential. By incorporating communicative teaching methods, leveraging multimedia tools, and promoting English usage beyond the classroom, educators can foster greater interest in language learning. Additionally, institutional changes, including curriculum reform and teacher training, are necessary to create a more effective and engaging English language learning environment.

Future research could explore the impact of these recommended strategies on student motivation through longitudinal studies and classroom interventions. By implementing these changes, English language learning in Misurata's public schools can become more effective and appealing to students, ultimately leading to improved language proficiency and academic success.

5.2 Limitations of the Study

This study is limited to public schools in Misurata City, Libya, and may not fully represent the experiences of teachers in private schools or other regions. Additionally, the study relies on self-reported data from teachers, which may introduce some bias. Future research could incorporate student perspectives and classroom observations for a more comprehensive analysis. Furthermore, the study does not assess the long-term effects of specific teaching interventions on student motivation, which could be explored in future studies.

5.3 Recommendations

Based on the findings, the following recommendations are proposed to improve student motivation in English language learning:

5.3.1 Enhancing Teaching Methodologies

- **Shift Towards a Communicative Approach**: Teachers should integrate speaking and listening activities into lessons, even if they are not included in exams. Role-playing, debates, and real-life scenarios can help students see the practical value of English.
- **Incorporate Interactive Learning**: Games, multimedia tools, and group activities can make learning more engaging and enjoyable for students.
- **Encourage Student-Centered Learning**: Giving students more control over their learning process, such as through project-based learning and peer discussions, can increase their motivation.

5.3.2 Addressing Student Behavior

- Creating an Engaging Classroom Environment**:** Teachers should utilize positive reinforcement and encouragement to promote participation.
- Homework Support Systems: Schools should provide additional support, such as tutoring sessions or online resources, to help students complete assignments effectively.
- Encouraging Real-Life English Usage: Schools can organize English-speaking clubs, competitions, or cultural exchange programs to make English more relevant to students' lives.

5.3.3 Institutional and Policy Changes

- Curriculum Reform: Policymakers should consider revising the curriculum to include more communicative language learning elements rather than solely focusing on grammar and vocabulary.
- Professional Development for Teachers**:** Training workshops on modern teaching strategies and classroom management techniques should be regularly provided.
- Resource Allocation**:** Schools should invest in digital resources, language labs, and interactive materials to support more engaging teaching methods.

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تعزيز دافعية الطلاب في تعلُّم اللغة الإنجليزية من وجهة نظر المعلمين: التحديات والاستراتيجيات في المدارس الحكومية بمدينة مصراتة، ليبيا

Mr. Mohamed Asghair

Dr. Abdulhamid Onaiba

masghiyer@art.misuratau.edu.ly

a.onaiba@lam.edu.ly

الملخص

تلعب الدافعية دورًا حيويًا في تعلّم اللغة، حيث تؤثر على مشاركة الطلاب وإنجازهم الأكاديمي. ومع ذلك، يُظهر العديد من طلاب الصفوف السابع والثامن والتاسع في المدارس الحكومية بمصراتة، ليبيا، انخفاضًا في الاهتمام بتعلُّم اللغة الإنجليزية. تبحث هذه الدراسة في العوامل التي تساهم في انخفاض الدافعية لدى هؤلاء الطلاب، وتستكشف استراتيجيات محتملة لتعزيز مشاركتهم. باستخدام منهج البحث النوعي، تم جمع البيانات من خلال مقابلات شبه منظمة مع 20 معلمًا للغة الإنجليزية من خمس مدارس حكومية.

كشفت النتائج أن الأساليب التعليمية التقليدية، وعدم وجود أنشطة تفاعلية، والتركيز المفرط على القواعد والمفردات تُعد عوائق رئيسية أمام دافعية الطلاب. كما أن سلوكيات الطلاب مثل العزوف عن المشاركة، وعدم إكمال الواجبات المنزلية، تسهم في صعوبات التعلُّم. وأشار المعلمون أيضًا إلى تحديات مثل صعوبات إدارة الفصل الدراسي، وقصور المناهج، وضعف تطبيق اللغة الإنجليزية في الحياة الواقعية. تقترح الدراسة دمج أساليب تعليمية تواصلية، وأنشطة تفاعلية، وموارد وسائط متعددة لتعزيز بيئة تعلُّم جاذبة. كما تُبرز الحاجة إلى برامج تطوير مهني لتزويد المعلمين باستراتيجيات تحفيزية فعَّالة. تساهم هذه النتائج في النقاش الدائر حول تحسين تعليم اللغة الإنجليزية في ليبيا، وتقدم توصيات عملية لتعزيز دافعية الطلاب.