

A Study of Age and Motivation Factors for English Language Acquisition in Libyan Students Who Study in India

Khalifa Musbah M. Khalifa Albasha¹, Dr. Shivani S. Verma²

^{1,2}Department of English, Sam Higginbottom University of Agriculture, Technology & Sciences Allahabad, India

Abstract: *This study investigates the role of age and motivation in Libyan student's for learning English in terms of the cognitive and emotional aspects. This study has also explored whether there is any significant difference in the students' age and motivation of English language based on their demographic age and motivation, field and year of study. The participants showed negative age and motivation learning English. On the demographic age for gender profile, there were statistically significant motivation differences regarding age and motivation and field of study in year of study. Libyan students are instrumentally or interactively motivated to study English and the relationship between age and type of motivation.*

Keywords: Age and motivation, English education, Language learning, field of study, Year of study

1. Introduction

Education is dependent on many factors of individual differences. Two of the most important of those factors are age and motivation which determine the different prospects of learning English as a second language. This study has been conducted to identify the type of motivation that exists among Libyan students and its relationship with the age of the learners in the process of acquiring English.

Saville-Troike [2] says that children are believed to have only an incomplete number of years during which normal acquisition is possible. It is also believed that there is a critical period for first language acquisition and individuals who, for some reason/s are deprived of the linguistic input which is needed to trigger first language acquisition during this dangerous age, will never learn any language in general. There are many factors that influence second language learning and acquisition and they, according to Shoebottom [1], are age, personality, motivation, experience, cognition and native language. Gilakjani [3] believes that motivation is such an important factor to the degree that other considerations about teaching methodology become irrelevant if there is no motivation at all. The term 'motivation' in a second language learning context is seen, according to Gardner [4], as referring to the extent to which an individual strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Harmer (1991) claimed that motivation is the 'internal drive' that pushes someone to do something, and the effort invested to achieve or to initiate L2 learning and to sustain such achievement. In second language acquisition (SLA), motivation has been recognized as one of the important factors in verifying second language (L2) achievement and attainment (Lucas, Pulido, Mira Flores, & Ignacio., Learning and acquisition of English as second language have different prospects and motivations for acquiring it as a second language

2. Importance of Age and Motivation

It is said that there are age-related differences in learning and motivation. There are many empirical studies that say youngsters are more motivated. The notion of integrative motivation, which was traditionally a key construct in L2 motivation research, was introduced by Robert Gardner and Wallace Lambert. Gardner defined integrative as a hidden construct made up of the following variables: interest in foreign languages, integrative orientation and attitudes toward the learning situation. The integrative motive is composed of attitudinal, goal-directed, and motivational variables. It includes attitudes toward the learning situation (evaluation of the L2 teacher and course) and 'motivation', which is also frequently referred to as motivated learning behavior. In second language learning context, motivation determines the success or failure of a student. It also influences students' ability to learn quickly, as motivation invigorates them to get the concept faster than those who are not motivated. With the absence of motivation, students become less attentive, and they are likely to misbehave and cause discipline problems.

2.1. Types of Motivation

- 1) Intrinsic and Extrinsic Motivation refers to the affect in learning. Intrinsic motivation has no negative impact, as students learn because they naturally want to in spite of the external outcomes, such as reward or sentence, which does not affect the students' interest.
- 2) Integrative and Instrumental Motivation differences way in learn and social, happens when there is a desire to be a member or part of the community that speaks the second language.
- 3) Short-Term and Long-Term Goal is defined as a wish to succeed in doing something in the near

Therefore, this study specifically aims:

- 1) To investigate challenge/s for Libyan students in reference

to age and motivation to learn English and
 2) To investigate the relationship between age and motivation.

Research Questions:

1. What type of motivation is found among Libyan students?
2. Which age students are more motivated learners?

Scope of the Study

This study was conducted on 50 Libyan students in India which is considered as reliable sampling for a quantitative research. It was conducted in the different universities of India where Libyan students were learning English as a second language.

3. Methodology

The study was carried out at Libyan students who studying in India Universities. A total of 50 students were randomly selected as the sample. All Libyan students understood that this study was aimed at raising their success in the second language learning process. The Libyan students were encouraged to answer the achievement test and questionnaire and to the best of their ability. Libyan students were generally considered to be of equal ability. The effect of age and motivation to learn English as second language program was aimed.

3.1 Instrument

The study of this research was to define the ratio of age and motivation, by means questions in the prepared motivation questionnaire. The questionnaire was based on Costello and Entwisle age and motivation Scale which has been used in previous researches for similar kinds of studies. An attainment test was also administered to all the participating students in order to examine the relationships between the Libyan students' success on both age and motivation levels.

4. Result

The results of this study confirm the importance of the age and motivations in second language learning. Data collected was as follows:

Both the males and females had enough motivation to learn new behaviors in regard to English as second language, whereas, the age of both the genders to conform years of study. Males and females shared very similar ideas about motivation in studies. According to the data collected, study avoidance age and motivation among all participating students can be understood, in that the students at these ages are undecided about this kind of motivation, especially at the age of 16 to 20. Age was found to have a significant impact as related to motivation and gender.

The below table 1 shows that the majority of respondents (54%) are males and less (46%) respondents were female, therefore, we may conclude that most of the students were male though the difference is very less

Table 1: Sex wise distribution of the respondent

S.No	Sex	Frequency	Percentage % N = 50
1	Male	37	74%
2	Female	13	26%
	Total	50	100%

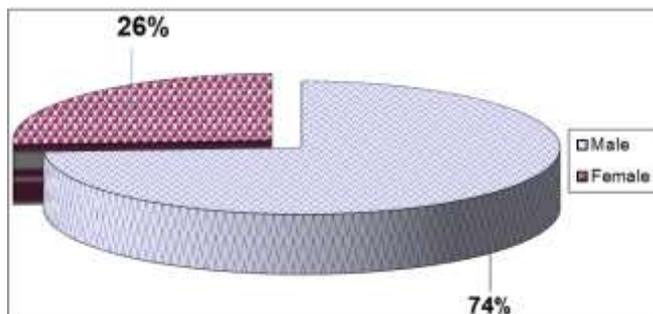


Figure 1: Sex wise distribution of the respondent pie chart

The below table 2 shows that the majority of respondents (82%) are 22-32 whereas other (18%) were 33-43 that the age of Libyan students important for their study.

Table 2: Age wise distribution of the respondents:

S.No	Age (in year)	Frequency	Percentage % N = 50
1	22-32	41	82%
2	33-43	9	18%
	Total	50	100%

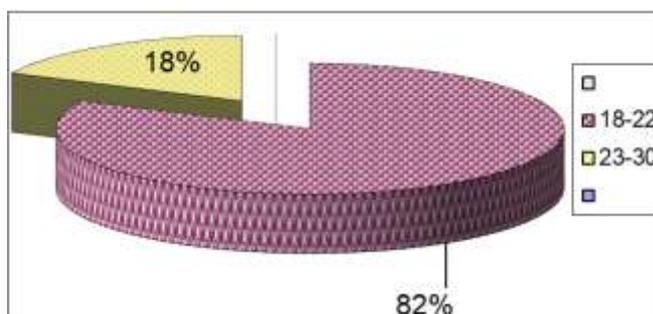


Figure 2: Age wise distribution of the respondent's pie chart

This table agrees that age has important power on language learning and that different researches in this field may really contribute to the practice of second language acquisition. A lot of authors such as Ellis, Larsen-Freeman (2008) and Mayberry and Lock (2003) state that younger learners are more successful in language study than aged ones. Age is one of the factors that control second language learning that is control who the level to both the students in same level of learners

The below table 3.0 shows that the majority agrees (58%) of the respondents; whereas. Parent's non-education level have (42%).

Table 3: Parent's education level

S.N.	Education level	Frequency	Percentage %N = 50
1	Educated	29	58%
2	Non-educated	21	42%
	Total	50	100%

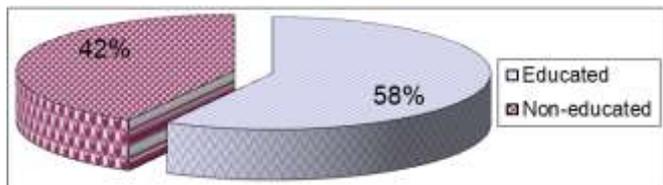
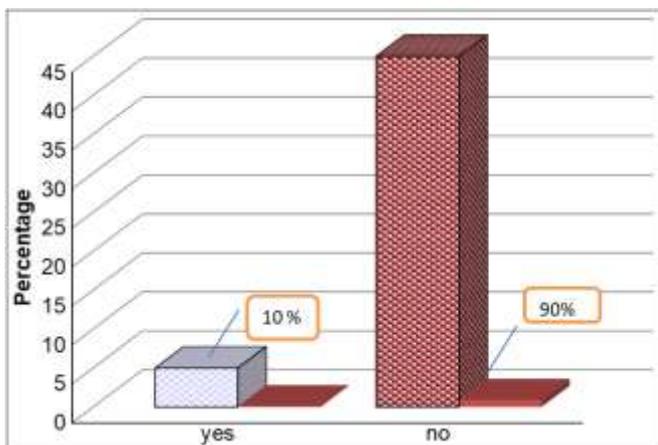


Figure 3: Parent's education level pie chart

The above table shows that the majority (58%) of the respondent's parents were educated whereas the others (42%) were non-educated. The below table 4.0 shows that the majority of respondents (90%). For this cause Libyan students have not taken both TOEFL/ILETS before

Table 4: Those who have taken TOFEL/ILETS

N.S	Answer	Frequency	Percentage
1	Yes	5	10%
2	No	45	90%
	Total	50	100%

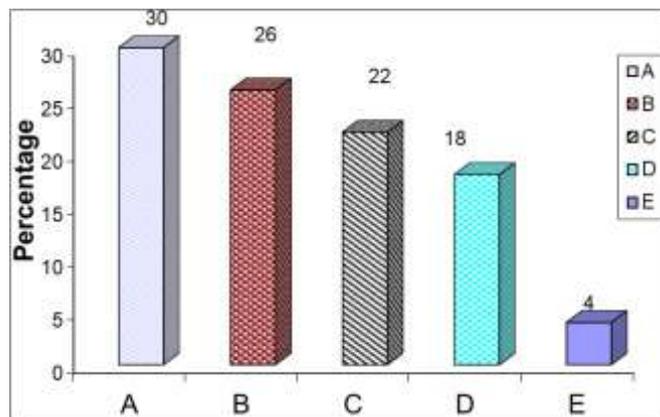


The majority of (90%) the students has taken neither TOFEL nor ILETS

The below table 5.0 shows that the majority of respondents (30%) were speaking, (26%) were Reading, (22%) were Listing, (18%) writing and (4%) were skipped for the skills in English language.

Table 5: Are there any other steps that help learning English language quickly?

S.No	Reasons	Frequency	Percentage
1	A	15	30
2	B	13	26
3	C	11	22
4	D	9	18
5	E	2	4
	Total	50	100%



A-Speaking 30%, B-Reading 26%, C-Listing 22%
 D- Practicing 18%, E-Skip 4%

The below table 6.0 shows that the majority agrees (50%) of the respondents and students the problems and difficulties are students with a broad range of skills, abilities and experiences.

Table 6: A major factor of problems and difficulties

S.N.	Response / Variety	frequency	Percentage %
1	Strongly Disagree	2	4
2	Disagree	6	12
3	Agree	25	50
4	Strongly Agree	17	34
Total		50	100%

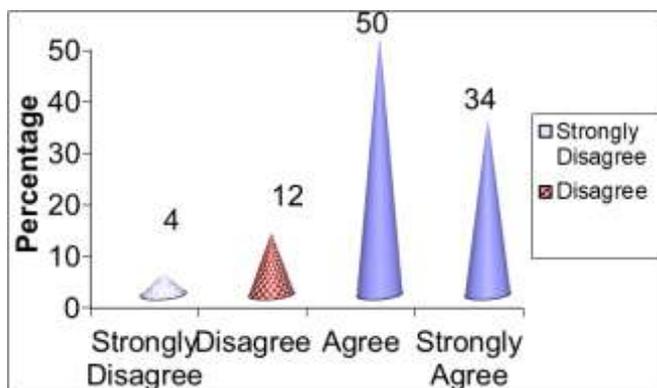


Figure 6: Problems and difficulties pie chart

The above table shows that the majority agree (50%) of the respondents and students strongly agree' were (34%) whereas the others Disagree (12%) were strongly Disagree (4%). The below table 7.0 shows that the majority agrees (52%) to the role of social motivation in the learning process. They need tailored to their social motivations lessons.

Table 7: The Social Motivation of Libyan students

S.N.	Response / Variety	frequency	percentage
1	Strongly Disagree	5	10
2	Disagree	6	12
3	Agree	26	52
4	Strongly Agree	13	26
Total		50	100%

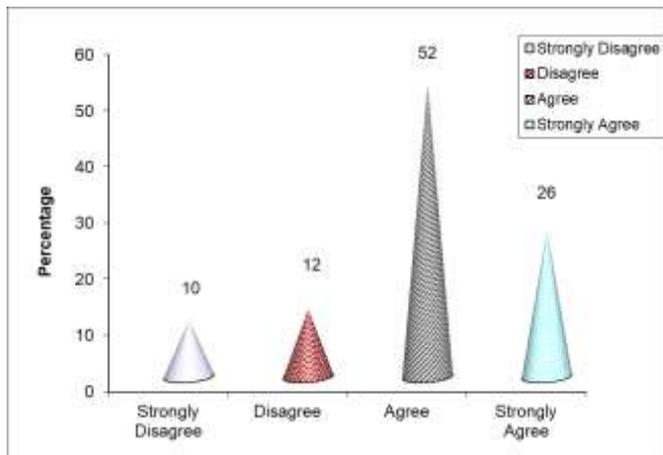


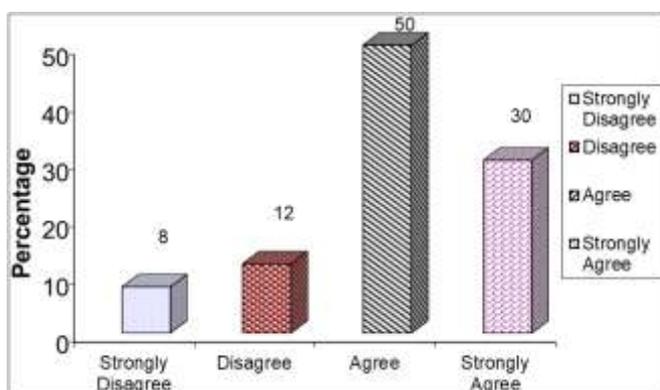
Figure 7: The Social Motivation of Libyan students

The above table shows that the majority agree (52%) of the respondents and students strongly agree' were (26%) whereas the others Disagree (12%) were strongly Disagree (10%).

The below table 8.0 shows that the majority of the respondents were (50%) that mean of the majority education system in Libya school is start acquisition about ten years.

Table 8: The biggest problem in Libya schools relates to the age and motivation.

S.N.	Response / Variety	frequency	percentage
1	Strongly Disagree	4	8
2	Disagree	6	12
3	Agree	25	50
4	Strongly Agree	15	30
Total		50	100%



The above table shows that the majority agree (50%) of the respondents and students strongly agree' were (30%) whereas the others Disagree (12%) were strongly Disagree (8%).

5. Conclusion and Future Work

As of the particulars in the sections given above, at present, the scientific study of the individual differences for Libyan students in a language learning situation will fuel the need to study the occurrence in a detailed and experiential way. One can conclude that age and motivation play a vital position in the acquisition of second language .To explain the analysis of these differences reiterate the commonly held belief that a teacher, especially a language teacher, apart from imparting

knowledge and the teacher should also be able and willing enough to help the students use these differences to their advantage in the process of second language acquisition. This study investigates motivation affect age and motivation knowledge of the learner's, individual differences enriches second language learning and finds out that this is an assistive tool in inspiring second language learning.

References

- [1] Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei, & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 1-19). (Technical Report #23). Honolulu, HI: University of Hawai'i, Second Language Teaching and Curriculum Center.
- [2] Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
- [3] Gardner, R. & Lambert, W. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- [4] Gardner, R. (1985). *Social psychology and second language learning. The role of attitudes and motivation*. London: Edward Arnold.
- [5] Brown, H. D. (2007) *Principles of language learning and Teaching*. 5thedn. Person Education. Chambers, G. N. (1999) *Motivation Language Learners*. Multilingual matters Ltd. Clement, R., Dornyei, Z., and Noels, K. (1994) *motivation, self-confidence and group cohesion in the foreign language classroom*. *Language Learning*, 44, 417-448.
- [6] Dornyei, Z. (1997) *Psychological processes in cooperative language learning: group dynamics and motivation*. *The Modern Language Journal*. (81) 482-893.
- [7] Asher, J., & Garcia, R. (1969). *The Optimal Age to Learn a Foreign Language*. *Modern Language Journal*, 53, 334- 341. <http://dx.doi.org/102307/323026>.