

تسليط الضوء على أثر الدافع بين الطلبة غير المشاركين

Investigating Motivation among Passive Students in EFL Classroom
A case study From English Department, Faculty of Languages, Tripoli
University

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الملخص :

تقوم هذه الدراسة بتحقيق الدوافع لدى غير المشاركين في صفوف اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بكلية اللغات بجامعة طرابلس. على الرغم من أهمية اللغة الإنجليزية المتزايدة، يواجه العديد من الطلاب في صفوف اللغة الإنجليزية صعوبات في تطوير الدوافع اللازمة لتحقيق أهدافهم في تعلم اللغة. تهدف هذه الدراسة إلى استكشاف العوامل الداخلية والخارجية التي تؤثر على الدوافع لدى غير المشاركين، بما في ذلك عدم الاهتمام، خوف الفشل، دعم المعلم، وديناميكيات الفصل استخدمت الدراسة منهجاً مختلطاً، يجمع بين طرق جمع البيانات والتحليل الكمية والنوعية. تم توزيع استبيان على عينة من 60 طالب غير مشارك، وأجريت مقابلات شبه منظمة مع عينة فرعية من 20 طالباً غير مشارك. تشير نتائج الدراسة إلى أن العوامل الداخلية، مثل عدم الاهتمام وخوف الفشل، والعوامل الخارجية، مثل دعم المعلم وديناميكيات الفصل، تلعب دوراً مهماً في التأثير على الدوافع لدى غير المشاركين.

لديها نتائج الدراسة آثاراً مهمة على المعلمين والمشرعين والباحثين الذين يسعون إلى تعزيز الدوافع والمشاركة بين متعلمي اللغة الإنجليزية كلغة أجنبية. تشير الدراسة إلى أهمية دعم المعلم والتدريب، والحاجة إلى تعزيز ديناميكيات الفصل الإيجابية لتعزيز الدوافع والمشاركة لدى غير المشاركين. تساهم هذه الدراسة في المعرفة الحالية حول الدوافع في صفوف اللغة الإنجليزية كلغة أجنبية، وتوفر رؤى للمعلمين والمشرعين الذين يسعون إلى تعزيز الدوافع والمشاركة بين متعلمي اللغة الإنجليزية كلغة أجنبية في سياقات مماثلة.

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الكلمات المفتاحية : الدوافع، غير المشاركين، صفوف اللغة الإنجليزية كلغة أجنبية،
دعم المعلم، ديناميكيات الفصل.

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Abstract

In the Libyan context, where English is taught as a foreign language, the challenges of cultivating motivation among EFL learners are especially enunciated. The English Department at the Faculty of Languages at Tripoli University, like many other institutions in Libya, faces significant difficulties in encouraging the indolent students to be engaged in EFL classrooms. Despite the importance of English language proficiency for Libyan students, many struggle to develop and maintain the motivation necessary to achieve their language learning goals. This study aims to explore the internal and external factors that influence motivation among the passive, including lack of interest, fear of failure, teacher support, and classroom dynamics.

A mixed-methods approach was employed, combining both quantitative and qualitative data collection and analysis methods. A questionnaire was administered to a sample of 60 passive students, and semi-structured interviews were conducted with a subsample of 20 passive students. The analysis reveals that internal factors, such as lack of interest and fear of failure, and external factors, such as teacher support and classroom dynamics, play a significant role in influencing motivation among the passive students.

The study's findings have promising implications for teachers, policymakers, and researchers seeking to enhance motivation and engagement among EFL learners. The study highlights the importance of teacher support and training, and the need to foster positive classroom dynamics to boost motivation and engagement among the passive students. This study contributes to the existing body of knowledge on motivation in

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EFL classrooms, and provides insights for educators and policymakers seeking to promote motivation and engagement among EFL learners in similar contexts.

Keywords: motivation, passive student, EFL classrooms, teacher support, classroom dynamics.

Introduction

The endeavor of comprehending the labyrinthine dynamics of motivation among language learners has been a longstanding concern for researchers, educators, and policymakers in the field of English as a Foreign Language (EFL). As the world becomes increasingly interconnected, the ability to communicate effectively in English has become a vital skill for individuals seeking to participate in the global community. However, despite the growing importance of English language proficiency, many students in EFL classrooms struggle to develop and maintain the motivation necessary to achieve their language learning goals.

In the Libyan context, where English is taught as a foreign language, the question of promoting motivation among EFL learners is particularly pronounced. The English Department at the Faculty of Languages at Tripoli University, like many other institutions in Libya, faces significant challenges in nurturing student motivation and engagement in EFL classrooms. Despite the importance of English language proficiency for Libyan students, many struggle to develop and maintain the motivation necessary to meet the needs behind their struggle to learn the language. This study aims to investigate the motivation among passive students in EFL classrooms at the English Department at the Faculty of Languages at Tripoli University. Passive students, in this context, refer to students who are enrolled in EFL courses but do not actively participate in classroom activities, such as attending classes, completing assignments, and engaging in discussions. By exploring the internal and external factors that influence motivation among passive students, this study seeks to provide a nuanced understanding of the complex dynamics of motivation in EFL classrooms

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and to identify potential strategies for promoting motivation and engagement among Libyan EFL learners.

The significance of this study lies in its potential to contribute to the existing body of knowledge on motivation in EFL classrooms, particularly in the Libyan context. The findings of this study can inform the development of policies and programs that promote teacher support and training, and that foster positive classroom dynamics. Furthermore, this study can provide insights for educators and policymakers seeking to promote motivation and engagement among EFL learners in similar contexts.

In order to achieve the research objectives, this study employed a mixed-methods approach, combining both quantitative and qualitative data collection and analysis methods. The study used a questionnaire to collect quantitative data from a sample of passive students at the English Department at the Faculty of Languages at Tripoli University. The data were also generated from in-depth semi-structured interviews from a subsample of passive students.

Research Questions:

- 1- What are the underlying causes behind non-participation in EFL classroom?
- 2- How do the passive students differ from the active participants in terms of their motivational orientations?
- 3- What strategies can teachers, educators, and policy makers employ to promote participation, engagement, and language learning among passive students in EFL Classroom?

Research objectives:

- 1- To identify the underlying motivational factors that lead to non-participation in EFL classroom.
- 2- To explore the impact of instructional practices, classroom environment, and teacher- students interaction on motivation among passive students in EFL classroom.

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- 3- To identify the barriers and challenges that hinder motivation among passive students in EFL classroom and propose solutions to address these issues.

Literature Review

Motivation is a complex and multifaceted construct that plays a crucial role in language learning. Despite its importance, motivation remains a significant challenge for many language learners, particularly those who are non-participants in language learning activities. This comprehensive literature review aims to provide an in-depth examination of the current state of knowledge on motivation among passive students in language learning. (Gardner and Lambert, 1972).

Theoretical Foundations

Self-Determination Theory (SDT) is a widely accepted theoretical framework that explains human motivation. SDT posits that motivation is driven by three innate psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel a sense of control and agency over one's actions. Competence refers to the need to feel effective and capable in achieving desired outcomes. Relatedness refers to the need to feel connected and valued by others. (Deci and Ryan, 2000).

Factors Influencing Motivation among Non-Participants

Research has identified several factors that influence motivation among passive students in language learning. These factors can be broadly categorized into individual, social, and environmental factors. (Dornyei, 2005).

Individual Factors

Individual factors that influence motivation among passive students include personality traits, learning styles, and prior learning experiences. For example, a study by Peng (2021) found that extraversion and conscientiousness were significant predictors of motivation among English as a Foreign Language (EFL) students. Another study by Guo (2021)

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indicated that learning styles and prior learning experiences were significant predictors of motivation among Chinese EFL students.

Social Factors

Social factors that affect motivation among passive students include teacher-student relationships, parental involvement, and peer support. For example, a study by Khalilzadeh and Khodi (2021) conveyed that teacher-student relationships were a significant predictor of motivation among EFL students. Another study by Qureshi et al. (2016) demonstrated that parental involvement was a significant predictor of motivation among Pakistani students.

Environmental Factors

Environmental factors that impact motivation among passive students include classroom environment, technology integration, and educational policies. For example, a study by Liu (2021) found that technology integration was a significant predictor of motivation among students. Another study by Rostami et al. (2017) referred that educational policies and classroom environment were significant predictors of motivation among Iranian EFL students.

Interventions to Enhance Motivation

Research has also investigated the effectiveness of interventions aimed at enhancing motivation among passive students in language learning. These interventions can be broadly categorized into instructional, social, and environmental interventions.

Instructional Interventions

Instructional interventions that aim to enhance motivation among passive students include autonomy-supportive teaching practices, task-based learning, and gamification. For example, a study by Reeve (2012) found that autonomy-supportive teaching practices increased motivation and engagement among students. Another study by Martin (2013) indicated that task-based learning increased motivation and engagement among at-risk students.

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Social Interventions

Social interventions that aim to enhance motivation among passive students include peer support, parental involvement, and teacher-student relationships. For example, a study by Komarraju et al. (2009) found that peer support increased motivation and engagement among students. Another study by Duchaine et al. (2011) found that teacher-student relationships increased motivation and engagement among students.

Environmental Interventions

Environmental interventions that aim to cultivate motivation among passive students include classroom environment, technology integration, and educational policies. For example, a study by Liu (2021) demonstrated that technology integration increased motivation and engagement among students. Another study by Rostami et al. (2017) viewed that educational policies and classroom environment increased motivation and engagement among Iranian EFL students.

Motivation among passive students in language learning is arduous and multifaceted issue that requires a comprehensive understanding of the individual, social, and environmental factors that influence it. The literature review highlights the importance of autonomy, competence, and relatedness in motivation, as well as the role of instructional, social, and environmental interventions in enhancing motivation. Further research is needed to explore the effectiveness of these interventions in promoting motivation and engagement among passive students in language learning.

Methodology

This study aims to shed light on the intrigued and multifaceted phenomenon of motivation among passive students in EFL classrooms at the English Department, Faculty of Languages, Tripoli University. A mixed-methods approach was employed, combining both quantitative and qualitative data collection and analysis methods to provide a comprehensive understanding of the research topic.

Research Design

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The study adopted a descriptive research design, aiming to describe and explore the motivation among passive students in EFL classrooms. This design enabled the researcher to gather detailed information about the participants' experiences, perceptions, and attitudes towards motivation in EFL classrooms.

Participants

The study targeted 60 non-participant students in EFL classrooms at the English Department, Faculty of Languages, Tripoli University. Passive students are defined as students who rarely participate in class discussions, activities, and assignments. The participants were selected using a convenience sampling technique, which involved distributing questionnaires to non-participant students in EFL classrooms and conducting interviews with willing participants.

Sampling Technique

A convenience sampling technique was used to select participants for the study. This technique involved selecting participants who are easily accessible and willing to participate in the study. The researcher distributed questionnaires to 60 passive students in EFL classrooms and conduct interviews with 20 willing participants.

Data Collection Instruments

Questionnaire

A questionnaire was designed to collect quantitative data on motivation among passive students. The questionnaire consisted of 30 items, including demographic information, motivation scales, and open-ended questions. The motivation scales adapted from existing motivation questionnaires, such as the Intrinsic Motivation Inventory (IMI) and the Self-Determination Theory (SDT) motivation questionnaire. This tool was chosen because it provides a simple and effective way to gather information directly from the members of chosen sample gave researcher the way to gain a deeper understanding of their thoughts, feelings, and experience.

The questionnaire was divided into four sections:

- Section 1: Demographic information (age, gender, academic level, etc.)

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- Section 2: Motivation scales (intrinsic motivation, extrinsic motivation, etc.)
- Section 3: Open-ended questions (perceptions of motivation, experiences with motivation, etc.)
- Section 4: Additional comments or suggestions

Interview

Semi-structured interviews conducted with 20 willing participants to collect qualitative data on motivation among passive students. The interview protocol consisted of 10 open-ended questions, exploring participants' experiences, perceptions, and attitudes towards motivation in EFL classrooms. The deployment of interview in particular context based on the following significances:

- 1- Gather in-depth, detailed information about non participant's motivations, attitudes, and experiences in EFL classroom.
- 2- Explore complex issues and emotions that may not be captured through the use of questionnaire.
- 3- Allow for follow-up questions and probing to clarify responses and gather more information.
- 4- Provide a more personal and interactive way to collect data, enabling the researcher to build rapport with sample population to gain a deeper understanding of their perspective.

The interview questions were divided into three sections:

- Section 1: Background information (academic level, language proficiency, etc.)
- Section 2: Motivation experiences (perceptions of motivation, experiences with motivation, etc.)
- Section 3: Suggestions for improvement (strategies for enhancing motivation, etc.)

Data Analysis

Quantitative Data Analysis

Descriptive statistics and inferential statistics were used to analyze the questionnaire data. The data was analyzed using SPSS software. Descriptive

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statistics were used to summarize the demographic information and motivation scales. Inferential statistics were used to examine the relationships between motivation and demographic variables. SPSS software was used because it provides a powerful and use-friendly platform for statistical analysis, data manipulation, and data visualization, enabling the researcher to easily and efficiently analyze large datasets, identify patterns and trends, and test hypotheses.

Qualitative Data Analysis

Thematic analysis was used to analyze the interview data. The data were transcribed, coded, and categorized into themes and sub-themes. The themes identified were based on the research questions and the literature review.

Validity and Reliability

To ensure the validity and reliability of the study, the following measures will be taken:

- Pilot testing of the questionnaire and interview protocol
- Use of existing motivation scales and questionnaires
- Data triangulation through the use of both quantitative and qualitative data collection methods
- Member checking and peer debriefing to ensure the accuracy and credibility of the findings

Findings

Demographic Information

The questionnaire data revealed that the majority of the participants (70%) were female, while 30% were male. The age range of the participants was between 18 and 25 years old, with the majority (60%) being between 20 and 22 years old. The participants were predominantly from the English Department, Faculty of Languages, Tripoli University.

Motivation Levels

The questionnaire data revealed that the majority of the participants (60%) reported low motivation levels, while 30% reported moderate motivation levels, and 10% reported high motivation levels. These findings are

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commensurate with previous research, which has shown that motivation levels can vary significantly among students (Deci & Ryan, 2000).

Factors Influencing Motivation

The questionnaire data revealed that the top three factors influencing motivation among passive students in EFL classrooms were:

1. **Teacher-Student Relationship:** 75% of the participants noted that the teacher-student relationship was a significant element influencing their motivation. This finding is compatible with previous research, which has indicated that the teacher-student relationship is a critical factor in promoting student motivation (Henderlong & Lepper, 2002).
2. **Classroom Environment:** 60% of the participants proclaimed that the classroom environment was a significant factor affecting their motivation. This finding is consistent with previous research, which has shown that the classroom environment can have a significant impact on student motivation (Fraser, 2007).
3. **Parental Involvement:** 50% of the participants reported that parental involvement was a significant factor influencing their motivation. This finding is in line with previous research, which has referred that parental involvement can have a positive impact on student motivation (Hill & Taylor, 2004).

Interview Findings

The interview data uncovered several themes related to motivation among passive students in EFL classrooms:

1. **Lack of Interest:** Many participants reported a lack of interest in the English language, which contributed to their low motivation levels. One participant stated, "I don't like English, it's boring." (Participant 1)
2. **Fear of Failure:** Some participants noted a fear of failure, which prevented them from participating in class and engaging with the material. One participant stated, "I'm afraid of making mistakes, so I don't participate in class." (Participant 5)
3. **Teacher Support:** Many participants proclaimed that teacher support and encouragement were essential for their motivation and engagement. One

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participant stated, "My teacher is very supportive, she encourages me to participate and engage with the material." (Participant 10)

4. Classroom Dynamics: Some participants reported that the classroom dynamics, including the behavior of their peers, affected their motivation and engagement. One participant stated, "The classroom environment is not conducive to learning, it's too noisy and distracting." (Participant 15)

Data Analysis: Thematic Analysis

Thematic analysis is a qualitative data analysis technique used to identify, code, and categorize patterns and themes within the data (Braun & Clarke, 2006). In this study, thematic analysis was employed to analyze the data collected from both the questionnaire and interview.

Questionnaire Data Analysis

The questionnaire data were analyzed using thematic analysis to identify the themes and sub-themes related to motivation passive students in EFL classrooms. The data were coded and categorized into themes and sub-themes.

Theme Elaboration

Internal Factors

The internal factors theme includes codes related to lack of interest, fear of failure, and low self-efficacy. The questionnaire data revealed that 60% of the participants reported a lack of interest in the English language, while 40% referred to a fear of failure.

External Factors

The external factors theme includes codes related to teacher-student relationship, classroom environment, and parental involvement. The questionnaire data revealed that 75% of the participants unveiled that the teacher-student relationship was a significant factor influencing their motivation.

Teacher Support

The teacher support theme includes codes related to the importance of teacher support and encouragement in boosting motivation and engagement.

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The questionnaire data revealed that 80% of the participants reported that teacher support was essential for their motivation and engagement.

Classroom Dynamics

The classroom dynamics theme includes codes related to the impact of classroom dynamics, including peer behavior, on motivation and engagement. The questionnaire data revealed that 60% of the participants reported that the classroom dynamics, including peer behavior, affected their motivation and engagement.

Interview Data Analysis

The interview data were analyzed using thematic analysis to identify the themes and sub-themes related to motivation among non-participants in EFL classrooms. The data were coded and categorized into themes and sub-themes.

Internal Factors

The internal factors theme includes codes related to lack of interest, fear of failure, and low self-efficacy. The interview data revealed that participants reported a lack of interest in the English language is attributed to various reasons, such as the difficulty of the language, lack of relevance to their lives, and poor teaching methods.

External Factors

The external factors theme includes codes related to teacher-student relationship, classroom environment, and parental involvement. The interview data unveiled that participants reported that the teacher-student relationship was a significant factor influencing their motivation. They proclaimed that supportive and encouraging teachers helped to promote their motivation and engagement.

Teacher Support

The teacher support theme includes codes related to the importance of teacher support and encouragement in promoting motivation and engagement. The interview data uncovered that participants reported that teacher support was essential for their motivation and engagement. They

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noted that teachers who provided individualized attention, feedback, and encouragement helped to promote their motivation and engagement.

Classroom Dynamics

The classroom dynamics theme includes codes related to the impact of classroom dynamics, including peer behavior, on motivation and engagement. The interview data revealed that participants reported that the classroom dynamics, including peer behavior, affected their motivation and engagement. They referred that a positive and supportive classroom environment helped to promote their motivation and engagement.

Discussion

The outcomes produced by conducting this study helped to provide insights into the factors that influence motivation among non-participants in EFL classrooms. The discussion section elaborated on the findings, connecting them to the existing literature and theoretical frameworks.

Internal Factors

The study indicated that internal factors, such as lack of interest, fear of failure, and low self-efficacy, were significant barriers to motivation among non-participants. This finding is consistent with the Self-Determination Theory (SDT), which posits that intrinsic motivation is influenced by three innate psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2000). The lack of interest and low self-efficacy reported by participants may be indicative of a lack of autonomy and competence, respectively.

External Factors

The study unveiled that external factors, such as teacher-student relationship, classroom environment, and parental involvement, played a pivotal role in influencing motivation among non-participants. This finding is in line with the Social Cognitive Theory (SCT), which posits that learning is influenced by observing and imitating others, and that the environment plays a crucial role in shaping behavior (Bandura, 1986). The teacher-student relationship and classroom environment reported by participants

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may be indicative of the social and environmental factors that influence motivation.

Teacher Support

The study indicated that teacher support and encouragement were essential for motivation and engagement among passive students. This result is compatible with the literature on teacher support and motivation, which suggests that teacher support can enhance intrinsic motivation and promote engagement (Henderlong & Lepper, 2002). The result also supports the SDT, which posits that social environments that support autonomy, competence, and relatedness can foster intrinsic motivation (Deci & Ryan, 2000).

Classroom Dynamics

The study showed that classroom dynamics, including peer behavior, affected motivation and engagement passive students. This finding is alignment with the literature on classroom dynamics and motivation, which suggests that positive classroom dynamics can enhance motivation and engagement (Fraser, 2007). The finding also supports the SCT, which posits that observing and imitating others can influence behavior and motivation (Bandura, 1986).

Implications

The outcome of this study carries with it the assurance to face the challenges for teachers, policymakers, and researchers. Teachers can promote motivation and engagement among non-participants by providing a supportive and encouraging learning environment, and by fostering positive classroom dynamics. Policymakers can develop policies and programs that promote teacher support and training, and that foster positive classroom dynamics. Researchers can conduct further studies to explore the factors that influence motivation among passive students in EFL classrooms.

Conclusion

The present study aimed to explore the motivation among passive students at the English Department at the Faculty of Languages at Tripoli University.

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The study employed a mixed-methods approach, combining both quantitative and qualitative data collection and analysis methods. The findings of the study present a nuanced understanding of the complex factors that influence motivation among non-participants in EFL classrooms.

In conclusion, the present study introduces a comprehensive understanding of the motivation among passive students at the English Department at the Faculty of Languages at Tripoli University. The study's findings highlight the significance of internal and external factors, teacher support, and positive classroom dynamics in shaping motivation among passive students. The study's findings have significant implications for teachers, policymakers, and researchers, and can inform the development of policies and programs that promote motivation and engagement among non-participants in EFL classrooms.

Recommendations

Based on the study's findings, the following recommendations are made:

1. Teachers should provide a supportive and encouraging learning environment to promote motivation and engagement among passive students.
2. Policymakers should develop policies and programs that promote teacher support and training, and that foster positive classroom dynamics.
3. Researchers should conduct further studies to explore the factors that influence motivation among passive students in EFL classrooms.
4. The English Department at the Faculty of Languages at Tripoli University should provide training and support for teachers to promote motivation and engagement among passive students.

Future Directions

Future studies can build on the present study's findings by exploring the following areas:

1. The impact of teacher support and encouragement on motivation and engagement among passive students in EFL classrooms.

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2. The role of positive classroom dynamics, including peer support and encouragement, in promoting motivation and engagement among passive students.
3. The development of policies and programs that promote teacher support and training, and that foster positive classroom dynamics.

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