

**LIBYAN EFL LEARNERS' MOTIVATION AND ACHIEVEMENT IN  
ENGLISH SPEAKING COURSE IN HIGHER LEARNING INSTITUTIONS  
USING A HYBRID PROBLEM-BASED LEARNING (HPBL) MODEL**

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English

UNIVERSITY SAINS ISLAM MALAYSIA

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## AUTHOR DECLARATION

I, Eman Fathi Baresh hereby declare that this research is original and was conducted by me. Any information used from other sources is duly acknowledged in the reference list.

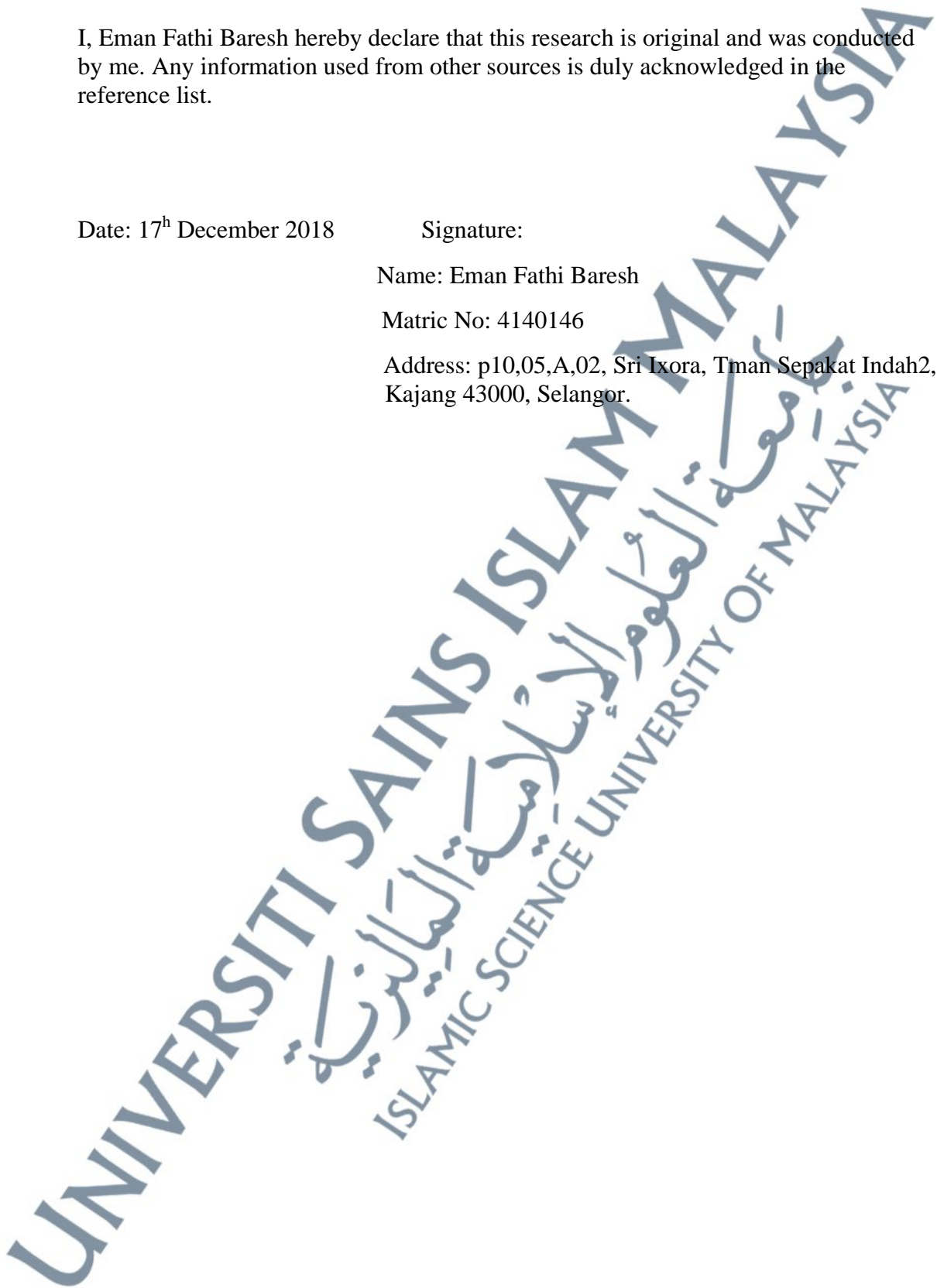
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## ABSTRACT

Proficiency in English speaking is one of the essential requirements for EFL learners to succeed academically and professionally. However, many Libyan undergraduate EFL learners commit various mistakes in their English speaking which display their poor proficiency. The problems are attributed to various factors which include poor teaching method adopted by their teachers and the students' lack of motivation. Therefore, this research explored the Hybrid Problem-Based Learning Model, (HPBL) a branch of Problem-Based Learning (PBL) approach, in motivating Libyan EFL learners in a speaking course. The research employed the case study research design in which several qualitative and quantitative data (i.e. observation, interview questionnaire, and audio-visual materials) were collected and analysed. The participants involved in the study are 30 first-year undergraduate students in one of the Libyan public universities. The study was conducted for a period of 9 weeks. Using the HPBL model the course was conducted alternately with traditional and PBL lessons. The first week was an introductory week (i.e. course overview, PBL introduction, Library orientation, and group formation). In the second week, the lesson was taught using traditional approach followed by the third week of PBL lesson and the rest of the weeks followed with the same alternation. Each of the PBL lesson plans were divided into 7 stages of in-classroom and out classroom activities based on Schmidt and Moust's (1989) model of PBL "The Seven Jump". At the end of each PBL lesson, students presented their possible solutions for the problem in a form of oral presentation (OP). The findings revealed that both the lecturer and the student participants had positive perceptions and experiences of the HPBL model such as the materials and process, the lecturers and students' roles. The majority of the students have indicated moderate level of motivation to speak English after going through the HPBL model. Furthermore, the findings of the research revealed various factors that motivated the students to speak English language in the HPBL model. This includes familiarity with the given PBL cases, peer collaboration, tutor support, and class presentation. These are the major findings which show that the HPBL model could be adopted to improve Libyan EFL learners' speaking performance. Specifically, it is revealed that the HPBL improved the speaking ability of the students by enhancing fluency, grammar, comprehension, vocabulary, confidence level, intonation skills and pronunciation. Thus, the researcher recommends that HPBL model is a worthwhile model to be adopted in motivating and improving EFL students' speaking ability in Libya.

## ABSTRAK

Kemahiran berbahasa Inggeris adalah salah satu keperluan penting bagi pelajar EFL untuk berjaya dalam akademik dan profesional. Namun demikian, kebanyakan pelajar sarjana muda EFL Libya melakukan pelbagai kesilapan dalam bahasa Inggeris lisan mereka yang menunjukkan kurang kemahiran berbahasa. Masalah ini disebabkan oleh pelbagai faktor, termasuk kaedah mengajar yang kurang baik yang digunakan oleh guru mereka serta kurangnya motivasi pelajar. Oleh itu, kajian ini meneroka Model Pembelajaran Berasaskan Masalah Hibrid, (HPBL) suatu cabang pendekatan Pembelajaran Berasaskan Masalah (PBL), dalam memotivasikan pelajar EFL Libya dalam kursus bertutur. Kajian ini menggunakan reka bentuk penyelidikan kajian kes dengan beberapa data kualitatif dan kuantitatif (iaitu pemerhatian, soal selidik, dan bahan audio-visual) dikumpul dan dianalisis. Peserta yang terlibat dalam kajian ialah 30 orang pelajar sarjana muda di salah sebuah universiti awam Libya. Kajian ini dijalankan selama 9 minggu. Dengan menggunakan model HPBL, pengajaran secara tradisional dan PBL dijalankan secara bergilir-gilir. Minggu pertama adalah minggu pengenalan (iaitu gambaran keseluruhan kursus, pengenalan PBL, orientasi Perpustakaan, dan pembentukan kumpulan). Pada minggu kedua, pelajaran diajar menggunakan pendekatan tradisional diikuti minggu ketiga dengan pelajaran PBL dan minggu-minggu seterusnya dengan penggantian yang sama. Setiap pelan pengajaran PBL dibahagikan kepada 7 peringkat aktiviti di dalam bilik darjah dan di luar kelas berdasarkan model PBL "The Seven Jump" Schmidt dan Moust (1989). Pada akhir setiap pengajaran PBL, pelajar membentangkan penyelesaian yang mungkin bagi masalah dalam bentuk pembentangan lisan (OP). Dapatan kajian menunjukkan bahawa kedua-dua pensyarah dan peserta pelajar mempunyai persepsi positif dan pengalaman model HPBL seperti bahan dan proses, peranan pensyarah dan peranan pelajar. Dapatan menunjukkan majoriti pelajar telah menunjukkan tahap motivasi sederhana untuk berbahasa Inggeris selepas melalui model HPBL. Selain itu, dapatan kajian mendedahkan pelbagai faktor yang memotivasi pelajar untuk bercakap bahasa Inggeris dalam model HPBL. Ini termasuk pemahaman terhadap 'kes PBL, kolaborasi rakan sebaya, sokongan tutor dan persembahan kelas. Ini adalah penemuan penting yang menunjukkan bahawa model HPBL boleh diguna pakai untuk meningkatkan prestasi bertutur pelajar Libya EFL. Secara khusus, ini menunjukkan HPBL dapat meningkatkan keupayaan bertutur para pelajar dengan meningkatkan kelancaran, tatabahasa, kefahaman, perbendaharaan kata, tahap keyakinan, kemahiran intonasi dan sebutan. Oleh itu, dapat disimpulkan bahawa model HPBL adalah model yang sesuai untuk diguna pakai dalam memotivasi dan meningkatkan kemampuan bertutur bahasa Inggeris EFL di Libya.

## الملخص

تعتبر كفاءة التحدث باللغة الإنجليزية إحدى المتطلبات الأساسية للنجاح أكاديمياً ومهنياً لمتعلمي اللغة الإنجليزية كلغة أجنبية. ومع ذلك، اللغة الإنجليزية كلغة أجنبية أخطأً متنوعة في حديثهم باللغة الإنجليزية مما يدل على كفاءة يرتكب العديد من الليبيين بالجامعة من متعلمي لذلك، تناقش هذه. ضعيفة، تعزى إلى عوامل مختلفة تشمل سوء أسلوب التدريس الذي يعتمد المعلمون، وقلة التحفيز لدى الطلاب ؛ في تحفيز (PBL)، وهو فرع من التعلم القائم على حل المشكلات (HPBL) الدراسة نموذج التعلم المبني على المشكلات الهجينة استخدم البحث منهج دراسة الحالة التي تم فيها جمع وتحليل العديد من المتعلمين الليبيين للغة الإنجليزية كلغة أجنبية في درس المحادثة البيانات النوعية والكمية (مثل الملاحظة والمقابلات والمواد السمعية والبصرية والاستبيان). بلغت عينة الدراسة 30 طالباً في السنة الأولى حيث تم إجراء الدورة بالتناوب مع الدروس HPBL أجريت الدراسة لمدة 9 أسابيع، باستخدام نموذج بإحدى الجامعات الليبية. ، دورة مكتبية، PBL التقليدية والتعلم القائم على حل المشكلات. كان الأسبوع الأول تمهيدياً (شمل نظرة عامة على الدورة، مقدمة وهكذا بقية PBL وتكوين المجموعات). في الأسبوع الثاني تم التدريس باستخدام الطريقة التقليدية، متبوعة بالأسبوع الثالث بدرس من 7 مراحل من الفصول والأنشطة اللاصفية، وفق نموذج "الوثبات السبعة" ل شمت وموست PBL الأسابيع. تكونت خطة كل درس (1989). وفي نهاية كل درس يقدم الطلاب حلولهم الممكنة للمشكلة بعرض شفهي. كشفت النتائج أن المحاضرين والطلاب لديهم عبّر معظم الطلاب عن مستوى معتدل. مثل المواد والإجراءات، وأدوار المحاضرين والطلاب HPBL تصورات إيجابية وخبرات حول نموذج . علاوة على ذلك، كشفت النتائج العوامل التي حفزت الطلاب على HPBL من الحافز للتحدث باللغة الإنجليزية بعد تجربة نموذج المعطاة، والتعاون بين الأقران، ودعم المعلم، وعروض PBL . وهذا يشمل الإلمام بحالات HPBL التحدث باللغة الإنجليزية في نموذج HPBL يمكن اعتماده لتحسين أداء محادثة المتعلمين الليبيين. خصوصاً أن HPBL هذه النتائج الرئيسية أظهرت أن نموذج الفصل وبالتالي، يمكن. حسن قدرة محادثة الطلاب؛ من خلال تحسين الطلاقة والنحو والفهم والمفردات، ومستوى الثقة، ومهارات الترتيم والنطق جدير بالاهتمام، لتبنيه في تحفيز وتحسين قدرة الطلاب الليبيين على التحدث باللغة الإنجليزية. HPBL التوصية بأن نموذج

## TABLE OF CONTENTS

AUTHOR DECLARATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
ABSTRAK	v
AL-MULAKHKHAS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF ABBREVIATION	xiii
CHAPTER 1: INTRODUCTION	
1.1 Background of the Study	2
1.2 PBL vs. HPBL	4
1.3 Rationale for Using the HPBL model	6
1.4 Statement of Problem	8
1.5 Research Objectives	9
1.6 Research Questions	10
1.7 Conceptual Framework of the Study	10
1.8 Limitations of the Research	13
1.9 Significance of the Study	13
1.10 Definition of Key Terms	14
1.11 Summary	15
CHAPTER 2: LITERATURE REVIEW	
2.1 Introduction	16
2.2 Theoretical Underpinnings of Problem Based Learning Approach	16
Constructivist Theory of Learning	16
2.3 Definition of the PBL Approach	20
2.4 Features of the PBL Approach	22
2.5 Historical Background of PBL Approach	23
2.6 Hybrid PBL (HPBL)	24
2.7 HPBL vs PBL	27
2.8 Strengths of the HPBL Model	27
2.9 Empirical Studies on PBL	28
2.10 Definition of Motivation	32
2.11 Motivation and PBL Approach	34
2.12 Research on Motivation in PBL Environments	37
2.13 Motivation in Second and Foreign Language Learning	38
2.14 Speaking Skills	41
2.15 Speaking Skills among Libyan EFL Learners	42
2.16 Techniques of Teaching Spoken English	43
2.17 Speaking Skills and the PBL Approach	45
2.18 Summary	48
CHAPTER 3: METHODOLOGY	49

3.1	Introduction	49
3.2	The Research Approach	49
3.3	Research Design	50
3.4	Research Instrumentation	51
	3.4.1 The Quantitative tool	51
	3.4.2 Validity of the Questionnaire	52
3.5	The Qualitative Research Tools	52
	3.5.1 Semi-structured Interviews	53
	3.5.2 Observations	54
	3.5.3 Audio and Video-recordings	54
	3.5.4 Workshop with Lecturer Participants	55
	3.5.5 Ill-structured Problem or Case	55
3.6	Research Setting	56
	3.6.1 The English Speaking Course	57
3.7	Research participants	58
	3.7.1 Lecturer Participants	58
	3.7.2 Student participants	58
3.8	Sampling Technique	59
3.9	The Research Procedures	60
	3.9.1 Consent from the Students	60
	3.9.2 Pre-interview with Lecturers and Students	60
	3.9.3 Workshop with Lecturers on HPBL	60
	3.9.4 Implementation of HPBL in Speaking Course	61
	3.9.5 Questionnaire to Students	62
	3.9.6 Post-interview with Lecturers and Students	63
	3.9.7 Class Presentation by the Students	63
3.10	Data Analysis Procedures	64
	3.10.1 Procedure of Thematic Analysis	65
3.11	Ethical Consideration	70
3.12	Validity and Reliability of the Findings	71
3.13	Credibility	72
3.14	Summary	73
<b>CHAPTER 4: RESULTS, Findings AND DISCUSSION</b>		
4.1	Introduction	74
4.2	Finding Research Question 1: How is the HPBL implemented in the Libyan EFL speaking course?	74
	Theme 1: Relevance of Prior Knowledge and Experience in the implementation of HPBL	75
	Theme 2: Need for Workshop Prior to Introducing HPBL	79
	Theme 3: Introducing HPBL model to Students	82
	Theme 4: Perceptions of Lecturers' and Students' Roles	87
	Theme 5: Overall Effectiveness of the HPBL in the Speaking Course	90
4.3	Findings Research Question 2: How does the HPBL motivate Libyan EFL learners to speak English?	94
	Theme 1: Familiarity with the topic	94
	Theme 2: Peer Collaboration Motivates the Students to Speak English	96

	Theme 3: Lecturers' Support Increases Motivation	98
	Theme 4: Motivation from Class Presentation	99
4.4	Findings of Research Question 3: To what extent does the HPBL motivate Libyan EFL learners to speak English?	103
	Results of the Questionnaire	103
	Students' Levels of Motivation to Speak English	106
4.5	Findings of Research Question 4: How does the HPBL model develop Libyan EFL learners' achievements in an English speaking course?	107
	Class Presentation Results	108
	Qualitative Findings	108
	Theme 1: HPBL Enhances Fluency in Communication	109
	Theme 2: HPBL Improves Grammar	112
	Theme 3: HPBL Increases Comprehension	113
	Theme 4: HPBL Enhances Good Pronunciations and Intonation	115
	Theme 5: HPBL Enhances Self-Confidence	117
	Theme 6: HPBL Increases Range of Vocabulary	117
4.6	Summary	121
CHAPTER 5		
5.1	Introduction	122
5.2	Summary of the Findings	122
5.3	Contribution of the Study	124
	5.3.1 Pedagogical Contribution	125
	5.3.2 Contributions for Policy Makers	127
	5.4.3 Theoretical Contribution	128
5.5	Limitations of the Study	129
5.6	Suggestions	129
5.7	Recommendations for Further Research	132
5.8	Conclusion	133
	REFERENCES	135
	APPENDICES	156

## LIST OF TABLES

Table	Page
Table 3.1: Summary of the Students' Demographic Details	59
Table 3.2: Stages of Thematic Analysis outlined by Braun and Clarke (2006, p.35)	67
Table 3.3: Summary of Methodological Procedures	69
Table 4.1: Students' Motivation to Speaking English	105
Table 4.2: Students' Levels of Motivation	107
Table 4.3: Respondents' Class Presentation Scores	108

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## LIST OF FIGURES

Figure	Page
Figure 1.1: Conceptual Framework of Research	12
Figure 2.1: PBL cycle adopted from Schmidt and Moust, (2000)	22
Figure 2.2: Motivational factors affecting task engagement	35
Figure 2.3: Key elements of motivation in a PBL classroom	36
Figure 3.1: Flow Chart of the Research Procedures	64
Figure 4.1: Students' level of motivation	107

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## LIST OF APPENDICES

Appendix		Page
1	Interview Guide for Lecturers and Students in HPBL	156
2	Questionnaire on Intrinsic/Extrinsic Motivation of English Speaking	157
3	Hybrid PBL Lesson Plan	162
4	Ill-structured Problems	193
5	Students' Informed Consent Form	197
6	Rubrics for Assesing students' oral presentations	258

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## LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
FL	Foreign Language
HPBL	Hybrid Problem-based Learning
PBL	Problem-based Learning
ZPD	Zone of Proximal Development

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