



Intrinsic and Extrinsic Motivations in Teaching English as a Foreign Language in Primary Schools in Libya

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Abstract

This research investigates the effective role of intrinsic and extrinsic motivations in learning English as a foreign language. Conducted during the Academic Year 2009 to 2010, the research involved twenty one (21) primary school students at Fatima AL-Zahra School whose ages ranged between 11 and 13 years old. Two tests were included in this study, a pre-test and a post-test. The use of both intrinsic and extrinsic motivations in the teaching process involves students actively in doing various activities and tasks that meet their needs and interests. As a result, all students participated actively and interacted effectively with one another.

Research findings disclosed that relationship exists between using intrinsic and extrinsic motivation and effective learning of English language. Intrinsic and extrinsic motivations have an important role in the teaching process particularly in learning the four skills of English language effectively.

The researcher recommends the use of motivation because it creates a relaxed and interesting atmosphere in the classroom; develops a good relationship between teacher and students; helps learners discover their own long-term memory and increase their self-confidence as well as autonomy; and do their tasks properly in order to improve their levels.