

HOW PREPARE YOU THINK YOU ARE? LIBYAN ELT STUDENTS' MOTIVATION TO TEACH ENGLISH

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Abstract

The paper throws the light on acute of the non-native English teachers were examined and the level of the preparation of being an English teacher was determined. Drawing on a descriptive study of the self-perception of Libyan fresh teachers, the data was collected online using Google form through the five Likert-scales of a closed-ended questionnaire. The questionnaire consists of 16, items that represent the aspects of self-concept and were distributed to 152 fresh English teaching graduated. The findings show that most of the participants in this study have medium and a high average on the three aspects of self-concept. The findings suggest that the participants of this study perceive themselves as prospective English teachers positively.

Keywords: Non-native English teachers, data, questionnaire findings, etc

Introduction

Teaching English as a foreign language continued to be the subject of much attention of researchers since the language should be taught to non-native speakers. When it comes to non-native-speakers' teachers, a much-debated question raised, and the issue has received considerable critical attention. In Libya, more emphasis has been given to the significance of non-native teachers of English due to the lack of native teachers (Al Noursi, 2013). Hence, the main attention is mostly being paid to prepare newly graduated English teachers for the marketplace.

Self-perception and self-confidence are critical factors for non-native English teachers (Meek et al., 2020; Moneva & Tribunalo, 2020). English teaching students as it affects their choice of job intrinsically. Previous research has established that a higher level of self-confidence as an English teacher, helps graduated students to be more prepared for

the teaching market (Borg, 2001; Moneva & Tribunalo, 2020; Rachmawati, 2019; Reeves & Medgyes, 1994; Zhao et al., 2015). Self-perception and self-confidence are critical factors for English Teaching students as it affects their choice of job intrinsically.

Reviewing the body of work related to these topics showed that self-perception of teaching English is an important topic of study in non-native English speakers society (Alshibany, 2017; Chacon, 2005; Durgunoglu & Hughes, 2010; Mohsen, 2014). They argued that self-perception in both local and international contexts are being increasingly persuasive factors of both language and culture. Self-representation is perfection, referring to what they believe, how they think, act, and perceive who they are in performing their job. Despite the importance of self-perception and preparation, there remains a paucity of evidence on the effect of self-perceived as a teacher in the level of preparation in local studies. This paper aims to develop an understanding and explanation of what Libyan English students think and believe about their English teaching ability. It examines how they regard themselves as English language teachers, addresses their beliefs about classroom practices and the current curriculum, and what might be regarded as professionalism within the Libyan educational context.

English teaching in Libya, many problems occurred caused by a great lack of English language teachers. It is very difficult to fulfill the needs with a sufficient number of qualified English teachers afterward. Besides this matter, English teachers still struggle with the lack of self-confidence and readiness for teaching English due to the limitations of language training strategy (Aldarasi, 2020; Almanafi & Alghatani, 2020; Dashwood & Lawrence, 2020).

Teaching English as a foreign language poses various challenges, and the issue has received considerable critical attention within academic debates. A study that presents the major problems faced by the Libyan EFL school teachers demands considerable attention from all decision-makers and those who are capable enough to take necessary steps to overcome this problem as the whole idea of incorporating English language education (Pathan et al., 2016). If proper steps are not taken, the aim and objectives of teaching English to the Libyan learners may not be achieved despite spending a considerable amount of money on improving it.

The issue of not-prepared English teaching graduated was also reported by (Dashwood & Lawrence, 2020; Moneva & Tribunalo, 2020). While Moneva & Tribunalo (2020) found a significant relationship between students' level of self-confidence, and performance tasks, Dashwood & Lawrence (2020) were focused on teachers' motivational strategies which are suggested as (1) proper teacher behavior, (2) encouraging learners' self-

confidence, (3) recognizing students' efforts, and (4) creating productive and relaxed classroom climate.

Local studies have also reported other challenges English teaching graduated students are facing, such as the low achievement in English, not prepared for the modern education system (Alkhaldy, 2012); lack of intrinsic motivation for learning and speaking English (Liton, 2012); English-speaking anxiety (Aldarasi, 2020; Toubot et al., 2017); Speaking difficulties (Diaab, 2016); lack of motivation for teaching (Dashwood & Lawrence, 2020), and similar challenges which continued to be considered by scholars.

Due to the inconsistencies and existing limitations introduced, well-prepared English teachers in the Libyan educational community are in increasing demand. A path and low proficiency in teaching English tasks among English teaching learners could be one of the consequences of the circumstances of unsteady policy regarding teaching the English language in Libya. To contribute the knowledge regarding, the main objectives of the study are two folds: First, to describe the level of Teaching Self-Confidence and perceived preparation of newly graduated English teachers, second, to examine whether the higher level of self-perception and confidence increase the level of preparation to teach. Lastly, to explain how graduated from English teachers think their education provider could help them be more prepared as an English teacher in their words.

Being prepared to teach English

Perceived preparation to teach referring to the educators' perception about their level of preparation in any learning environment (Globenko & Sianova, 2012), and a teacher's ability to deal with classroom management (Powers, 2012). For today's life teachers need to be prepared for online teaching and remote education as well as face-to-face teaching environments. Especially after the COVID-19 epidemic which has moved education from offline to online. Although there has not yet been any widely published research that has described perceived preparation for online educators, however, the main point is how effective the level of specific preparation and knowledge for teaching.

The issue of not feeling confident and prepare to be an English teacher has been addressed in scholars (Education & Review Office: NZ, 2017; Pathan et al., 2016; Reves & Medgyes, 1994; Yücesan & Hughes, 2010). The teaching preparation issues directly affect student achievement (Powers, 2012), teachers' self-efficacy, and teachers' attrition (Yilmaz, 2011), perceived teaching presence and perceived teaching presence behaviors (Gurley, 2018), and teacher's self-image (Reves & Medgyes, 1994). These studies show that achieving success as non-native English teachers rely on the level of their preparation and how they represent themselves as an English teacher.

Being confident to be an English teacher

The term self-confidence is generally defined as someone's ability to perform the required tasks (Reves & Medgyes, 1994). To accomplish the given tasks individuals must have self-confidence. Teaching non-native students by non-native teachers are one of the greatest challenges within the education and linguistic disciplines. The topic has been considered edbya work in which reported those students with strong self-confidence shows a positive personal image (Du,2009). Being adventurous, having the courage to converse and learn more in a foreign language is evident among those who strong self-confidence in themselves. Similar work has also been pursued by (Leong&Ahmadi,2017), in which they found the low level of self-confidence and poor performance can be attributed to the lack of practicing the related career as if they were afraid to make mistakes or feel humiliated.

Self-confidence as a personal factor of job performance is highly associates with job anxiety which leads the person not to take the related job deliberately. Self-judgment and self-evaluation on professional values are effective on job choice as they may further influence career motivation. This claim has been experimentally approved by (Suwaed, 2018) using a semi-structured interview method. In this study, the author concluded that the teachers were fundamentally more inspired than extrinsically, and the factors that could improve their motivation have been divided into three groups: working conditions, co-workers, and management (Suwaed, 2018). The findings of this study showed that, regardless of teaching experience, many teachers are inspired by educating themselves, their students, and opportunities to improve their professional skills.

A similar work, utilizing the quantitative method was proposed by Tanveer (2008)revealed that students who consider themselves inadequate and limited in the target language will negatively affect the person's self-confidence. As a method of data collection. The other study has highlighted that the level of preparation and knowledge is related to their self-efficacy about teaching (Durgunoglu & Hughes, 2010). Clearly, the body of work related to these topics showed that self-perception of teaching English is an important topic of study in society (Alshibany,2017;Chacon,2005; Durgunoglu&Hughes,2010;Mohsen,2014).

Research model and hypothesis

Despite the various findings of studies conducted on the teaching motivation for ESL/EFL students to date e.g.: (Alyousef, 2006; Kim, 2008; Suwaed, 2018), this needs more investigation to establish. Besides, few studies have investigated the motivation of Libyan English Teaching course students for teaching English. This study aims to expand on the literature by adopting the factors that Libyan ESL/EFL students enhance their motivation as English teachers.

In response to the aforementioned concerns, this study attempts to understand how individuals' expectations about their ability to teach English shape their confidence in job choices after graduation. In conclusion, it would appear that despite proficiency and communicative competence, the quality of English teaching for non-native speakers depends on their self-confidence and self-preparation. Hence, this study examined the efficacy beliefs of non-native English-speaking Libyan teachers. This paper focuses on a specific source of subjective uncertainty that has been so far overlooked in the study of human capital investments: self-perceived academic skills.

Methodology

The population of this study was Libyan students who are an (ELT) and it was chosen through a simple random sampling method. The questionnaire was prepared online using Google Forms. To select the sample, the link of the questionnaire was shared by their teachers using what's App, Face book, and Instagram. The number of 152 respondents was gathered and used for data analyses. Quantitative design and an online survey choose for data collection due to the Corona virus outbreak.

The Instrument of the study was a standard questionnaire adopted from previous researches. Perceived preparation has been measured by five indicators adopted from (Durgunoglu & Hughes, 2010), and Teaching Self-Confidence has been measured by ten indicators adapted from (Education & Review Office: NZ, 2017). The scale was developed by (Zhao et al., 2016) and validated by (Bae et al., 2019; Chacon, 2005).

Table 1 Reliability test

Variables	Number of items	Cronbach alpha
Perceived Preparation	6	0.84
Teaching Self-Confidence	10	0.91

Table 2 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Perceived. Preparation	.194	152	.000	.907	152	.000
Confidence	.202	152	.000	.895	152	.000

a. Lilliefors Significance Correction

Findings and Results

Results of analyzing the collected data from 152 fresh graduated English Teaching course (university?) comprising of 49% female (74) and 51% male (78) with the age of 21-30.

Table 3 Respondents age and gender

	Frequency	Percent
Gender		
Female	74	48.7
Male	78	51.3
Total	152	100.0
Age (mean: 24)		
21	3	2.0
22	27	17.8
23	26	17.1
24	25	16.4
25	28	18.4
26	23	15.1
27	10	6.6
28	2	1.3
29	1	.7
30	2	1.3
Total	147	96.7
Missing System	5	3.3
Total	152	100.0

The frequency and percentage of frequency respondents' level of perceived preparation and Teaching Self-Confidence are presented in tables 2 and 3 with the mean and standard deviation as the central tendency report.

Table4 Perceived Preparation

Constructs/indicators	% of frequency					M	S. D
	1	2	3	4	5		
<i>Perceived Preparation</i>							
1. I am prepared to tailor instructional and other services to the needs to ELL students	13.8	13.2	11.8	25.7	35.5	3.6	1.4
2. I possess a clear understanding of the language demands of the content area that I will teach.	8.6	13.2	23.7	46.7	7.9	3.3	1.1
3. I am knowledgeable of teaching strategies and instructional practices for ELL students that are developmentally appropriate.	4.6	13.8	38.8	38.2	4.6	3.2	0.9
4. I am knowledgeable about alternate ways of giving feedback.	3.9	10.5	53.9	26.3	5.3	3.2	0.8
5. I am knowledgeable about teaching practices that are attuned to students' language proficiencies and cognitive levels	5.3	9.9	50.7	25.0	9.2	3.2	0.9
6. I am knowledgeable about teaching practices that are culturally supportive and relevant.	3.9	10.5	53.9	25.7	5.9	3.2	0.8

Table 5 Perceived Preparation

Constructs/indicators	% of frequency					M	S. D
	1	2	3	4	5		
Teaching Self-Confidence							
I can:							
1. Design, implement and evaluate a curriculum that is responsive to the language, culture, and identity of all of the students they are responsible for in their service	11. 8	17. 8	11. 8	30. 9	27. 6	3.5	1.4
2. Assess students' progress and learning and use this information to develop teaching strategies to promote positive learning outcomes	6.6	14. 5	30. 3	42. 8	5.9	3.3	1
3. Having content and pedagogical knowledge appropriate to the learners and learning areas of their program	7.9	12. 5	50. 7	23. 0	5.9	3.1	0.9
4. Having an understanding of the complex influences that personal, social and cultural factors may have on teachers and learners	6.6	12. 5	53. 9	24. 3	2.6	3.1	0.9
5. Using assessment tools to assess students 'progress and achievement	7.2	14. 5	50. 7	24. 3	3.3	3.1	0.9
6. Using assessment data to plan teaching strategies that respond to the identity	6.6	13. 2	43. 4	34. 2	2.6	3.1	0.9
7. Language and culture of all learners and accelerate the progress of students at risk of underachievement in your class	3.9	11. 8	61. 2	19. 7	3.3	3.0	0.8
8. Systematically and critically engaging with evidence to reflect on and refine their practice]	5.3	13. 2	50. 0	30. 3	1.3	3.1	0.8
9. Working collaboratively with the parents and students to develop and maintain learner-centered relationships?	5.9	10. 5	52. 6	28. 3	2.6	3.1	0.8
10. How confident and prepared do you think you are to [Working collaboratively with the parents and students to develop and maintain learner-centered relationships?]	5.3	9.2	58. 6	24. 3	2.6	3.1	0.8

Note: (1) strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly agree; M: mean, SD: Stand deviation

The majority of respondents were obtained other teaching-reading certification (90%).

Have you obtained any related certification?		Frequency	Percent
	Yes	138	90.8
	No	12	7.9
	MissingSystem	2	1.3
	Total	152	100.0

Then, constructs were categorized into three levels, namely high, moderate, and low, based on the mean value. The descriptive analysis of three-level of student's self-efficacy and confidence in teaching English with mean score and overall standard deviation of each construct are presented in the table below. The present study found that the majority of students have a high level of Perceived preparation (76%), Teaching Self-Confidence (71%).

Table 6 Overall descriptive analyses for

	Low		Neutral		High		M	SD
	f	%	f	%	f	%		
Perceived preparation	31	20.4	6	3.9	115	75.7	2.5	.81
Teaching Self-Confidence	40	26.3	4	2.6	108	71.1	2.4	.89

Note: M: mean, SD: standard deviation

Correlation tests show there is an association between Perceived Preparation and self Confidence ($r=.45$, $p>0.05$). as findings respondents who reported high levels of perceived preparation also reported significantly higher self-confidence being an English teacher.

Independent variable	Dependent variable	Confidence
Perceived Preparation	Correlation Coefficient	.449**
	Sig. (2-tailed)	.000
	N	152

As a part of the survey respondents were asked to answer the question of "How do you think your education provider could help you be more prepare as an English teacher?" Their suggestions are listed below:

1. Fieldwork
2. More training and practices
3. Don't let me speak the Arabic language
4. Follow - up student
5. Help students to establish their way of teaching.
6. Managing the time
7. Apply new strategies
8. Providing more subjects of speaking, reading, linguistic, teaching, and listening.

9. Support me
10. Teach me new strategies
11. Use technology
12. Join us in debates
13. Talk to native speakers
14. Modern facilities

Considering the respondents' suggestions, it can conclude that most Libyan fresh teachers encounter problems such as the lack of teacher training and development of professional skills as well as lack of coordination among the teachers-school authorities and shortage in the new educational strategies using technology. In addition to the lack of education providers, the respondents suggested that schools have to provide ideal teaching and learning environment for future English teachers to improve their level of preparation to enter the educational system. Such as fieldwork, more training and practices and apply new strategies.

Conclusion and implication

This study examined the correlation between the level of perceived preparation and perceived confidence to teach English among Libyan fresh-graduated teachers. The study used a descriptive correlation designed for the two variables. The respondents of this study were freshly graduated from teaching English subjects. The data were obtained from an online questionnaire using Google forms. Analysis and interpretation of data were determined and the overall mean of both variables shows respondents' average of perceived preparation and perceived area at high level. using the Spearman-rho correlation (non-parametric correlation test) results showed that there is a significant relationship between respondents' level of self-confidence and performance tasks. It means that students who have a high level of self-confidence can easily accomplish their tasks in school and most of them are not afraid to participate in every activity. While those students who have low self-confidence.

The concept of quality of teaching for non-native speakers has been widely analyzed and discussed from linguistic as well as sociolinguistic perspectives. As the results of this study show, there is a recognized need to refresh and strengthen the teaching profession in Libya to strengthen the teaching preparation for fresh graduated. The freshly graduated teachers play a crucial role in this competitive world, in the face of greater challenges than ever before. They certainly influence the quality and responsiveness of the Libyan education system. The more they are prepared and confident, the greater effects they have on education.

Consistent with the literature, students who were prepared well in university, tend to have a high level of self-confidence and can easily accomplish the required tasks. While those students who cannot perform well in school tend to have a low level of self-confidence and they were having a hard time accomplishing the required tasks. Self-confidence and

academic achievement were found positive and those students with a high level of self-confidence perform better in their performance. Intelligent people are anticipated to work well in making a solution to solve the problem and these people are also anticipated to be confident in academics. Students' level of self-confidence can influence their performance tasks in school. Students' self-talk has a positive impact on their performance tasks and can boost their self-confidence 34]. Self-confidence is very essential most especially (Dashwood & Lawrence, 2020).

The study of self-preparation teaching shows that individuals a teacher must be able to engage all learners and sustain the types of activities that lead to critical thinking and learning (Powers, 2012). Although, a growing number of local studies contend that fresh English teaching graduated are not prepared to join the teaching marketplace (Aldarasi, 2020; Alkhalidy, 2012; Almanafi & Alghatani, 2020; Toubot et al., 2017; Zanghar, 2012), this study found a moderating level of self-preparation and confident.

Limitation and Suggestion

Although the research found an acceptable level of association between perceived-preparation and self-perception, however, with a small sample size, caution must be applied, as the findings might not be applicable for all Libyan teachers. Besides, there are many other factors in which could be influential for teachers, self-access and we couldn't ignore the main role that the ministry should play to ignore the learner and teachers as well in terms of design good curricula and instructions that running with the daily updates to the science and to motivate the researchers to go further in such issues and adopting them

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