

## 'How to Change Things When Change is Hard' Motivating Libyan College Students to Play an Active Role in Their Learning Process

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**Abstract :** Group work, time management and accepting others' opinions are practices rooted in the socio-political culture of democratic nations. In Libya, a country transitioning towards democracy, what is the impact of encouraging college students to use such practices in the English language classroom? How to encourage teachers to use such practices in educational system characterized by using traditional methods of teaching? Using action research and classroom research gathered data; this study investigates how teachers can use education to change their students' understanding of their roles in their society by enhancing their belonging to it. This study adjusts a model of change that includes giving students clear directions, sufficient motivation and supportive environment. These steps were applied by encouraging students to participate actively in the classroom by using group work and variety of activities. The findings of the study showed that following the suggested model can broaden students' perception of their belonging to their environment starting with their classroom and ending with their country. In conclusion, although this was a small scale study, the students' participation in the classroom shows that they gained self confidence in using practices such as group work, how to present their ideas and accepting different opinions. What was remarkable is that most students were aware that is what we need in Libya nowadays.

**Keywords :** educational change, students' motivation, group work, foreign language teaching

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