

NEAR EAST UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ATTITUDES OF LIBYAN UNDERGRADUATE ENGLISH AS A FOREIGN  
LANGUAGE STUDENTS TOWARDS LEARNING ENGLISH

MASTER THESIS

HANA ABDALLA ALMEZGHWI

NICOSIA

2016

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SUPERVISOR: ASSOC. PROF. DR. MUSTAFA KURT

NICOSIA

2016

## **Approval of the Graduate School of Educational Sciences**

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**Director**

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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**Assoc. Prof. Dr. Mustafa Kurt**  
**Head of Department**

This is to certify that we have read this thesis submitted by Hana Almezghwi, titled “Attitudes of Libyan Undergraduate English as a Foreign Language Students Towards Learning English” and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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## DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

**Name, middle name, last name: Hana Abdalla Almezghwi**

**Signature: .....**

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**ABSTRACT****ATTITUDES OF LIBYAN UNDERGRADUATE ENGLISH AS A FOREIGN LANGUAGE STUDENTS TOWARDS LEARNING ENGLISH****Almezghwi, Hana****MA Programmer in English Language Teaching****Supervisor: Assoc. Prof. Dr. Mustafa Kurt****December 2016, 103 pages**

The purpose of this study was to examine the attitudes of Libyan undergraduate English as a foreign language students towards learning English. The study examines whether the students kept positive or negative attitudes towards learning English as a foreign language. Moreover, the study was designed to inspect whether the undergraduate students' attitude towards learning English as a foreign language differ according to their gender, field and year of study. To achieve these goals a questionnaire was designed which consisted of 58 items. The questionnaire consisted of two parts: The first part of the questionnaire was designed to collect demographic information about the participants while the second part was designed to collect data to find out the attitudes of the students towards learning English as a foreign language. All the items were measured through a 5-point Likert scale. The study involved 185 participants. The data were analyzed through the help of SPSS program version 20.

The statistical results of the study showed that the overall Libyan undergraduate English as a foreign language students attitudes towards learning English was positive. The results indicated that students kept positive attitude regarding all domains which were: Beliefs about English language, Benefits of learning English, Role of teacher in English language learning, Interest in learning English, The impact of classroom activities on learning, Overall use and exposure to English language, and Cultural conflict in English learning. Gender of the participants indicated that the females kept more positive attitude towards learning English as a foreign language. The one-way ANOVA conducted to find out the significant differences between the field of study and attitudes of the students showed that there were no significant differences. Furthermore, one-way ANOVA results which were conducted between year of study and attitudes of the students showed that there was a significant difference among the groups as fourth-year students showed more positive attitudes towards learning English over other students.

*Keywords:* Attitudes, undergraduate students, foreign language, gender, field of study, year of study.

## ÖZET

### LİBYALI YABANCI DİL OLARAK İNGİLİZCE LİSANS ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRENİMİNE KARŞI YAKLAŞIMLARI

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Bu çalışmanın amacı Libyalı yabancı dil olarak İngilizce lisans öğrencilerinin İngilizce öğrenimine karşı yaklaşımlarını incelemektir. Çalışma, söz konusu öğrencilerin yabancı bir dil olarak İngilizce öğrenmeye karşı yaklaşımlarının olumlu mu olumsuz mu olduğunu araştırmaktadır. Bu çalışma ayrıca lisans öğrencilerinin yabancı dil olarak İngilizceyi öğrenmeye karşı yaklaşımlarının cinsiyet, branş ve eğitim yılına göre farklılık gösterip göstermediğini araştırmaktadır. Çalışmanın amacına ulaşabilmesi adına toplam 58 maddeden oluşan bir anket tasarlanmıştır. Anket iki ayrı kısımdan oluşmaktadır: Anketin birinci kısmı katılımcıların demografik bilgilerini toplamak amacıyla tasarlanırken, ikinci kısım öğrencilerin yabancı bir dil olarak İngilizce öğrenimine karşı yaklaşımları hakkında veri toplamayı amaçlamaktadır. Tüm maddeler beşli Likert ölçeği kullanılarak ölçülmektedir. Çalışmada toplam 185 katılımcı yer almaktadır. Elde edilen verilerin SPSS programının 20. versiyonu kullanılarak analiz edilmektedir.

Çalışmadan elde edilen istatistiksel sonuçlar Libyalı yabancı dil olarak İngilizce lisans öğrencilerinin İngilizce öğrenimine karşı yaklaşımlarının olumlu olduğunu ortaya koymaktadır. Sonuçlar, öğrencilerin tüm alanlara karşı olumlu bir yaklaşım sergilediklerini göstermektedir. Bu alanlar: İngilizce dili hakkında inançlar, İngilizce öğrenmenin faydaları, İngilizce öğrenmede öğretmenin rolü, İngilizce öğrenmeye karşı ilgi, Sınıf içi aktivitelerin öğrenmeye etkisi, Genel anlamda İngilizce dili ile karşılaşılması ve kullanımı ve İngilizce öğreniminde kültürel çatışma. Katılımcıların cinsiyetleri incelendiğinde, bayan katılımcıların yabancı bir dil olarak İngilizce öğrenimine karşı daha olumlu bir yaklaşım sergiledikleri görülmektedir. Öğrencilerin branş ve eğitim yılları arasında anlamlı farkları ortaya çıkarmak amacıyla uygulanan tek-yönlü ANOVA sonuçları, bunlar arasında anlamlı bir fark bulunmadığını ortaya koymaktadır. Öğrencilerin branş ve eğitim yılları üzerine uygulanan tek-yönlü ANOVA sonuçları, dördüncü-sınıf öğrencilerinin İngilizce öğrenimine karşı diğer öğrencilere kıyasla daha olumlu bir yaklaşım sergilediklerini ortaya koyduğundan, bahsekonu guruplar arasında belirgin bir fark olduğunu göstermektedir.

*Anahtar Kelimeler:* Yaklaşımlar, lisans öğrencileri, yabancı dil, cinsiyet, branş, eğitim yılı.

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## LIST OF ABBREVIATIONS

<b>EFL</b>	:	English as a Foreign Language.
<b>CLT</b>	:	Communicative Language Teaching.
<b>FL</b>	:	Foreign Language.
<b>TEFL</b>	:	Teaching English as a Foreign Language.
<b>L2</b>	:	Second Language.
<b>AMTB</b>	:	Attitude/ Motivation Test Battery.
<b>SPSS</b>	:	Statistical Package for Social Science.
<b>SD</b>	:	Standard Deviation.
<b>M</b>	:	Mean.
<b>P</b>	:	Significance Value.
<b>ANOVA</b>	:	Analysis of Variance.

## CHAPTER I

### INTRODUCTION

This introductory chapter of the thesis consists of the information mainly regarding the way this research has been carried out. It consists of the background information of the study, the statement of the problem and the purpose of the study, the research questions, the significance of the study, and the limitations of the study.

#### **Background to the Study**

In the contemporary world, the English language is one of the most spoken languages in almost all aspects of business and governmental sectors. Just a few nations in the world use the English language as their mother tongue. Other nations have their own native language but they have started to adopt English as their second language. However, as communication plays an important role in our lives, English has been gaining more and more ground, because it has become one of the most effective means of communication among nations. In this sense, people are using English for international communication more than any other language in the world. Thus, English became recognized as the “lingua franca” for communication across cultures in the fields of technology, media, business and education. In the Arab world, the English language is mostly used in the higher education institutions, schools, and colleges. The Arab countries of the African continent are among the least users of English language, this is obvious in their education systems where low levels of adaptation of English Language were reported. (Youssef, 2012).

The level of language development of African communities and the existence of native languages result in a resistance to adopt English as a foreign

language among African states. However, across the African continent, English was introduced in various countries due to its importance as a universal language and as a result of globalization. Along with the other nations, Libya has started to adopt and teach English as a foreign language. However, English is the linguistic key to the world as considered by Kachru (as cited in Uzum, 2007), and is preferred for its function as the most spoken language in the world. Considering English as the global language, people around the world who speak different languages have started to have a demand to learn English. Learning English as a second/foreign language can be difficult for some individuals and may take a long time. Various reasons, such as the willingness to understand a foreigner and to communicate with other people around the world encourage an individual to learn a foreign/second language. Nevertheless, learning more than one language brings more opportunities for getting a good job or simply because it is mandatory to learn it at schools (Lennartsson, 2008). Thus, the process of learning a new language leads to several challenges like problems regarding intelligence, personality, age, attitudes, and motivations of learners towards English (Youssef, 2012).

One of the most important factors that affects learning a new language is learners' attitudes towards the target language (Fakeye, 2010). According to Al Noursi (2013), the students' success and/or failure in learning a foreign language are based on the type of attitude students hold towards the target language and the instructors hold towards teaching the language. In other words, according to Karahan (2007) "Positive language attitudes let learners have a positive orientation towards learning English."(p. 84). Moreover, Latchanna & Dagnew (as cited in Oroujlou & Vahedi, 2011) stated that success in language classes is associated with the beliefs about the learning of the language. Besides, the acceptance of attitudes as an



important factor to understand the behavior of humans whereas it has been defined as a mental state that includes feelings and beliefs. Thus, such studies led to the attention of the fact that learners of the target language are whole persons with identities, beliefs, and feelings, who are not only communicators and problem-solvers (Oroujlou & Vahedi, 2011).

Just like other nations around the globe, the purpose of education in Libya is to pass the exams and to get high marks. Students' understanding, creativity, and their hard work are not taken into account whereas the role of the teacher is substantial to convey the information to the students in an effective manner. Therefore, there is little existing knowledge around the best strategies to improve the students' abilities and background (Alhmali, 2007). However, Libya is known as a Foreign Language (FL) country where English is part of the curriculum but is rarely used outside the classroom. As the students leave the English class when the school is over, they do not find the opportunity to practice the language outside the classroom. They tend to communicate with their fellow classmates, friends and family in their native language which is Arabic. On the other hand, the new curriculum of English is based on communicative approach, recommended by both students and teachers inside the classrooms. Thus, it is a real challenge for the teachers as most of them graduated from universities with undeveloped communicative skills to apply Communicative Language Teaching (CLT) in their classrooms (Orafi & Borg, 2009).

On the other hand, it has become controversial that as for the reasons why some EFL students receive higher marks than other students who are studying under the same umbrella and undergo the same conditions in English language exams (Abidin, et al. 2012). This leads to the significant existence of the attitudes of

learners towards the target language and the role it plays in motivating the students to learn the second language and affecting their achievements consequently (Gardner, 1985). In view of the consistent confirmation of the previous exploration on the significance of attitudes in language learning, it is necessary to comprehend the domestic students' attitudes towards learning the English language. Thus, this study aims to examine the role of attitudes on learning English as a foreign/second language in the target context.

### **Statement of the problem and purpose of the study**

In all the Libyan Universities, English is being taught as a compulsory course, usually in the form of one or two classes per week named under the term 'General English', which holds the value of approximately three credits. The course is not necessarily related to the learners' majors. Students attend English classes only in order to collect sufficient credits to graduate due to being a compulsory course. However, it has been established that attitudes of students, as well as their opinions and beliefs towards learning, have an explicit impact on students' behavior and on their achievement (Kara, 2009).

It is debated that those students who hold positive beliefs concerning learning a language have an inclination to grow more positive attitudes towards language learning (Al-Quyadi, 2000; Dornyei & Csizer, 2002). Contrariwise, negative beliefs may cause a class anxiety, decrease the cognitive performance, and trigger negative attitudes (Victori & Lockhart, 1995; Kara, 2009). Therefore, this study aims to investigate the attitudes of students studying at the undergraduate level in the Libyan universities towards learning English as a foreign language. Furthermore, the study attempts to seek the influence of gender, year (level) and the

field of study of the participants on their attitude towards learning English as a foreign language.

### **Research Questions**

This study seeks to answer the following questions:

1. What are the attitudes of Libyan undergraduate university students towards learning English as a foreign language?
2. Do the attitudes of Libyan undergraduate university students towards learning English language change according to their gender, field and year of study?

### **Significance of the Study**

Language attitude has a great influence on the development of languages. The positive attitude toward languages contributes to the growth and the acceptance of the language variations in speech community (Crismore, 1996). Since there has been no study carried out in Libya which examined university undergraduate students' attitudes toward learning the English language, this study was conducted to investigate this issue in order to discover what kind of attitudes the students studying undergraduate levels in Libyan universities have toward learning English as a foreign language.

### **Limitations**

There are several limitations which apply to this research due to many factors with a significant role. Firstly, the research has been carried out in the city of Tripoli because it is the capital of Libya and it is the most populated city in the country. The study is limited to only one university due to the lack of time and financial resources.

Secondly, there were only 158 EFL students studying at the undergraduate level at the University of Tripoli. Due to this number of sample size, the research has been limited. Financial constraints had a big effect on the research; thus, the study could not cover the larger geographical area.

## CHAPTER II

### LITERATURE REVIEW

This section of the research attempts to look over the previous researches which have been carried out on the students' attitudes towards English Language Learning. Literature Review will be carried out on the topics of Attitude, Importance of Attitude, Language Attitude, Aspects of Language Attitude; Behavioral Aspects of Attitude, Cognitive Aspects of Attitude and Emotional Aspects of Attitude. Benefits of Learning English as a Foreign Language, English Language learning in Libya, The Nature of Learning Language, Attitudes and Language Learning and other related studies on this research topic also will be addressed.

#### **Attitude**

The attitude of an individual towards certain things varies from one individual to another. It holds several different definitions due to how one might perceive it as. Definition of the term attitude is taken in different contexts when it comes to psychology and education, due to this there are different definitions constructed for them. In the area of language learning, there has been a number of definitions which have been proposed by different authors (Alhamli, 2007). Dependent on the Planned Behavior Theory, Montano, and Kasprzyk (2008, P.71) state that:

“Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (*behavioral beliefs*), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely,

a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”

Gardner (1985) likewise called attention to that attitude as an evaluative response to some referent or attitude object, deduced on the premise of the individual's convictions or feelings about the referent. Thus, the attitude along these lines connected to a man's qualities, convictions, and advances or demoralizes the decisions made in all domains of action, whether scholastic or casual. Gardner's contention drove Wenden (1991) to exhibit a far-reaching meaning of the attitude idea. He characterized the expression "attitude" into three interrelated parts in particular, cognitive, affective and behavioral. The psychological segment includes the convictions, thoughts or perspectives about the object of the attitude. The effective part alludes to the individual's sentiments and feelings towards an article, whether he or she prefers or avers. The behavioral segment includes the propensity to embrace specific learning practices.

### **Importance of Attitude in Language Learning**

The attitude of a student holds great importance when it comes to learning a new language. It is the attitude which can make a student successful or fail in learning a foreign language. As Smith (1971) in his paper acknowledged “after all it is the student’s good or poor attitude that makes life easy or difficult in the foreign language classes.” From the same point of view Reid (2003, p. 33) proclaimed, "Attitudes are vital to us since they cannot be flawlessly isolated from the study." Attitude is considered as a crucial component affecting dialect execution. Accomplishment in an objective language depends on the scholarly limit, as well as on the learner's attitudes toward language learning. This implies learning language ought to be drawn closer fundamentally as a social and mental marvel as opposed to a simply scholastic one. Kiptui and Mbugua (as cited in Tella et al, 2010)

examined that negative attitude towards English is the most emotional and mental component that outcomes in the students' poor execution in English among the secondary schools in Kenya. Various studies conducted on the role of attitudes in language learning have concluded that learners who have positive attitudes learn more, and also learners who learn well acquire positive attitude (Cames, 2002). Giving that it shows how delicate is attitude of the students' towards learning a foreign language.

### **Language Attitude**

Other than the scholarly point of view, the nature of language learning has mental and social perspectives and depends principally on the learners' inspiration and attitude to take in the objective language (Padwick, 2010). Gardner and Lambert (1972) have inferred that the capacity of the students to face the second language is not just impacted by the mental ability or, language aptitudes, additionally on the students' attitudes and recognitions towards the objective language. They additionally pushed that attitude idea could improve the procedure of language learning, affecting the way of student's practices and beliefs towards the other language, its way of life and group, and this will distinguish their propensity to secure that language.

In 1992, Baker proposed a far-reaching hypothetical model, concentrating on the significance of directing attitudinal examination in the field of language learning. Baker (1992, p. 9) expresses that, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death." Further, De Bot et al., (2005) affirm that language teachers, specialists, and students ought to recognize that high inspiration and uplifting attitude of students encourage second language learning. In this manner, if a learner does not have the premium and inclination in getting the objective language to speak with others, this learner will have a negative attitude and will not be

propelled and energetic in language learning. Along these lines, learners' attitudes could join in language learning since it might impact their execution in securing the objective language.

### **Aspects of Language Attitude**

Learning procedure is viewed as a positive change in the individual's identity as far as the enthusiastic, psychomotor (behavioral) and also intellectual areas, since when one has taken in a particular subject, he or she should think and carry on in an alternate way and one's convictions have been recognized (Kara, 2009).

Moreover, the learning process has social and also mental viewpoints other than the psychological methodology. Attitude idea can be seen from these three measurements. Every one of these measurements has diverse components to bring out language attitude results. In like manner, the attitude idea has three parts i.e., behavioral, cognitive and affective. These three attitudinal angles depend on the three hypothetical methodologies of behaviorism, cognitivism, and humanism separately.

**Behavioral Aspect of Attitude.** The behavioral part of attitude manages the way one carries on and responds specifically to circumstances. In fact, the effective language learning upgrades the learners to understand themselves with the local speakers of that language and get or receive different parts of practices which portray the individuals from the language objectives. Kara (2009) expressed that, uplifting attitudes lead to the show of positive practices toward courses of study, with members endeavoring to take in more. Such students are additionally seen to be more enthusiastic to tackle issues, to secure the data and aptitudes helpful for day to day life and to connect with themselves inwardly.

**Cognitive Aspect of Attitude.** This part of attitude includes the convictions of the language learners about the information that they get and their comprehension during the



time spent in language learning. The psychological or cognitive attitude can be ordered into four stages of interfacing the past learning and the new one, making new information, checking new information, and applying the new information in diverse situations of life (Abidin et al. 2012).

**Emotional Aspect of Attitude.** Feng and Chen (2009) expressed that, the learning procedure is an enthusiastic procedure. It is influenced by various passionate variables. The teacher and his students take part in different enthusiastic exercises in it and shifted products of feelings are yield. Attitude can help the learners to express whether they like or dislike the articles or encompassing circumstances. It is concurred that the inward sentiments and feelings of FL learners impact their viewpoints and their attitudes towards the objective language (Choy and Troudi, 2006).

### **Benefits of Learning English as a Foreign Language**

It is useful to take in a foreign language for a case like the English language since it improves the learners' collaboration and correspondence with other individuals who are familiar with the language in various social connections. Therefor, learning a foreign language like English ought to enhance helpful capacity among the students and not just making them be greatly acquainted with the sentence structure of the language. English learners can undoubtedly express their own inclination other than interacting or communicating with other individuals and learning about the world all the more productively. All the more essentially learning another language implies learning new practices and culture of the language which impact the identity of the learner (Al Moghani, 2003).

Individuals realized that in order to be integrated in the world economic, cultural and political activities, it is fundamental to understand foreign languages, in particular

English language, especially after the developments in communication media, which made the interests of most countries interrelated and interdependent (Al Moghani, 2003).

According to Villano, individuals who have learned a foreign language have different attitudes contrasted with the ones who just know the local language. For instance, individuals who have learned a foreign language have the capacity and certainty to connect with foreigners all the more effectively, study writing broadly, and get benefits by making a trip to foreign states, he stated that

“individuals who speak and read more than one language have the ability to communicate with more people, read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of human experience by fostering an appreciation for the customs and achievements of people beyond their own communities. Ultimately, knowing a second language can also give people a competitive advantage in the workforce by opening up additional job opportunities.” (Vallino, 1996 cited in Marcos, 2001, p. 02).

Learning English as a foreign language does not just help the learner to secure a vacation by giving more opportunities of openings for work and improving viable communication with other individuals in the group setup, it additionally influences the intellectual bent of the learner emphatically. Learners who get guidelines of a foreign language and apply them in their life are more imaginative, have a superior methodology in settling on choices of different issues and issues dissimilar to the individuals who have not learned any foreign languages (Bamford & Mizokawa, 1991).

The numerous capacities and additions which are gained by individuals because of learning another language give a few favorable circumstances to the group on the loose. For

instance, the bilingual or multilingual learner who is talking more than one language raises the financial competitive capacity of the nation globally.

According to Marcos (2001), the bilingual and multilingual learners can help their nation's political and security interests. The improvement of students' language capacities will enhance the effectiveness of the future workforce in different fields and areas where the knowledge of foreign language is required, for example, abroad media journalists, airline specialist, national security offices, medicinal services suppliers, custom administration agents and law authorization faculty.

As it has been previously mentioned, learning the English language offers many advantages to people as far as enhancing their informative capacities, intellectual improvement, social awareness and openings for work. Society in general benefits monetarily, politically, socially, when its nationals can speak with and acknowledge individuals from different nations and societies. Learning the foreign language includes the appreciation of how other individuals carry on and think. Byram stated that:

“one of the contributions of foreign language teaching to pupils' education is to introduce learners to and help them understand "otherness" whether it be in linguistic or cultural terms, learners are confronted with language of other people, their culture, their way of thinking and dealing with the world.”

(Byram,1989, p.25).

Clearly, learning English as another language makes nations interrelate and helps in open opportunities for collaboration among various states. In addition, the best approach in showing students another language is to put more accentuation on enhancing the open aptitudes of the student, and on expanding the skill of the students on the language thought. To make this progress, students must take part effectively in the exercises which enhance their positive self-regard.

## **English Language Learning in Libya**

The English language is, for the most part, thought to be the principal foreign language in Libya. In this way in Libya, it can be said that the English language is a foreign language, in light of the fact that the language they are used is Arabic and also English language is not broadly used in Libya. As Richards, et al., (2002) state foreign language is a language that is not local for some individuals in a specific nation and is never generally utilized as a communication medium in media and government.

In Libya, English being as a foreign language as it is mandatory subject at schools starting for the fifth grade and in tertiary as a compulsory course. English is almost offered as specialization in all private and public universities. Libyan students are in particular lacking a good authoritative order in English, when it comes to the language use and communication. This is attributed to the absence of chances of practice the language, where Libyans have few contact with English speakers and further as a result of Arabization policy. Thus, English is seldom spoken even among the individuals who examining it as specialization or most quit that students regularly tend to code-switching with their mother tongue. In this way, students generally practice the language in formal setting and they have little chances to utilize the language in an authentic and genuine way (Ishag, 2016).

The English language is connected as the medium instruction in particular departments in Libyan universities (Alhmali, 2007). Additionally, in the light of financial, political or educational reasons, people in their quest for better educational links and work have turned out to be exceedingly portable and have started relocated to various nations that communicate in English. Consequently, contemplating English has progressively ended up classy and well known, particularly in high schools and universities. That is to say, English has turned into the language of the world, in the development of global communication

systems and broad communication. Along these lines, individuals consider it as a most widely used language or as an international language (Jukil, 2015).

In addition, the English language provides students with much information about the writing and culture of a foreign language through being in contact with individuals of outside their group to impart and learn English appropriately (Jukil, 2013; Jukil, 2012). Individuals have constructive feeling towards learning English since they need to communicate with other individuals of different nations as the English language turns into a global language.

### **The Nature of Learning Language**

The perceptions of individuals about language learning, their motives for learning the language, the feelings they have of themselves and their attitudes may influence how well they will eventually learn the language. These are all socially formed. In addition, learning takes place in a social context. Such learning involves a dynamic interplay among teachers, learners, and tasks involved (Williams and Burden, 1997). The social nature of learning is also emphasized by Lave and Wenger (1991) who proposed the term *situated learning*. They argue that learning takes place within a stoical situation and depends on the situation even when there is no intended learning taking place. This study is informed by the tenets of sociocultural theory, which is concerned with how cognition and learning are shaped by the social and cultural contexts that surround the individual (Lantolf, 2000). In this theory, meaning is socially constructed as people engage in their world and interpret it. Exploring these notions in education, some researchers have focused on the social context in analyzing educational practice (Maybin 1994; Mercer 1995). In English language teaching, a number of studies adopted a sociocultural framework to look into various aspects of second and foreign language learning (Kramsch 2000; Lantolf and Pavlenko

2001). At the level of discourse, Gumpertz (1982) showed how social cultural conventions affect all levels of speech production and interaction.

Fundamental to sociocultural theory is the view that learning is a collaborative achievement situated in the discursive interactions that take place in communities of practice (Lave and Wenger, 1991). The human mind is mediated, and a language is a mediation tool in the learning process.

Williams and Burden's (1997) social constructivist model identified four key factors which influence the learning process – *teachers, learners, tasks, and context*. They note that these factors do not exist in isolation but are in a dynamic interaction. A teacher's perception of teaching and learning will often be reflected in the tasks they select. Learners will then interpret these tasks in the manner which will be most meaningful to them. When teachers and learners interact, their values, perceptions and attitudes will be reflected. The manner in which teachers behave in classrooms will reflect their perceptions and values. The way in which learners react to these behaviors will reflect their individual character and the feelings that the teacher conveys to them. Besides the influence of teachers on learners, the nature of the tasks will determine how this learning will be shaped. This context of learning includes the emotional environment like trust and belonging, the physical environment, the school environment, the cultural environment, and the social environment. The influence of individual perceptions and attitudes on a learning situation is emphasized by Lave and Wenger (1991) in their social learning process called *legitimate peripheral learning*. Here the student is perceived as actively taking part in the learning process with constant guidance from the "master," which suggests that student attitudes and perceptions towards the learning process could be important in determining how well they learn. They note that all learning is based on situations to which learners are exposed. In such situations, learners are not passive receivers of knowledge but are involved in a

process called *legitimate peripheral participation* where they initially learn from others more skilled than them. Ajzen and Fishbein (1980) noted that attitudes exert a directive influence on behavior. An individual's attitudes towards something will influence his or her overall patterns of responses to it. According to Ajzen and Fishbein (1980) the chief determinant to perform a particular behavior is an individual's intention. This intention is a function of two basic factors, the "attitude towards the behavior" and the "subjective norm." The subjective norm refers to an individual's perception of the social pressures put on him or her to perform the behavior in question. If there is a conflict between the two determinants, then the attitudes of the individual will determine the behavior to be exhibited. Gardner (1985) further supported the sociocultural influence in his *socio-educational model* of language learning, noting that "students' attitudes towards the specific language group are bound to influence how successful they will be in incorporating aspects of that language" (p. 6).

Gardner researched a number of factors influencing attitudes and motivation which were thought to influence second language learning. The results of his studies showed three major findings:

First, the attitudes and motivation of an individual toward other cultures and learning the second language correlated with proficiency in the language; that is, positive attitudes and better overall motivation generally result in better proficiency. However, the greater predictor of success in learning a language is the individual's attitude towards the language. Second, these attitudes will also determine the extent to which individuals will actively involve themselves in learning the language. They may use the language in their everyday conversations or when speaking with proficient speakers of the language to improve their command of the language. Third, the reasons behind individuals' learning the language may also influence success in it because they reflect differences in motivation. That is, if

individuals learn a language for integration into the culture, are highly motivated, and have positive attitudes toward the learning situation, they may experience better achievement in the language (Masgoret & Gardner, 1999). More recently Dornyei (2001) stresses the complexity of researching constructs such as motivation because of the multitude of factors that are intertwined with it. For example, he takes of social norms versus personal motivation, and he stresses the challenge of constructing a definition that can encompass the various theories and manifold meanings carried by the concept “motivation.”

### **Attitudes and Language Learning**

In addition to the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners’ motivation and attitude towards learning the target language (Padwick, 2010). Gardner and Lambert (1972) conclude that the ability of students to master a second language is not only influenced by their mental competence or language skills but also by the students’ attitudes and perception towards the target language. They also advocate that attitude concepts could enhance the process of language learning, influencing the nature of student’s behaviors and beliefs towards the other language and its culture and community and that this will identify their tendency to acquire that language. Attitudes are crucial in language growth or decay and restoration or destruction. Attitudes are internal states that influence what the learners are likely to do. The internal state is some degree of positive/negative or favorable / unfavorable reactions towards an object. Attitudes differ in intensity or strength. Language attitude is an important concept because it plays a key role in language learning and teaching. According to Oller (1979) attitudes are merely one of the types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language. Stern (1983) distinguishes three types of attitudes in second language learning



situation: (a) attitudes towards the community and people who speak the L2, (b) attitudes towards learning the language concerned, and (c) attitudes towards languages and language learning in general. Tahaineh and Daana (2013) mention that attitudes play an eminent role in determining one's behavior, as the attitude has an impetus which stimulates the behavior and directs it in a particular direction. Attitudes are thus indirectly related to second language achievement. Improving the positive attitude of the students towards a particular academic subject may increase their desire to learn the subject and to develop the ability to apply what they have been taught, as well as leading to an improvement in remembrance. According to Dörnyei and Csizér (2002), a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning. Thus, attitudes, ranging through negative, natural, and positive states, determine a student's success or failure in his or her learning. This highlights the important role that a positive attitude towards the language being learned plays in learning a second language. Putting it another way, maintaining positive or negative feelings towards a language may increase the ease or difficulty of learning, respectively.

### **Review of Related Studies**

Alkaff (2013) conducted a study to explore the attitudes and perceptions of Foundation Year (FY) students towards learning English, at the English Language Institute (ELI) of King Abdulaziz University (KAU) in Jeddah, Saudi Arabia. After the selection of a random sample of 47 female students of levels 3 and 4 (pre-intermediate and intermediate levels), representing the majority of the students during the time of the study, a questionnaire was developed and the students' responses were tabulated and analyzed. The study showed that most students had a positive attitude towards learning English and that they try to improve their English knowledge and use, even though there were many demands on their time and few opportunities to practice their English.

Tahaineh and Daana (2013) investigated the two most important social psychological variables: the motivation orientations (instrumental & integrative) of the Jordanian EFL female undergraduates and their attitudes towards learning the target language and its community. A stratified random sample of 184 students majoring in English language and literature at Al Balqa' Applied University – Princess Alia University College, in Amman, Jordan, was surveyed using the Attitude/ Motivation Test Battery. The eight domains used to achieve the overall aim of the study were: (1) Interest in Foreign Languages, (2) Parental Encouragement, (3) Motivational Intensity, (4) Degree of Integrativeness, (5) Degree of Instrumentality, (6) Attitudes towards Learning English, (7) Attitudes toward English-Speaking People, and (8) Desire to Learn English. The findings showed the subjects' greater support of instrumental reasons for learning the English language, including utilitarian and academic reasons. However, regarding the integrative reasons, the results provide evidence that learning English as a part of the culture of its people had the least impact on students' English language motivation, whereas their attitudes towards the target language community and its members were generally found to be highly positive.

Wang (2013) examined pre-service Non-Native English Speaking Teachers (NNESTs)' attitude towards the recruitment of Native English Speaking Teachers (NESTs) and the collaboration with NESTs in EFL classrooms. The results showed that most participants were not against the presence of NESTs as their teaching partners, although they have seen qualification as the key criterion in recruiting NESTs. Although the participants believed that team teaching with NESTs was beneficial to English learners, they were concerned about unequal partnerships and communication problems with NESTs. The results suggested that educators need to take greater responsibilities to engage pre-service teachers in team teaching to support pre-service teachers' professional lives.

Abidin et al., (2012) investigated Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive, and emotional aspects, while factoring in the demographic profile of the students. A total of 180 participants from three specializations, Basic Sciences, Life Sciences, and Social Sciences, took part in the study. Regarding the three aspects of attitude (i.e., cognitive, behavioral, and emotional), the participants showed overall negative attitudes towards learning English. In the demographic profile, there were statistically significant attitudinal differences in regards to gender and field of study, though not the year of study.

Ahmed et al., (2012) investigated the students' attitudes towards activities used in an EFL classroom in one Thai university. The research participants included first-year students (bachelor students of medical and engineering faculties) who had studied public speaking as their minor in the second semester. The data were collected through class observations and semi-structured interviews. In classroom observations, EFL learners' perceptions and satisfactions on their teacher using class activities were recorded in field notes and questions related to EFL learners' attitudes towards target language learning, based on certain factors, including better teaching strategies, classroom activities and social environment, that can help reduce or change negative attitudes. This study found promising results concerning the students' attitudes towards the teacher using activities. More than half of the participants regarded their teacher's use of activities to determine their success in language learning. However, less than half of the participants showed dissatisfaction with the EFL teacher using humor about their cultures as the part of his teaching.

Ibnian (2012) examined the effect of using the group work technique to develop the attitudes of non-English major students at the World Islamic Sciences and Education University (WISE) towards learning English as a Foreign Language (EFL). The study attempted to answer the following question: What is the effect of using the group work

technique on developing the attitudes of non-English majors at W.I.S.E. University towards learning EFL? Tools of the study included a questionnaire to measure the attitudes of non-English major students at W.I.S.E. University towards learning EFL. The results revealed the effect of using the group work technique on developing the attitudes of non-English major students at W.I.S.E. University towards learning EFL.

Jacqueline (2012) investigated the attitudes of Japanese students towards the study of English. Attitudinal measures such as levels of student's interest, study habits and the perceived utility of English were examined. The subjects of the study included two separate age groups, first-year junior high school students, and third-year senior high school students, in the same private girls' school in central Japan. The same study also examined the attitudinal differences of students in the three elective lines in third-year senior high school. A total of 577 students participated in the study, 379 from third-year senior high school and the remaining 198 from first-year junior high school. A 34-item Likert scale questionnaire was administered to examine the perceptions and attitudes of students towards the study of English in a foreign language context. A four-point positive/negative scale was utilized in order to encourage students to make an attitude choice. The findings showed both similarities and differences in the way in which junior and senior high school students responded. Of interest was the importance of studying both English grammar and conversation, without taking into consideration the focus of study for university entrance examinations. Both junior and senior high school students expressed overall agreement with these statements. Students were also found to respond similarly in regard to speaking English during their English class. In response to this statement, both groups displayed overall disagreement, with a total of 89.4% of students indicating that they make few verbalizations in English. Differences were found to exist in the students' general views towards the study of English, with junior high school students indicating that they studied

harder in class and enjoyed doing homework more. Senior high school students displayed stronger positive attitudes towards the continued study of English and English classes at school being conducted in the English language.

Galloway (2011) investigated Japanese university students' attitudes towards English and English teachers in relation to their use of English as a lingua franca (ELF). In order to widen the scope of understanding, this research employed a mixture of quantitative and qualitative measures to obtain data about the participants and their attitudes. Thus, questionnaires, interviews, and focus groups were used. The findings suggested that English is seen as a language belonging to native English speakers and those students who want to learn native English. However, the results highlighted that a number of factors influence students' attitudes. The findings also demonstrated that the study of Global English influenced students in a number of ways, including their motivation for learning English, attitudes towards varieties of English and attitudes towards English teachers.

Hussein et al., (2009) investigated undergraduate student's attitudes towards the English language. The instrument used to gather information was a scale developed by researchers. A general research model was used in order to reach the sources. The scale used in this study measured attitudes towards English (reliability: 0.91), and included a personal information form. The views and advice of experts were given for the validity of the used scale. The students who participated were from the Near East University, in the departments of CEIT (Computer Education and Information Technologies) and Nursing (N = 161). To analyze the data, the t-test technique was used. According to the results of the gathered information, there was no significant impact on the students' attitudes towards English regarding their gender, nationality and the departments in which they study.

Momani (2009) investigated Jordan's secondary stage students' attitudes towards learning English as a foreign language and their achievements in reading comprehension.

The findings showed that the respondents had neutral positive attitudes towards learning English. Additionally, there was a strong correlation between the students' attitudes towards learning English and their performance in reading comprehension.

Al-Omrani (2008) investigated perceptions and attitudes of Saudi ESL and EFL students towards native and non-native English-speaking teachers. The findings of this study indicated that both native and non-native English-speaking teachers offer advantages and disadvantages, as seen from the participants' perspective. The study showed that, while native English-speaking teachers are believed to be best in teaching oral skills, due to their language fluency and accuracy, non-native English-speaking instructors offer advantages associated with having to be previous learners of English as a second or foreign language. However, the findings showed that the teacher's qualifications and teaching experience are seen as the most distinctive features of an excellent ESL/EFL teacher, regardless of his mother tongue. Finally, the findings revealed that ESL/EFL programs where both NESTs and NNESTs work cooperatively were considered the most appropriate place for learning English. In conclusion, this study indicates that native and non-native English-speaking teachers can offer many advantages and that training programs can be more aware of areas that should be developed by the inclusion of both types of instructors.

Qashoa (2006) conducted a study to examine Dubai's secondary school students' instrumental and integrative motivation for learning English. The study also aimed at recognizing the factors affecting learners' motivation. A questionnaire and interviews were employed. The sample for the questionnaire consisted of 100 students. For the interviews, on the other hand, the sample included 13 students: 10 Arab English teachers and 3 supervisors. The findings showed that students have a higher degree of instrumentality than integrativeness. Additionally, the results indicated that difficulties with the subject (English)

aspects, such as vocabulary, structures, and spelling, were found to be the most de-motivating factors for the students.

Al-Quyadi (2000) inspected Sana'a University English majors' motivation and attitudes towards learning English; the aim of the study was to investigate the psycho-sociological variables in the learning of English in the faculties of Sana'a in Yemen. The only research tool used was a questionnaire. The study sample consisted of 518 students representing seven faculties. The results showed that the students had a high level of both instrumental and integrative motivation towards the English language. Regarding their attitudes, the findings indicated that the students had positive attitudes towards the English language and the use of English in the Yemeni social and educational contexts.

Lin and Warden (1998) conducted a study to analyze the results from a survey of 346 college-level English language learners in Taiwan, focusing on some causes that may have hindered English learning in the past for students participating in the survey and the students' perspectives about English learning. The results showed that most of the students had either fear or unpleasant feelings about their past English learning experiences and that students of different majors had different perspectives about English learning.

Fakeye (2010) examined the correlation between the achievement and attitudes in English among randomly selected 400 senior secondary students. The results indicated that there was a significant correlation between attitudes and achievement. Besides, it was investigated that students' attitude is not related to their gender. In this manner, there was not a statistically significant difference in the male and female students' attitudes.

Finally, Ismail (1988) investigated the standard of competence and the degree of some learner variables affecting competence (i.e., exposure, attitudes, and motivation), amongst Malay ESL learners. The purpose was to investigate the strength of the relationships between the variables under study. The sample consisted of 441 in Four pupils

from selected schools in Selangor, Peninsular Malaysia, who had learned English for the past nine years. The instruments used for data collection were an achievement test, an exposure scale, an attitude scale, and a motivation scale. The analysis of data was carried out by using cross-tabulation and correlation procedures. The statistical test of significance used was the chi-square.



## **CHAPTER III**

### **METHODOLOGY**

The aim of the study is to find out the Libyan undergraduate university students attitudes towards learning English as a foreign language. The study also intends to uncover how the opinions of students might impact their attitudes towards learning English as a foreign language. The methodology of the study will be presented under these headings: The research design, participants of the study, data collection instruments, and the procedure for the collection of data. The validity and the reliability of the questionnaire which was used for the study and the data analysis are also addressed in this chapter. Finally, it concluded with information about ethical consideration.

Quantitative approach has been used to help the researcher in coming to a conclusion for this study, as the quantitative method is the best when the population size is big, and it can help to generalize the results for the population by taking a sample of the population (Cassell & Symon, 1994). Research questions were designed to satisfy the purpose of the study:

1. What are the attitudes of Libyan undergraduate university students towards learning English as a foreign language?
2. Do the attitudes of Libyan undergraduate university students towards learning English language change according to their gender, field and year of study?

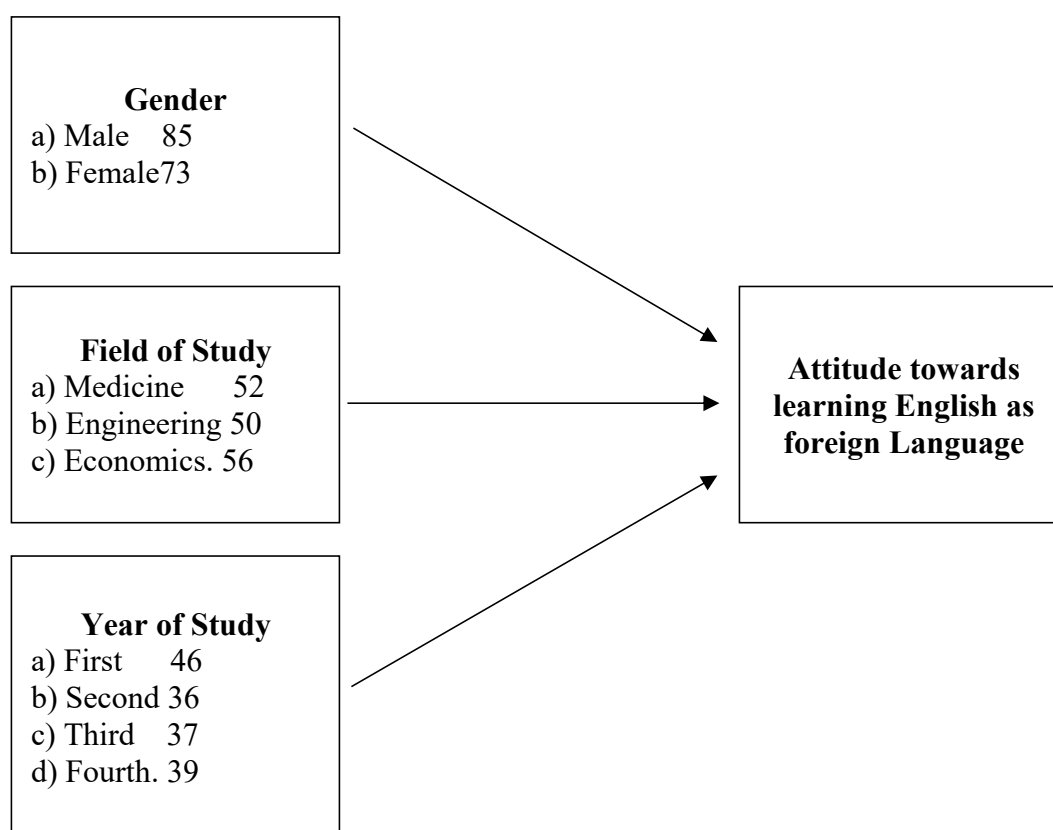
## **Research Design**

For the research to unveil the Libyan undergraduate students' attitudes towards learning English as a foreign language and the impact of these attitudes on students' learning English as a foreign language, the researcher applied a quantitative method approach to the study. In order for the quantitative approach to be carried out, a survey questionnaire was prepared. According to Balsley, (1970) quantitative approach to a study helps achieve a high level of reliability of the data which has been gathered due to the controlled observations and survey. Besides, the quantitative method eliminates and minimizes the subjectivity of the judgment (Kealey & Protheroe, 1996). The questionnaire can be a very useful tool for the researcher time, and the presence of the researcher is an issue, it can help to collect the data while the researcher is not present and the questionnaires can be handed out to hundreds of subjects in a little period of time (Cohen, Manion, & Morrison, 2011). The researcher preferred to use quantitative method due to the fact that it is very useful to target a large number of participants in a small amount of time and that quantitative approach is a good tool to generalize the results to a whole population. Another reason for selecting quantitative approach was that it takes less time to analyze the data by the use of structured questionnaire. The questionnaire consisted of two parts; first part consisted of the demographics of the participant and the second part consisted of 58 items which were intended to find out the attitudes of students towards learning English as a foreign language.

## **Participants of the Study**

This study targeted students studying at the undergraduate level in the departments of medicine, engineering, and economics as the majority of the students were joined these

schools at the Tripoli University in Tripoli which is the capital of Libya. The sample size of the study comprised 158 students which included both genders. Students studying in these departments were from different areas of the city, which allowed the study to find out the attitudes of the students from different areas of the city. As the study consisted of students from different departments, it showed how various students with different backgrounds had different attitudes towards learning English. The study included students from four different levels of undergraduate programs making it more diverse for the education levels of the students.



*Figure 1: Participants of the study.*

As explained above, the undergraduate students of both genders studying in three departments in any of the four years of their study were included in the study. The study year can be defined in a very simple manner as follows: First year students were those who

had newly joined the undergraduate program in any of the three given departments and the ones who did not finish their first year yet or had been left behind for some reasons which included students who either froze their studies, did not pass the exams, or did not attend any courses for any reasons. The second year students were those who had passed their first year and those who failed the second year. The third year students were those who had passed their second year and those who failed the third year. Fourth-year students were those who had passed their third year and those who failed the fourth year. Students who graduate from the university can go on to start their careers in related fields, or they may continue their studies at the graduate level. Targeted population consists of students from low English proficiency level to high proficiency level, as the university resides in Arabic speaking country, students mostly speak Arabic to each other.

### **Data Collection**

**Instrument.** A questionnaire was used as the instrument which aimed to measure the participant's attitudes towards learning the English language. Moreover, it explored whether the participants held significant differences in their attitudes based on their personal information. The items of the questionnaire were partly adapted from Attitude/ Motivation Test Battery (AMTB) designed by Gardner (1985), and partly from Alsamadani and Ibnian (2015), Al-Noursi (2013), and Tchekpassi (2013). First, the questionnaire items were structured in English (see Appendix A) and afterward they were translated into Arabic (see Appendix B), “the first language of the participants” for the greatest comprehension. The questionnaire consisted of two parts, the first part inquired about the demographic information of the participants, while the second part consisted of 58 items, out of which 35 items were positive, and 23 were negative. Table 1 below demonstrates the usage of the five point Likert scale which was used for the second part.

Table 1

*Five-point Likert scale used in the questionnaire*

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 Learning English is not important					
2 I study English just to pass exams					

The participants were instructed to select their answers via the five-point Likert scale, which ranged from 5 “Strongly Agree” to 1 “Strongly Disagree.” The lowest “score” signifies negative attitudes towards learning the English language, whereas the highest score denotes positive attitudes towards learning the English language. In the questions, which are formed in a negative manner the highest score signifies negative attitudes towards learning the English language, whereas the lowest score signifies positive attitudes towards learning the English language.

The questionnaire used to collect the data was in Arabic, the participants’ first language. After completing the preparation of the English version of the questionnaire (see Appendix A), the researcher gave the questionnaire to a professional translator who taught English courses at the target University in order to translate the English version to Arabic (see Appendix B) to be more comprehensible for more accurate answers since it was the participants first language. Then, the Arabic version was given to another instructor at the same university to perform a back-translation process of Arabic version into English. The two English versions were finally compared to confirm the accuracy of the translation. To ensure the reliability of the Arabic version of the questionnaire, a pilot study was conducted

among 18 students from the target population, who were asked to respond to all items of the instrument. Later, the responses were entered into the Statistical Package for Social Sciences (SPSS) version 20 to be computed.

**Procedure.** After receiving the permission from the target schools(see Appendices C, D and E), the respondents were asked to fill out the questionnaire during their classes for the main study. Students were also asked to answer the questions based on their preconceptions i.e. to which extent they agree or disagree with the items of the study instrument. Out of 190 distributed questionnaires, 158 were returned to the researcher. However, 19 of respondents did not complete the questionnaire, while 13 of them had invalid answers. SPSS v.20 was used by the researcher in order to analyze the data.

### **Reliability and Validity**

As the questionnaire was selected as the main tool for gathering data for the research, it had to be checked for its reliability and validity. The instrument's reliability indicates "the degree to which scores obtained with an instrument are consistent measures of whatever the instrument measures" (Frankel & Wallen, 1990). In order to measure the reliability level of the research instrument, a pilot study was conducted on randomly selected 18 students from the target population. These participants did not join in as being part of the actual study. They were required to indicate their attitudes through related questionnaire items. The examination of the reliability of the items was resolved through the reliability coefficient by using SPSS version 20. The Cronbach's Alpha was calculated as .936 which means very high reliability. This demonstrates that the items of the questionnaire were absolutely suitable for the research objectives.

On the other side, the validity of the questionnaire was settled by the studies from which the present instrument was adapted (Gardner,1985; Alsamadani & Ibnian,2015; Al-Noursi,2013; Tchekpassi,2013). To examine the validity of the instrument on the current study, the questionnaire was revised by the supervisor to be clear and comprehensible at first; then the questionnaire was given to three TEFL experts at the target University where they indicated that the questionnaire was valid, comprehensible and useful for the study aims.

### **Data Analysis Procedures**

The collected data were analyzed by using SPSS v.20 for windows program intending to answer the research questions in a quantitative manner. To determine the frequency, the mean and the standard deviation of the collected data, a descriptive analysis was used in order to answer the first research question. Additionally, to answer the second question of the study, an independent sample T-test and One-way ANOVA were conducted.

### **Ethical Considerations**

Before starting the process of data collection, all concerned people were informed about the nature of this study and that they could withdraw from the study at any time they wanted. Additionally, the participants were also guaranteed that the data they provide would be processed in a strictly confidential manner and would only be utilized for research purposes. There were no questions asked which would disclose their identity and they were assured that their information would be kept anonymous.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter goes over the findings of the study; it covers the findings which have resulted from the analysis of the data. Firstly, demographics of the participants will be presented. Secondly, the attitudes towards learning English as a foreign language of all the Libyan undergraduate students who have participated in the study will be clarified. Finally, differences in the perspectives of the students according to their gender, the field of study and level of study will be shown.

#### **Demographics**

Demographics are important factors in this study, because perspectives change from age to age, from one gender to another, from the place where one resides to another, time duration since when one has been studying the language, from one field of study to another, and from one study year to another. The demographics of the sample are shown in Table 2 below.



Table 2

*Descriptives of the Sample*

		Frequency	Percentage
Age	19 – 20	47	29.7
	21 – 22	56	35.4
	23 – 24	55	34.8
	Total	158	100
Gender	Male	85	53.8
	Female	73	46.2
	Total	158	100
City of Residence	Tajura	8	5.1
	Tarhuna	12	7.6
	Tripoli	138	87.3
	Total	158	100
Level of Study	First	46	29.1
	Second	36	22.8
	Third	37	23.4
	Fourth	39	24.7
	Total	158	100
Years studying English	Six	4	2.5
	Seven	50	31.6
	Eight	47	29.7
	Nine	53	33.5
	Ten	4	2.5
	Total	158	100
Field of Study	Medicine	52	32.9
	Engineering	50	31.6
	Economics	56	35.4
	Total	158	100

The demographics of the sample show a diverse set of subjects which came from different age groups, gender, cities, field of study, years of studying English, and of study level. In the age group, it can be seen that the highest numbers of students from the sample belong to the second age group (21-22 years) which accounts for 56 participants or in other words 35.4% of total sample size. The students in this group were most likely in their second or third year of studies. The second largest group which is just one participant less than the first group was of students whose ages were 23-24 years. This group represented the students who were in their third or the fourth year of studies. Age group of 19-20 years constituted 29.7% of all the students in the sample. As these were most likely the new students or ones who had been left behind, formed the smallest portion of the study.

Gender of the participants almost had equal results. Males were slightly more than the female respondents by 7.6%.

City of residence showed an interesting statistic. Students living in the Tripoli were in the majority which constituted 87.3% of all students whereas students from Tajura were in the least numbers representing only 5.1%. Likewise, students living in Tarhuna were also in a small number which accounted for only 7.6% of the total sample size.

There were four levels of study. Students in their first year represented the largest number of participants (46) representing 29.1% of the sample. It seems as if almost all the students who were in the age group of 19-21 were in the first year because most new students are the youngest ones. Second, the largest group of students were studying in their fourth and final year, and they constituted 24.7% of the sample whereas second-year students (36) and third-year students (37) were less in number.

Another interesting finding is the period of time they had been studying English. It seems that students who had been studying English for 6 years and 10 years are the least, only four participants in each group and together representing only 5% of the sample. On the other hand, students who had been studying English for 7 to 9 years were very close to each other. This means that the participant students most likely started their English education 7 to 9 years before starting their university.

Field of the study shows the number of participants which belonged to each of those fields. Students studying economics were the largest group representing 35.4% of the sample. Second largest group of students were studying medicine which constituted 32.9% of the sample with having just 2 more participants than the engineering group. It can be said that all three fields of studies had almost the same number of participants.

### **Libyan Undergraduate Students Attitudes towards Learning English as a Foreign Language**

When the question of attitude comes, it cannot be explained through only one certain thing or factor. There are several factors which take place in order to establish one's attitude toward learning English. The attitude of an individual can either be positive or negative. Myers (1993) indicated attitudes as "a favorable or unfavorable evaluative reaction towards something or someone, exhibited in one's beliefs, feelings, or intended behavior" (p. 112).

In order to answer the first question regarding the attitudes of Libyan undergraduate university students towards learning English as a foreign language, frequency counts of the students' attitudes towards learning English as a foreign language

were considered. Along with the frequencies, means and standard deviations of all 58 items were also taken into consideration. They were calculated to find out the attitudes of all Libyan undergraduate university students towards learning English as a foreign language, which was analyzed according to these domains: Cultural conflict in English learning, Role of teacher in English language learning, Benefits of learning English, Interest in learning English, Beliefs about English, Overall use and exposure to English, The impact of classroom activities on the learning (see Table 3).

Table 3

*Means and Standard Deviations of the Domains related to the Attitudes of Libyan Students towards Learning EFL*

Domain	N of Items	<i>N</i>	<i>M</i>	<i>SD</i>
Beliefs about English	5	158	3.49	.263
Benefits of learning English	9	158	3.27	.648
Role of teacher in English language learning	11	158	3.23	.509
Interest in learning English	10	158	3.19	.520
The impact of classroom activities on the learning	13	158	3.14	2.289
Overall use and exposure to English	7	158	2.84	.456
Cultural conflict in English learning	3	158	2.42	1.392

As can be seen from the results in Table 3, the domain which seemed to have the most impact on the students' attitude was "Beliefs about English." The domain scored the highest out of all domains with a mean score of 3.49 (SD=.263). This showed that the students had put more emphasis towards English as an international language. Yu (2010) supported this result by examining Chinese college students' attitudes towards English

where the participants recognized the status of English as an international language. The second highest mean score was the domain of “Benefits of learning English” with a mean score of 3.27 ( $SD = .648$ ). Another domain which seemed to have a great impact on the students’ attitude is the “Role of the teacher in English language learning.” It scored the mean of 3.23 ( $SD = .509$ ) which was ranked as the third most important domain. The domain of “Interest in learning English” was the fourth in the ranking with the mean score of 3.19 ( $SD = .520$ ). ‘The impact of classroom activities on the learning’ was the fifth employed domain with the mean score of 3.14 ( $SD = .289$ ) by the participants attitudes towards learning English. ‘Overall use and exposure to English’ obtained the sixth rank order with a mean score of 2.84 ( $SD = .456$ ) concerning the attitudes of the participating students towards learning the English language. The last domain was ‘Cultural conflict in English learning’ with a mean score of 2.42 ( $SD = 1.392$ ) regarding the attitudes of the students towards English learning.

**Beliefs about English.** According to the findings presented in Table 4 about the ‘beliefs about English’, regarding the participants attitudes, it is clear that about 86.8% of the participating students ( $M = 4.34$ ,  $SD = 1.05$ ) believed that English was the most used language in the world, besides 84.6% of the participating students perceived that English should be known since it is an international language ( $M = 4.23$ ,  $SD = 1.10$ ). Furthermore, 73 % of the participating students believed that the English language was necessary for communicating with other people ( $M = 3.65$ ,  $SD = 1.39$ ). In addition, 54 % of the participating students indicated that speaking English well would not change anything in their life ( $M = 2.70$ ,  $SD = 1.37$ ) while 51.6 % indicated that they wish they could learn another language instead of English ( $M = 2.58$ ,  $SD = 1.49$ ). This study showed that the participants believed that English is the most used language in the world and it should be

known as an international language for communicating with others and this result are supported by Kyriacou and Zhu (2008); Al-Mamun, et al. (2012) and Hashwani (2008) who stated that students recognized the importance of English as a global communication network where they presented a positive attitude towards English language.

Table 4

*Mean, Percentage and Standard Deviation of the Domain 'Beliefs about English'*

	Items	<i>N</i>	%	<i>M</i>	<i>SD</i>
14.	English is the most used language in the world.	158	86.8	4.34	1.05
57.	English should be known since it is an international language.	158	84.6	4.23	1.10
58.	I think the English language is necessary for communicating with other people.	158	73	3.65	1.39
20.	Speaking English well will not change anything in my life.	158	54	2.70	1.37
35.	I wish I could learn another language instead of English.	158	51.6	2.58	1.49

**Benefits of learning English.** According to the findings presented in Table 5 about the 'benefits of learning English', regarding the students attitudes, it is clear that about 84 % of the participating students ( $M= 4.20$ ,  $SD= 1.29$ ) showed that they liked learning English because it helped them to travel abroad, while 74.6% of the participating students indicated that in the future, they would like to read more stories, plays and poetry in English ( $M= 3.73$ ,  $SD= 1.08$ ), and 74.4 % of the students believed that they liked learning English because it helped them read more for pleasure ( $M= 3.72$ ,  $SD= 1.13$ ).

Furthermore, 67.6 % of the participating students indicated that learning English helped them to use the new technologies such as internet and mastering English would help them to resume their education ( $M= 3.38$ ,  $SD= 1.29$ ) while 65.9 % indicated that speaking in English increased their self-confidence ( $M= 3.30$ ,  $SD= 1.36$ ). In addition, 63.6 % of the students used English to write e-mails and letters ( $M= 3.18$ ,  $SD= 1.24$ ), meanwhile in an unenthusiastic manner 53.6 % of participating students claimed that they did not think that they would need English in their future job ( $M=2.68$ ,  $SD= 1.38$ ) and 38 % of the respondents believed that they studied English just to pass the exams ( $M=1.90$ ,  $SD= 1.22$ ).

Table 5

*Mean, Percentage and Standard Deviation of the Domain 'Benefits of learning English'*

	Items	<i>N</i>	%	<i>M</i>	<i>SD</i>
34.	I like learning English because it helps me travel abroad.	158	84	4.20	1.29
6.	In the future, I like to read more stories, plays and poetry in English.	158	74.6	3.73	1.08
46.	I like learning English because it helps me read more for pleasure.	158	74.4	3.72	1.13
26.	Learning English helps me use the new technologies such as internet and databases.	158	67.6	3.38	1.29
17.	Mastering English helps me to resume my education.	158	67.6	3.38	1.29
8.	Speaking in English increases my self-confidence.	158	65.9	3.30	1.36
15.	I use English to write e-mails and letters.	158	63.6	3.18	1.24
43.	I do not think that I need English in my future job.	158	53.6	2.68	1.38
2.	I study English just to pass the exams.	158	38	1.90	1.22

Subsequently, the participants showed positive attitudes towards their benefits of learning the English language. The result was supported by Hang's (2009) study conducted in Vietnam among elementary students who viewed English as an opportunity to travel abroad. Similarly, Shirbagi (2010), indicated that favorable attitudes towards learning English were shaped by participants' belief that English could help them find good jobs

**Role of teachers in English language learning.** According to the findings presented in Table 6 regarding the participating students' attitudes towards 'the role of teachers in English language learning,' it is clear that about 72.3 % of the participating students stated that they understood their English teachers while they spoke in English without a problem ( $M=3.62$ ,  $SD= 1.25$ ). Similarly, 71.3 % of the participating students believed that their teachers taught in a manner that helped them learn ( $M=3.57$ ,  $SD= 1.29$ ) and in the same line, 71.2 % of the participating students stated that their English teachers explained difficult concepts well ( $M= 3.56$ ,  $SD= 1.24$ ). Similarly, 70.6 % of the participants stated that the pronunciation of their English teachers was good ( $M=3.53$ ,  $SD=1.24$ ). Furthermore, 69.6 % of the participating students believed that their English teachers had a dynamic and interesting teaching style and they were able to simplify difficult material so they could understand it ( $M=3.48$ ,  $SD=.98$ ) and 68.6 % of the participating students claimed that they really liked their English teacher ( $M=3.43$ ,  $SD=1.01$ ). In addition, 65.9 % of the participants believed that their English teacher was a good example of the ideal English speaker ( $M=3.30$ ,  $SD=1.36$ ). Subsequently, there was a neutral responses towards the teacher in terms of '*I do not think my English teacher is very good, My English teacher does not present materials in an interesting way and I would prefer to have a different English teacher.*' The results indicated that the participants had a great influence by their teachers to determine their attitudes towards learning English



which goes in line with the studies of Al-Zahrani (2008); Al-kaff (2013) and Ghazali, et al. (2009) were they revealed that negative attitudes of students might be a reaction to instructional and traditional techniques used by some of the English teachers.

Table 6

*Mean, Percentage and Standard Deviation of the Domain 'Role of the teacher in English language learning'*

	Items	<i>N</i>	<i>%</i>	<i>M</i>	<i>SD</i>
11.	I understand what my English teacher is saying without a problem.	158	72.3	3.62	1.25
40.	My teacher teaches in a manner that helps me learn.	158	71.3	3.57	1.29
56.	My English teacher explains difficult concepts well.	158	71.2	3.56	1.44
41.	The pronunciation of my English teacher is good.	158	70.6	3.53	1.24
18.	My English teacher has a dynamic and interesting teaching style.	158	69.6	3.48	.98
7.	My English teacher is able to simplify difficult material so I can understand it.	158	69.6	3.48	.98
19.	I really like my English teacher.	158	68.6	3.43	1.01
10.	My English teacher is a good example of the ideal English speaker.	158	65.9	3.30	1.36
39.	I do not think my English teacher is very good.	158	52.2	2.61	1.07
33.	My English teacher does not present materials in an interesting way.	158	50.4	2.52	1.29
9.	I would prefer to have a different English teacher.	158	50	2.50	1.38

**Interest in learning English.** According to the findings presented in Table 7 about the ‘interest in learning English’, regarding the students attitudes, it is clear that about 77.8% of the participating students ( $M= 3.89$ ,  $SD= .29$ ) believed that they loved learning English, while 77.6% of the participating students perceived that in the future, they would study English more ( $M= 3.88$ ,  $SD= 1.00$ ) and 76.6 % of students believed that the knowledge of English helped them to understand the English culture ( $M= 3.83$ ,  $SD= 1.30$ ). Furthermore, 73.6 % of the participating students indicated that English was one of their favorite courses ( $M= 3.68$ ,  $SD= 1.27$ ) while 72.2 % indicated that studying English helped them to communicate with others who speak it ( $M= 3.61$ ,  $SD= 1.39$ ). Similarly, 70.3 % of the respondents believed that English is a very important part of the university program ( $M= 3.52$ ,  $SD= 1.45$ ), meanwhile in an unenthusiastic manner 69.6 % of the participating students claimed that English was their favorite language ( $M=3.48$ ,  $SD= .98$ ). On the other hand, 46 % of the respondents believed that when they leave university, they would give up the study of English because they did not interest in it ( $M=1.90$ ,  $SD= 1.22$ ), besides, 42.1 % of the participants indicated that they had no interest in learning English ( $M= 2.11$ ,  $SD= 1.02$ ), and 32.9 % of the participating students showed that learning English was not important ( $M= 1.65$ ,  $SD= 1.04$ ). The results were in line with other studies conducted by Chalak and Kassaian (2010) and Rukh (2014) as they indicated that the participants showed a great interest and a positive attitude towards learning English.

Table 7

*Mean, Percentage and Standard Deviation of the Domain ‘Interest in learning English’*

Items	<i>N</i>	<i>%</i>	<i>M</i>	<i>SD</i>
13. I love learning English.	158	77.8	3.89	.99
50. I look forward to studying English more in the future.	158	77.6	3.88	1.00
52. Knowing English helps to understand the English Culture.	158	76.6	3.83	1.30
36. English is one of my favorite courses.	158	73.6	3.68	1.27
29. Studying English helps me to communicate with others who speak it.	158	72.2	3.61	1.39
30. English is a very important part of the university program.	158	70.3	3.52	1.45
5. English is my favorite language.	158	69.6	3.48	.98
38. When I leave university, I will give up the study of English because I am not interested in it.	158	46	2.30	1.11
32. I have no interest in learning English.	158	42.1	2.11	1.02
1. Learning English is not important.	158	32.9	1.65	1.04

**The Impact of classroom activities on learning.** According to the findings presented in Table 8 about the ‘Impact of classroom activities on learning’, regarding the respondents attitudes, it is clear that about 74.4% of the participating students ( $M= 3.72$ ,  $SD= 1.10$ ) believed that they enjoyed the activities used in English classes, besides 74% of the participating students perceived that they looked forward to the time they spent in English classes ( $M= 3.70$ ,  $SD= 1.19$ ) while 72.8 % of the students indicated that they liked discussion during English classes ( $M= 3.64$ ,  $SD= 1.26$ ). Furthermore, 72.6 % of the

participating students regretted whenever they missed an English class ( $M= 3.63$ ,  $SD= 1.23$ ) while 72.6 % indicated that they were always eager to attend their English class ( $M= 3.63$ ,  $SD= 1.23$ ). Likewise, 71.6 % showed that they liked group-work in English class ( $M= 3.58$ ,  $SD= 1.35$ ), meanwhile in an unenthusiastic manner 69.4 % of participating students claimed that they liked their English classes ( $M=3.47$ ,  $SD= 1.23$ ).

Table 8

*Mean, Percentage and Standard Deviation of the Domain ‘The impact of classroom activates on learning’*

	Items	<i>N</i>	%	<i>M</i>	<i>SD</i>
3.	I enjoy the activities used in my English class.	158	74.4	3.72	1.10
24.	I look forward to the time I spend in English class.	158	74	3.70	1.19
27.	I like discussion during English classes.	158	72.8	3.64	1.26
25.	I regret whenever I miss an English class.	158	72.6	3.63	1.23
37.	I am always eager to attend my English class.	158	72.6	3.63	1.23
28.	I like group-work in English class.	158	71.6	3.58	1.35
48.	I love my English classes.	158	69.4	3.47	1.23
16.	Materials and activities are appropriate and interesting in English class.	158	67.6	3.38	1.28
51.	To be honest, I do not like my English class.	158	52.6	2.63	1.35
49.	I feel bored during the English class.	158	51.8	2.59	1.36
42.	My English class is really a waste of time.	158	50.4	2.52	1.22
31.	I think my English class is boring.	158	44	2.20	1.14
12.	I get nervous in English class	158	43.2	2.16	1.15

Similarly, 67.6% of the participants believed that materials and activities were appropriate and interesting in English class ( $M=3.38$ ,  $SD= 1.28$ ), on the other hand, 52.6 % of the participants indicated that they did not like their English class ( $M= 2.63$ ,  $SD= 1.35$ ). In addition, 51.8 % of the respondents believed that they felt bored during the English class

( $M= 2.59$ ,  $SD= 1.36$ ), while 50.4 % showed that their English class was really a waste of time ( $M= 2.52$   $SD= 1.22$ ). Furthermore, 44 % of the participating students revealed that their English class was boring ( $M= 2.20$ ,  $SD= 1.14$ ) while 43.2 % of the respondents got nervous in English class ( $M= 2.16$ ,  $SD= 1.15$ ). This showed that the students enjoyed the activities like group-work, class discussion and the interesting materials used in class which gave them a positive attitude towards English learning and also made them eager to always attend the English class which is contrary to researches by Aragão, (2011), and Colsant, (1995) who state that some learners become reluctant to participate in learning activities in the classroom due to the lack of their self-confidence and the poor atmosphere.

**Overall use and exposure to English.** According to the findings presented in Table 9 about the ‘overall use and exposure to English’, regarding the participants’ attitudes, it is clear that about 73.4% of the participating students ( $M= 3.67$ ,  $SD= 1.34$ ) believed that they liked listening to music in English, while 63% of the participating students stated that English writing classes were their favorite ( $M= 3.15$ ,  $SD= 1.40$ ), and 62.2 % of the students believed that they did not like reading notes, instructions and advertisements in English ( $M= 3.13$ ,  $SD= 1.21$ ). Furthermore, 57 % of the participating students indicated that writing in English was a hard task ( $M= 2.85$ ,  $SD= 1.40$ ) while 48% indicated that they felt bored when they listen to others while they were speaking in English ( $M= 2.40$ ,  $SD= 1.03$ ). Likewise, 47.8 % of the participants revealed that they felt unwilling to practice speaking in English class ( $M= 2.39$ ,  $SD= 1.07$ ). Similarly, 46.2 % of the respondents believed that they felt embarrassed to speak English in front of other students ( $M=2.31$ ,  $SD= 1.22$ ). The results of the study indicated that the participants were interested in using the language in their everyday life to write, listen or even read

for pleasure. Ibnian (2012) supported this result and stated that the exposure to the target language increases the students' performance.

Table 9

*Mean, Percentage and Standard Deviation of the Domain 'Overall use and exposure to English'*

Items	<i>N</i>	<i>%</i>	<i>M</i>	<i>SD</i>
21. I like listening to music in English.	158	73.4	3.67	1.34
45. English writing classes are my favorite.	158	63	3.15	1.40
22. I do not like reading notes, instructions and advertisements in English.	158	62.6	3.13	1.21
23. Writing in English is a hard task.	158	57	2.85	1.40
47. I feel bored when I listen to others while they are speaking in English.	158	48	2.40	1.03
4. I feel unwilling to practice speaking in English class.	158	47.8	2.39	1.07
44. I feel embarrassed to speak English in front of other students.	158	46.2	2.31	1.22

**Cultural conflict in English learning.** According to the findings shown in Table 10 regarding the attitudes of the participating students towards 'cultural conflict', it is clear that 50.8% of the participating students thought that it was enough to use only Arabic language in their community, and foreign/second language was not necessary ( $M= 2.54$ ,  $SD= 1.41$ ). In addition, 48.8 % of the participating students ( $M= 2.44$ ,  $SD= 1.52$ ), stated that studying English reduced their appreciation of Arabic language. On the other hand,

only 45.8 % of the students, with a mean score of 2.29 ( $SD= 1.30$ ), believed that studying a foreign language and its culture would spoil their own culture identity.

Table 10

*Mean, Percentage and Standard Deviation of the Domain ‘Cultural conflict in English learning’*

	Items	<i>N</i>	%	<i>M</i>	<i>SD</i>
55.	It is enough to use only Arabic language in our community, foreign/second language is not necessary.	158	50.8	2.54	1.41
53.	Studying English reduces my appreciation of Arabic language.	158	48.8	2.44	1.52
54.	Studying a foreign language and its culture will spoil my own cultural identity.	158	45.8	2.29	1.30

This showed that the cultural beliefs of the students slightly tend to hinder them from having a strong positive attitude towards learning the English as a foreign language. They believed if more effort was put into the English as a foreign language they would automatically reduce their appreciation for the Arabic language. This supports Gardner and Lambert (1972) and Gardner, (2008) findings which advocated that attitude concept could enhance the process of language learning, influencing the nature of student’s behaviors and beliefs towards the other language, its culture, and community, and this will identify their tendency to acquire that language.

## **Libyan Undergraduate Students' Attitudes towards Learning the English Language based on their Gender**

In order to find out if there was statically significant difference in Libyan undergraduate students' attitudes toward learning the English language by gender, an Independent Samples T-Test was applied. The results of the independent sample t-test are given below (see table 11).

As indicated in Table 11 some significant differences were found between students' gender in their attitudes towards English learning. The first significant difference was with item 8 "Speaking in English increases my self-confidence" ( $p=.000$ ). The mean score of the male is 2.94 ( $SD= 1.257$ ) and the female mean score is 3.71 ( $SD= 1.369$ ). The result indicated that female participants believed that speaking the English language increased their confidence more than the male participants. This is due to the fact that female students showed more enthusiasm in social interactions as Hashwani (2008) stated that "girls expressing more excitement in meeting and listening to people who spoke English and studying English as a foreign language being an enjoyable experience" (p. 131).

The second significant difference was with the item 10 "My English teacher is a good example of ideal English speaker" ( $P= .000$ ). The mean score of the male is 2.95 ( $SD= 1.262$ ) and the female mean score is 3.71 ( $SD= 1.369$ ). The result indicated that female participants respect their teachers and believed that their teacher is an ideal English speaker than the male participants. This is due to the fact that female students showed higher attention to the learning and education in the target community than males. Abidin et al (2012) examined Libyan secondary school students and stated that



“the design and the content of English curriculum did not met the interests and needs of the male students” (p. 125).

Table 11

*Significant Difference between the Students' Genders*

	Items	gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>P</i>	<i>MD</i>
8	Speaking in English increases my self-confidence.	male	85	2.94	1.257	-3.689	.000	-.771
		female	73	3.71	1.369			
10	My English teacher is a good example of the ideal English speaker.	male	85	2.95	1.262	-3.626	.000	-.759
		female	73	3.71	1.369			
23	Writing in English is a hard task.	male	85	3.19	1.341	3.389	.001	.736
		female	73	2.45	1.385			
55	It is enough to use only Arabic language in our community, foreign/ second language is not necessary.	male	85	2.87	1.404	3.292	.001	.720
		female	73	2.15	1.330			
27	I like discussion during English classes.	male	85	3.31	1.273	-3.708	.000	-.722
		female	73	4.03	1.154			
30	English is a very important part of the university program.	male	85	3.19	1.427	-3.176	.002	-.716
		female	73	3.90	1.396			

The third significant mean difference was with item 23 “Writing in English is a hard task” ( $P= .001$ ). The mean score of the male is 3.19 ( $SD= 1.341$ ) and the female mean score is 2.45 ( $SD= 1.385$ ). The result showed that female participants believed that writing in English was not hard more than the male participants who showed a neutral response.

This is due to the fact that females were attentive to do their English homework and had more English writing practices for different purposes such as writing emails. Al-samadani and Ibnian (2015) indicated that “the students underlined the importance of technology in improving their language skills; they said that they make use of the internet to communicate in English with friends in Saudi Arabia and abroad” (p. 100).

The fourth significant mean difference was with item 55 “It is enough to use only Arabic language in our community, foreign/ second language is not necessary” ( $P=.001$ ). The male mean score is 2.87 ( $SD= 1.404$ ) and the mean score of the female is 2.15 ( $SD= 1.330$ ). The result indicated that female participants in respect to their culture, did not believe that using one language in their community was enough than the male participants who showed neutral responses. This is due to the fact that males prefer to communicate with their mother tongue as a tool to facilitate their interactions other than having different languages.

The fifth significant differences was with item 27 “I like discussion during English classes” ( $P= .000$ ). The male mean score is 3.31 ( $SD= 1.273$ ) and the female mean score is 4.03 ( $SD= 1.154$ ). The result indicated that female participants showed higher interest in discussion during English classes than the male participants. That is due to the fact that females did not afraid of making mistakes and preferred to interact in English with their classmate to enhance their language performance. Tsuda (2003) revealed that “students lose interest in using the target language because they are afraid of making mistakes or of being corrected by teachers.” (p. 67).

The last significant mean difference was with item 30 “English is a very important part of the university program” ( $p= .002$ ). The mean score of the male participants is 3.19 ( $SD= 1.427$ ) and the mean score of the female participants is 3.90 ( $SD= 1.396$ ). The results indicated that female participants believed that English is a very important part of the

university program more than the male participants. That is related to the fact that the female students are more willing to learn the English language as a whole in relation with that of the male students in accordance to the students' overall performance. Martinez (2013) indicated that "students with better grades, showed more favorable attitudes toward the learning than students with lower grades." (p. 218).

These results are in accordance with those studies conducted by Shoaib and Dornyei (2005); Bidin et al (2009); and Elkilc et al (2010). They indicated that female participants showed more interest and positive attitudes towards learning the English language than the male participants.

### **Libyan Undergraduate Students' Field of Study and their Attitudes towards Learning EFL**

In order to check for differences among the Libyan undergraduate university students' attitudes towards learning English language and their field of study, a one-way ANOVA was applied to all the fields of study. According to the one-way ANOVA results (see Table 12) which revealed that the field of study had a significance level of .068, it can be concluded that there is no statistically significant difference between the groups. Therefore, the attitudes of the students did not differ according to the students majors. On the contrary, Abidin et al. (2012) showed that there was a significant differences among the participants regarding to their field of study.

Table 12

#### *One-way ANOVA scores of Fields of Study*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.290	2	.145	2.734	.068
Within Groups	8.231	155	.053		
Total	8.521	157			

## **Attitudes of Libyan Undergraduate Students towards Learning EFL according to their Level of Study**

In order to check for the differences among the Libyan undergraduate university students' attitudes towards learning English language and their level of study, a one-way ANOVA and post hoc analysis (LSD) were conducted for all the years of study. According to the one-way ANOVA results (see Table 13), it can be concluded that there is a statistically significant difference in the mean scores of groups.

The first significant mean difference was with item 41 "The pronunciation of my English teacher is good" ( $p = .008$ ). The result indicated that the fourth-year participants ( $M = 4.00$ ) had more interest in the 'pronunciation of their teacher' compared to the first-year participants ( $M = 3.09$ ) who hold neutral belief in their teacher's pronunciation. This is due to the fact that the fourth-year participants respected their teachers as they motivated and supported them along their final year of study. Martinez (2013) revealed that "students clearly perceived, through the teachers, that learning English has become a matter of utmost importance." (p. 218).

The second significant mean difference was with item 28 "I like group-working in English class" ( $P = .030$ ). The result revealed that the fourth-year participants ( $M = 4.03$ ) showed more interest to work in groups during their English classes compared to the first-year participants ( $M = 3.15$ ). That is related to the fact that the fourth-year participants enjoyed the activities applied in their classes in particular in their English classes, besides they believed that team-work increased their learning performance and knowledge. Rahimi and Farvardin (2009) indicated that "students who evaluated their teachers favorably also evaluated their classes positively and vice versa." (p. 5).

Table 13

*One-way ANOVA results for Level of Study*

Items	year	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>P</i>
41 The pronunciation of my English teacher is good.	first	46	3.09	1.330*	3	4.123	.008
	second	36	3.61	1.225	154		
	third	37	3.49	1.216			
	fourth	39	4.00	1.000*			
	total	158	3.53	1.240	157		
28 I like group-work in English class.	first	46	3.15	1.549*	3	3.067	.030
	second	36	3.61	1.358	154		
	third	37	3.62	1.320			
	fourth	39	4.03	.986*			
	total	158	3.58	1.355	157		
58 I think the English language is necessary for communicating with other people.	first	46	3.22	1.562*	3	3.003	.032
	second	36	3.72	1.406	154		
	third	37	3.62	1.341			
	fourth	39	4.10	1.071*			
	total	158	3.65	1.392	157		
44 I feel embarrassed to speak English in front of other students.	first	46	2.74	1.373*	3	3.863	.011
	second	36	2.19	1.091*	154		
	third	37	2.35	1.207			
	fourth	39	1.87	1.031*			
	total	158	2.31	1.226	157		
12 I get nervous in English class.	first	46	2.63	1.339*	3	4.567	.004
	second	36	2.00	1.069*	154		
	third	37	2.14	1.159*			
	fourth	39	1.77	.777*			
	total	158	2.16	1.154	157		
40 My teacher teaches in a manner that helps me learn.	first	46	3.17	1.419*	3	3.198	.025
	second	36	3.61	1.225	154		
	third	37	3.54	1.304			
	fourth	39	4.03	1.063*			
	total	158	3.57	1.294	157		
2 I study English just to pass the exams.	first	46	2.30	1.533*	3	3.558	.016
	second	36	1.83	1.056	154		
	third	37	1.92	1.256			
	fourth	39	1.46	.682*			
	total	158	1.90	1.222	157		

The third significant mean differences found in item 58 “I think the English language is necessary for communicating with other people” ( $P= .032$ ). The fourth-year participants ( $M= 4.10$ ) strongly agreed and believed that English is necessary for communicating with other people than the first-year participants ( $M= 3.22$ ). This revealed that the fourth-year students recognized the importance of the English language as a communicating tool over the world. Naqeep and Zaued (2014) revealed that the participants believed that “English is a source of knowledge; a means for building relationships, understanding other legal systems, finding a job and booting intercultural communication; and an instrument for effective communication.” (p. 12).

The fourth significant mean difference was with item 44 “I feel embarrassed to speak English in front of other students” ( $P= .011$ ). The result of this item revealed significant differences between three groups, the first-year participants with ( $M= 2.74$ ) neutral believed about their feeling while they speak with their classmates. The second-year participants ( $M= 2.19$ ) responded negatively to the statement which indicated that they did not feel embarrassed to speak English with their classmates. Furthermore, the fourth-year participants ( $M= 1.87$ ) strongly disagreed with the item, which indicated that speaking English with other students did not make them feel embarrassed. That is related to the fact that the fourth-year participants had more self-confidence of speaking English over the other participants.

The fifth significant mean difference was found in item 12 “I get nervous in English class” ( $P= .004$ ). Four significant differences were found among the groups, the first-year participants with a neutral mean score ( $M= 2.63$ ) believed that they got nervous in their English class. On the other hand, the second-year participants ( $M= 2.00$ ) and the third-year

participants ( $M= 2.14$ ) were agreed that they did not get nervous in their English classes. Furthermore, the fourth-year participants ( $M= 1.77$ ) showed their negative response to the item which indicated that the participants did not get nervous in their English class. It revealed that the materials and the environment were suitable for teaching and learning process in English class.

The sixth significant mean differences found in item 44 “My teacher teaches in a manner that helps me learn” ( $P= .025$ ). The result revealed that the fourth-year participants ( $M= 4.03$ ) had a strong belief towards the techniques applied by their teacher which helped them learn better more than the first-year participants ( $M= 3.17$ ). This indicated that the fourth-year participants respected their teachers and the materials and techniques they presented and applied in their classes.

The last significant differences found in item 2 “I study English just to pass the exams” ( $P= .016$ ). The fourth-year participants ( $M= 1.46$ ) strongly disagreed with the item and stated that they did not study English to pass the exams. Furthermore, the first-year participants ( $M= 2.30$ ) were in the same line with the fourth-year group and they also did not learn English just to pass the exams. This indicates that the participants had different goals to learn English such as travel abroad, cultural understanding and communication. Fatiha, et al. (2014) stated that “English language learning helps you to be more open-minded towards other cultures, it enables you to study abroad, it develops your problem-solving skills, and it gives you a wider understanding of world affairs.” (p. 127)

Tanni (2015) supported these results where he found that there was a significant difference among the academic level of the participants who joined in his study in the favor of the fourth-year participants. On the other hand, in contrary to these significant

differences, Abidin (2012) and Al-Zahrani (2008) found that the participants had no significant differences according to their level of study which indicated that the participants had the same level of attitudes towards learning the English language.



## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter will discuss the findings from the previous chapter in order to have a better understanding of them. It will discuss the findings and the conclusion of the study.

#### **Discussion of the Findings**

According to the statistical results in chapter 4, Libyan undergraduate students of both genders, all age groups, from different cities, with a different duration of studying English, at all levels of study and from all three departments had a positive attitude towards learning the English language. The domains were also evaluated to see how they formed the attitudes of the students towards learning the English language. It could be seen that all domains participated almost equally in shaping the students' attitudes towards learning the English language because every domain played a special role in developing students' attitudes. 'Beliefs about English' domain evaluated what students thought about the language and how it might have influenced them. It seemed that students valued the language highly and had a great perspective of it. This domain also shaped the participants' attitude positively. This result is supported by Kyriacou and Zhu (2008); Al-Mamun, et al. (2012) and Hashwani (2008) who state that students recognized the importance of English as a global communication network where they presented a positive attitude towards English language.

The second domain, 'Benefits of learning English' evaluated the reasons behind learning the English language. The results showed that learning English was beneficial for

the participants as they got interested in communicating with other people and had more opportunities for a good job. The result was supported by Hang's (2009) and Shirbagi (2010). They stated that the students saw English as a chance to travel abroad and to find good jobs.

The third domain, 'Role of the teacher in English language learning' had several items which focused on how well the teachers were teaching the students, whether they were helpful and how they shaped the students' attitude towards learning the English language. It seemed that the majority of the students were happy with their teachers and believed that they had been using good material and activities during the class, and seemed to have great knowledge of English language. Besides, this domain helped to shape students' attitude towards learning the English language positively. Al-Zahrani (2008); Alkaff (2013) and Ghazali, et al. (2009) supported this result as they revealed that negative attitudes of students might be a reaction to instructional and traditional techniques used by some of the English teachers.

The fourth domain, 'Interest in learning English' considered how the interest in learning the English language shaped students attitude toward learning through several items designed to evaluate the attitude. The result revealed that the participants were interested in learning the English language which is in line with other studies conducted by Chalak and Kassaian (2010) and Rukh (2014) as they indicated that the participants showed a great interest and a positive attitudes towards learning English.

The fifth domain, 'The impact of classroom activities on learning,' went in depth to see how the students' perspective was shaped through their English courses. Items in this domain were designed to see how the English classes were influenced their attitude towards learning English as a foreign language. The result indicated that the participants enjoyed their classes and the activities were applied during their English classes which is contrary to

Aragao (2011) and Colsant (1995) findings as they indicated that some students become reluctant to participate in learning activities in the classroom due to the lack of self-confidence. The students believed that the role of their English teacher in their self-confidence was effective and crucial which in turn affected their class evaluation (Rahimi & Farvardin, 2009).

The sixth domain, 'Overall use and exposure to English' evaluated how the practices of listening, speaking, reading, and writing activities helped the students, affected their learning and shaped their attitude towards learning the English language. Through the evaluation of this domain, it should be said that it was very helpful for the students in learning English and it formed a positive attitude towards learning the English language. In the same line, Alkaff (2013) stated that "if students exerted more efforts (reading, studying, watching English movies and programs, and practicing), their English would improve"(p. 118).

The last domain was 'Cultural conflict in English learning' which evaluated how students thought the language would have affected their culture and how their culture shaped their attitude towards learning the English language. After the evaluation, the results showed that students did not think that the English language had negative effects on their culture or language but on the contrary it shaped their attitude positively towards learning the English language. Tseng (2013) supported this result and indicated that "positive attitudes towards culture brought success in language learning" (p.269).

The students showed a high average of agreement towards all the statements. There were different items which investigated different points of students' attitude towards the learning of English language. For example, the results showed that students gave much importance to the English language and agreed that English was a language which was

spoken everywhere in the world and knowing this language would open doors of learning new cultures. By learning the English language, students would be able to communicate with the people around the world. It would allow them to have a much wider perspective of the world. They stated that learning the English language would open doors of several opportunities such as pursuing an education in other countries. It means that they would be able to go to other countries for graduate studies because in almost all countries the medium of instruction on most universities is English. Knowing English will let them get into better educational institutes which are not available in Libya. Moreover, they pointed out that the language would help them to get better opportunities towards their career because companies today are looking for employees who speak the local language and English language in order to do business with outside world. It helps the companies to expand their business market to bring in more profits and these students with English proficiency would be their assets.

Students seemed to show a very close relationship with their English class and teacher. They showed a positive attitude towards their teachers and they believed that the teachers who were assigned to them were well qualified and knew what they were doing. It showed that teachers were using good techniques and strategies to teach the students in a way in which they would understand the language well. Some of the students seemed to have a neutral view related to some of the items about their teachers, because they did not like the technique which applied by their teacher in the class. However, overall students had shown agreeableness with the teachers who had satisfactory knowledge of English. Students showed that they loved their English class more than other classes. Besides, that they were eager to attend the English language classes which also shows the love students had for the English language. Alkaff (2013) supported this result and stated that “learning

process could be successful if the teacher present materials in fun ways and built up a good atmosphere for the students”(p.118). Similarly, Al Noursi (2013) stated “teaching methods and learning atmosphere affect the type and the degree of attitude”(p. 26).

According to the gender of the participants, it seemed that female students were more positive towards learning the English language which could be because they are more attentive and more willing to learn the language. Gardner (1985) stated that female students showed highly positive attitudes towards language learning. As of male students, they might be slacking off and not trying because they might not be caring enough or did not value learning as much as the females. Shoaib and Dornyei (2005); Bidin et al. (2009); and Elkile et al. (2010) supported this finding and they indicated that female participants showed more interest and positive attitudes towards learning English language than male participants.

The one-way ANOVA which was conducted on the fields of study of the students and their attitude towards the learning of the English language had shown no significant difference between the groups. This result was in line with Tanni (2015) study as he stated that there were no statistical significant differences in attitudes towards English among Al-Quds Open University students based on their faculties.

The results of one-way ANOVA which was conducted on the levels of study of the students and their attitude towards the learning English language had shown a statistically significant difference. Even though the majority of the students had a positive attitude towards learning English language, some of them had shown neutral and negative perspective at a certain level. The highest interest was shown by the fourth-year students. This could be due to the duration for which they had been learning English and also because they were in the last year of their undergraduate studies and needed the English

language either to continue their studies in the future or to get a good job for their career. Second highest interest was shown by the students of the second group who had recently finished their first-year or were left behind either by failing the course or for some other reasons. This is due to the belief among students that learning the English language is essential and important. The result is in line with that in Soleimani and Hanafi (2013) as they found that Iranian medical students hold highly positive attitude regarding English language learning.

## **Conclusion**

The study showed that students studying at the undergraduate level at Tripoli University do hold a positive attitude towards learning English as a foreign language. All domains had played an important role in shaping their attitude towards learning the English language. Based on the findings, all domains had shown us positive results. Through the results of the domains, it could be said that each and every single one of them targeted a specific area of student's attitude. Gender of the students in the study did have a statistically significant difference among them. The field of study of the students did not have a statistical significant difference among the various fields of studies which shows that the area of study does not impact the attitude of students towards learning English, but rather it is the language itself which students want to learn. Students' level of study had a statistical significance. This shows that students who are in the different year of their undergraduate study have a different attitude, which could be due to having a lack of knowledge of the language or lack of interest. It was observed that as the students move closer towards their graduation, their interest in the English language increases. It can be concluded that regarding all domains, gender, the field of study, and level of study of the students have a positive attitude towards learning the English language. Subsequently, the attitudes of

Libyan undergraduate English foreign language students towards learning English is positive.

### **Recommendations**

The study has found that most of the students had a positive attitude towards learning English as a foreign language. The teachers who are teaching in the university were well qualified and prepared well for their classes. The results showed that students were attracted to their classes due to the activities done in the classes. The students were also attracted to the language by knowing that it creates more opportunities both in their future educational life and career. The study also showed that teachers were also of great influence to the students. Therefore, based on the conclusions of the study the following recommendations can be made:

1) The results of the study showed that students' attitude towards the English language was influenced by in-class activities. Therefore, more in-class activities should be carried out by the teachers to keep a positive attitude of students towards learning the English language. This could be realized by open discussion and role play in an attractive and positive manner in order to avoid negative attitudes.

2) Students had shown great interest in learning the English language due to the future benefits. Therefore, it is recommended that the teachers should open opportunities for the learners to participate in English in conferences and workshops. Besides, if possible the university should arrange international university seminars on campus where universities from different nationalities come to exhibit their cultures. Thus, the students

see how important the language is and will bring much more positive attitude towards learning English as a foreign language.

3) As the students were interested in learning the English language because of the career opportunities offered to them only by knowing the English language, it is recommended that the university should hold career days towards the end of each year where international or local companies from different countries come to recruit students who know the English language.

4) Students of the lower level of study had shown a lower level of positive attitude towards the English language than students who were in the third or fourth year of study. It is recommended that these students must be shown what the English language can do for them now and in future. These students must be given extra activities in order to build stronger interest towards the English language. Applying student-centered activities such as dramatization and role-play will enhance the students' performance.

### **Contribution to the Literature**

As this type of research has not been conducted in Libya before, it would be a great asset to Libyan education. It shows the attitude of Libyan students towards learning English as a foreign language. This research can also be used as a guide to future researchers who would like to carry out a similar study in a different country or in different cities of Libya. It will help them to see the differences in the attitudes of students towards learning English as a foreign language.



## **Suggestions for Further Research**

As this study was limited to one university in Tripoli, Libya with the use of questionnaire survey as an instrument for collecting data, it can be suggested that further researches be carried out employing qualitative research methodology where researchers could employ several different qualitative techniques such as interviews and focus groups, which result in a deeper understanding of the topic. The findings of the research had shown that there was a difference in the attitudes of the genders towards learning the English language. Therefore, a comparative study could be conducted to find out more about the attitudes of males and females towards learning English as a foreign language. Besides, the comparative study could be carried out among private and public universities in Libya to find out how the attitude of students differs among private and public universities.

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## APPENDICES

### Appendix A

#### English Version of the Questionnaire

#### Dear participants

The aim of this questionnaire is to collect data concerning your attitudes towards learning English language in the target context. Your cooperation is important for this research and it will help teachers and educators to understand your needs and overcome any challenges and difficulties you may have with English language in order to improve the learning and teaching of English language in the context of Libya. The questionnaire consists of two parts. Please read the instructions for each part carefully and give your responses accordingly. Remember that this is NOT a test, and your responses will not affect your grades, they will be used only for this research purposes.

#### Part I : Demographic information

Read the statements and questions below and select/write/tick the appropriate answer.

A. Gender: 1. Male  2. Female

B. Age: .....

C. Place of residence: .....

C. How long have you been studying English? .....

D. The field of study:

1. Medicine.

2. Engineering.

3. Economic.

E. Year of study:

1. First 2. Second 3. Third 4. Fourth 5. Other, please specify .....

## Part II: attitudes towards English language

In this part we would like you to tell us to what extent you agree or disagree with the following statements. Note that there is no right or wrong answer, just try to select your answer as accurately as possible. Please do not leave out any of the items and choose only one answer for each statement that reflects your attitudes and perception towards learning English language. Mark your answer (√) by using the following scale:

5= Strongly Agree (SA).      4= Agree (A).      3= Neutral (N).      2= Disagree(D).  
1= Strongly Disagree (SD).

No	Items	5 SA	4 A	3 N	2 D	1 SD
1	Learning English is not important.					
2	I study English just to pass the exams.					
3	I enjoy the activities used in my English class.					
4	I feel unwilling to practice speaking in English class.					
5	English is my favorite language.					
6	My English teacher is able to simplify difficult material so I can understand it.					
7	In the future, I like to read more stories, plays and poetry in English.					
8	Speaking in English increases my self confidence.					
9	I would prefer to have a different English teacher.					
10	My English teacher is a good example of the ideal English speaker.					
11	I understand what my English teacher is saying without a problem.					
12	I get nervous in English class.					

No	Items	5 SA	4 A	3 N	2 D	1 SD
13	I love learning English.					
14	English is the most used language in the world.					
15	I use English to write e-mails and letters.					
16	Materials and activities are appropriate and interesting in English class.					
17	Mastering English helps me to resume my education.					
18	My English teacher has a dynamic and interesting teaching style.					
19	I really like my English teacher.					
20	Speaking English well will not change anything in my life.					
21	I like listening to music in English.					
22	I do not like reading notes, instructions and advertisements in English.					
23	Writing in English is a hard task.					
24	I look forward to the time I spend in English class.					
25	I regret whenever I miss an English class.					
26	Learning English helps me use the new technologies such as internet and databases.					
27	I like discussion during English classes.					
28	I like group-work in English class.					
29	Studying English helps me to communicate with others who speak it.					
30	English is a very important part of the university program.					
31	I think my English class is boring.					
32	I have no interest in learning English.					
33	My English teacher does not present materials in an interesting way.					

No	Items	5 SA	4 A	3 N	2 D	1 SD
34	I like learning English because it helps me travel abroad.					
35	I wish I could learn another language instead of English.					
36	English is one of my favorite courses.					
37	I am always eager to attend my English class.					
38	When I leave university, I will give up the study of English because I am not interested in it.					
39	I do not think my English teacher is very good.					
40	My teacher teaches in a manner that helps me learn.					
41	The pronunciation of my English teacher is good.					
42	My English class is really a waste of time.					
43	I do not think that I need English in my future job.					
44	I feel embarrassed to speak English in front of other students.					
45	English writing classes are my favorite.					
46	I like learning English because it helps me read more for pleasure.					
47	I feel bored when I listen to others while they are speaking in English.					
48	I love my English classes.					
49	I feel board during the English class.					
50	I look forward to study English more in the future.					
51	To be honest, I do not like my English class.					
52	Knowing English helps to understand the English Culture.					
53	Studying English reduces my appreciation of Arabic language.					



No	Items	5 SA	4 A	3 N	2 D	1 SD
54	Studying a foreign language and its culture will spoil my own cultural identity.					
55	It is enough to use only Arabic language in our community, foreign/second language is not necessary.					
56	My English teacher explains difficult concepts well.					
57	English should be known since it is an international language.					
58	I think the English language is necessary for communicating with other people.					

*Thank you for your cooperation.*

## Appendix B

### Arabic Version of the Questionnaire

عزيزي الطالب

الهدف من هذا الإستبيان هو جمع البيانات المتعلقة بمواقفك اتجاه تعلم اللغة الإنجليزية في سياق هذا البلد تعاونك مهم لانشاء هذا البحث كما أنها ستساعد المعلمين و المربين على فهم احتياجاتك و التغلب على التحديات و الصعوبات التي تواجهوك في تعلم اللغة الإنجليزية من أجل تحسين تعلم و تدريس اللغة الإنجليزية داخل المجتمع الليبي

يتكون الإستبيان من جزأين. يرجى قراءة التعليمات لكل جزء بعناية و إبداء رائك وفقا لذلك تذكر أن هذا الإستبيان ليس بامتحان و اجابتك لن تؤثر على الدرجات الخاصة بك، كما أنها لن تستخدم إلا لأغراض هذا البحث فقط

#### الجزء الأول: البيانات الشخصية

إقرأ الجمل و الأسئلة التالية و قم بإختيار، كتابة او ضع علامة على الإجابة المناسبة

الجنس: 1. ذكر.  2. أنثى

ب. العمر

مند متى و انت تدرس اللغة الإنجليزية؟ .....

مكان النشوء .....

مجال الدراسة:

1-الطب

2-الهندسة

3- الإقتصاد

و. سنة الدراسة

1 الأولى

2 الثانية

3 الثالثة

4 الرابعة

5 أخرى، قم بالتحديد

### الجزء الثاني: المواقف اتجاه اللغة الإنجليزية

بهذا الجزء نود منك أن تخبرنا إلى أي مدى أنت تتفق أو تختلف مع العبارات التالية. لاحظ أنه لا توجد إجابة صحيحة أو خاطئة، كل ما عليك هو أن تتختر إجابتك بدقة. من فضلك لا تترك أي بند من البنود خالية و إخر إجابة واحدة لكل بند و الذي يعكس مواقفك اتجاه تعلم اللغة الإنجليزية

لتحديد اجابتك (√) ضع علامة باستخدام المقياس التالي

أوافق بشدة. =4 أوافق. =3 محايد. =2 لا أوافق. =1 لا أوافق بشدة. =5

الرقم	العبارة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
1	تعلم اللغة الإنجليزية شيء غير مهم					
2	أدرس اللغة الإنجليزية فقط لإجتياز الإمتحانات					
3	اللغة الإنجليزية أستمتع بالأنشطة المستخدمة في حصص					
4	أشعر بعدم الرغبة في التدرب على المحادثة داخل حصة اللغة الإنجليزية					
5	اللغة الإنجليزية هي لغتي المفضلة					
6	القدرة على تبسيط المسائل مدرس اللغة الإنجليزية لديه المعقدة بحث استطيع فهمها					
7	في المستقبل، احب أن أقرأ العديد من القصص والشعر باللغة الإنجليزية المسرحيات					
8	التحدث باللغة الإنجليزية يزيد من الثقة بنفسي					
9	كم كنت أرغب بأن يكون لدي معلم لغة إنجليزية مختلف					
10	أستادي في اللغة الإنجليزية هو مثال جيد لمحدث اللغة الإنجليزية المثالي					
11	أفهم كل ما يقوله معلم اللغة الإنجليزية دون صعوبة					
12	أشعر بالقلق داخل حصة اللغة الإنجليزية					
13	أحب تعلم اللغة الإنجليزية					
14	اللغة الإنجليزية أكثر لغة مستخدمة حول العالم					
15	أستخدم اللغة الإنجليزية لكتابة البريد الإلكتروني و الرسائل					
16	المعدات و الأنشطة مناسبة و ممتعة في حصة اللغة الإنجليزية					
17	اتقان اللغة الإنجليزية يساعدني على استئناف دراستي					
18	معلم اللغة الإنجليزية لديه أسلوب تدريس فعال و ممتع					
19	بالفعل أحب أستاذ اللغة الإنجليزية					
20	تحدث اللغة الإنجليزية بطلاقة لن يغر شيء بحياتي					
21	أحب الإستماع للموسيقى باللغة الإنجليزية					

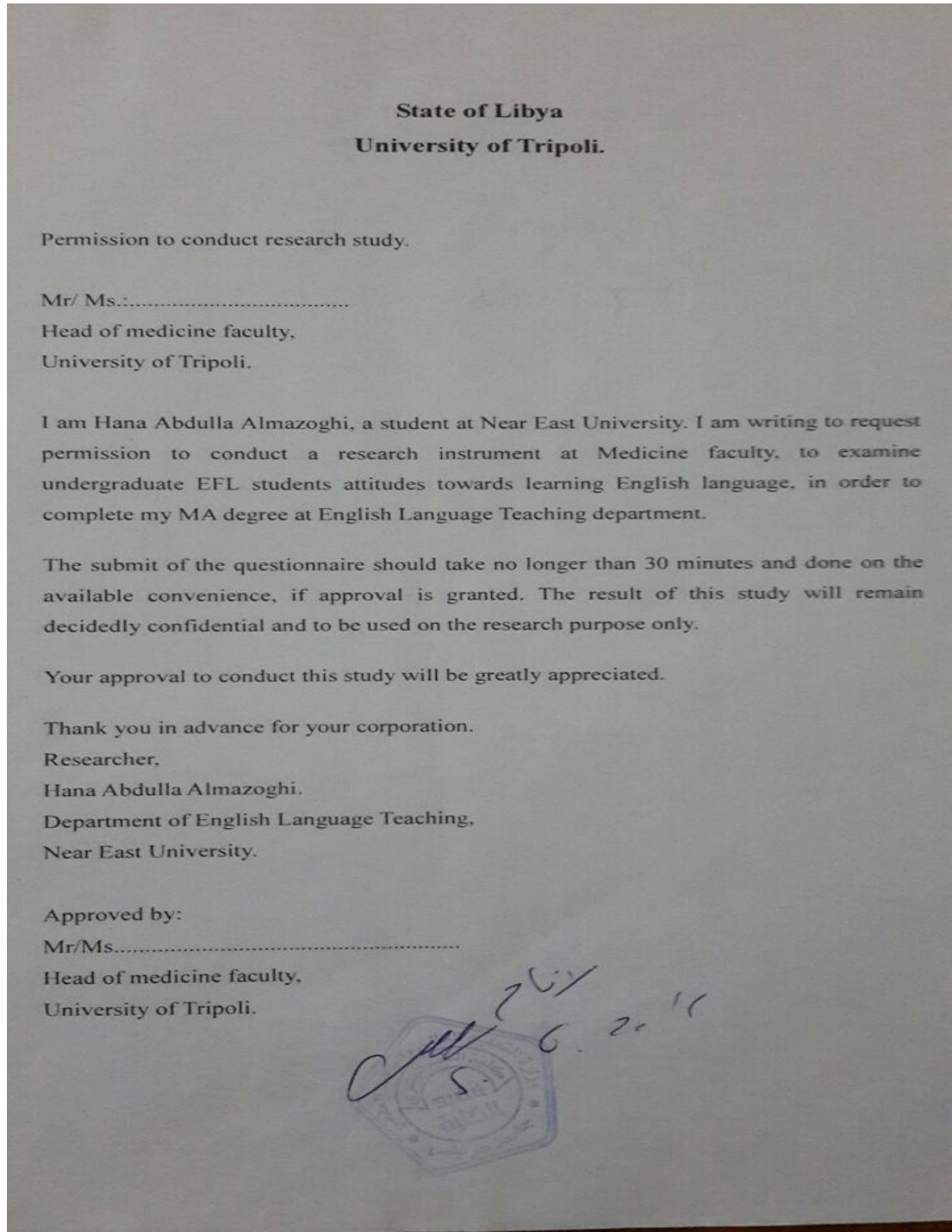
رقم	العبارة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
22	أنا لا أحب قراءة الملاحظات، التعليمات و الإعلانات باللغة الإنجليزية					
23	الكتابة باللغة الإنجليزية مهمة صعبة					
24	أتطلع الى الوقت الذي أفضيه داخل حصة اللغة الإنجليزية					
25	أشعر بالأسف إذا ضاعت حصة اللغة الإنجليزية					
26	تعلم اللغة الإنجليزية يساعدني على استخدام التكنولوجيا الحديثة كالإنترنت و قواعد البيانات					
27	أحب المناقشة خلال حصة اللغة الإنجليزية					
28	أحب العمل الجماعي في حصة اللغة الإنجليزية					
29	دراسة اللغة الإنجليزية تساعدني على التواصل مع الآخرين الذين يتحدثون بها					
30	اللغة الإنجليزية جزء في غاية الأهمية من برنامج الجامعة					
31	في اعتقادي أن حصة اللغة الإنجليزية مملة					
32	لا يوجد ليدي رغبة فيتعلم اللغة الإنجليزية					
33	معلم اللغة الإنجليزية لا يعرض المواد بطريقة مثيرة للاهتمام					
34	أحب تعلم اللغة الإنجليزية لأنها تساعدني على السفر حول العالم					
35	كم كنت أرغب في تعلم لغة أخرى غير اللغة الإنجليزية					
36	اللغة الإنجليزية واحد من أفضل المواد لدي					
37	أنا دائما حريص على حضور حصص اللغة الإنجليزية					
38	عند إنهائي للجامعة سأتحلى عن دراسة اللغة الإنجليزية لاني غير مستمتع بها					
39	لا أعتقد بان معلم اللغة افنجليزية جيد					
40	أستاذ اللغة الإنجليزية يدرس بطريقة تساعدني على التعلم					
41	نطق معلم اللغة الإنجليزية جيد					
42	حصة اللغة الإنجليزية بالفعل مضيعة للوقت					
43	لا أعتقد بأنني سأحتاج للغة الإنجليزية في عملي المستقبلي					
44	أشعر بالحرج عند تحدث باللغة الإنجليزية أمام الطلاب الآخرين					
45	حصة الكتابة في مادة اللغة الإنجليزية هي المفضلة لدي					
46	أنا أحب تعلم اللغة الإنجليزية لأنها تساعدني على القراءة الحرة					
47	أشعر بالملل عند الإستماع للأخرين و هم يتحدثون الإنجليزية					

رقم	العبارة	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
48	أنا أحب حصص اللغة الإنجليزية					
49	أشعر بالملل خلال حصة اللغة الإنجليزية					
50	أتطلع إلى دراسة اللغة الإنجليزية أكثر في المستقبل					
51	بكل صدق، أنا لا أحب حصة اللغة الإنجليزية					
52	معرفة اللغة الإنجليزية تساعدني على معرفة ثقافة شعوبها					
53	دراسة اللغة الإنجليزية يقلل من تقديري للغة العربية					
54	دراسة اللغة الأجنبية وثقافتها يسمح هويتي الثقافية					
55	في مجتمعنا استخدام اللغة العربية كافي، اللغة الأجنبية غير ضرورية					
56	معلم اللغة الإنجليزية يشرح المسائل الصعبة بشكل جيد					
57	اللغة الإنجليزية يجب أن تكون معروفة لأنها لغة عالمية					
58	أعتقد أن اللغة الإنجليزية ضرورية للتواصل مع الآخرين					

شكرا لتعاونكم

**Appendix C**

**Approval Letter by Faculty of Medicine, University of Tripoli**



## Appendix D

### Approval Letter by Faculty of Engineering, University of Tripoli

**State of Libya**  
**University of Tripoli.**

45

Permission to conduct research study.

Mr/ Ms.:.....  
Head of engineering faculty,  
University of Tripoli.

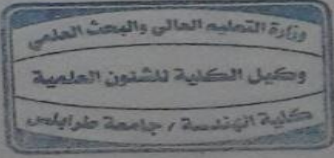
I am Hana Abdulla Almazoghi, a student at Near East University. I am writing to request permission to conduct a research instrument at Engineering faculty, to examine undergraduate EFL students attitudes towards learning English language, in order to complete my MA degree at English Language Teaching department.

The submit of the questionnaire should take no longer than 30 minutes and done on the available convenience, if approval is granted. The result of this study will remain decidedly confidential and to be used on the research purpose only.

Your approval to conduct this study will be greatly appreciated.

Thank you in advance for your corporation.  
Researcher,  
Hana Abdulla Almazoghi.  
Department of English Language Teaching,  
Near East University.

Approved by:  
Mr/Ms. Jameleddin Esalah, Dean ASS.  
Head of engineering faculty,  
University of Tripoli.



## Appendix E

### Approval Letter by Faculty of Economic, University of Tripoli

**State of Libya  
University of Tripoli.**

Permission to conduct research study.

Director of graduate schools and training office  
Faculty of economics and political sciences,  
University of Tripoli.

I am Hana Abdulla Almazoghi, a student at Near East University. I am writing to request permission to conduct a research instrument at Economic faculty, to examine undergraduate EFL students attitudes towards learning English language, in order to complete my MA degree at English Language Teaching department.

The submit of the questionnaire should take no longer than 30 minutes and done on the available convenience, if approval is granted. The result of this study will remain decidedly confidential and to be used on the research purpose only.

Your approval to conduct this study will be greatly appreciated.

Thank you in advance for your corporation.

Researcher,  
Hana Abdulla Almazoghi.  
Department of English Language Teaching,  
Near East University

Approved by:

Mr/Ms. *Dr. Alabani*

Director of graduate schools and training office  
Faculty of economics and political sciences,  
University of Tripoli.

