

ATTITUDE TOWARDS ENGLISH AS A FOREIGN LANGUAGE AMONG LIBYAN SCHOOLCHILDREN IN MALAYSIA

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ABSTRACT

This study aims at exploring Libyan school children's attitude towards English language as a foreign language. English is a relatively new language to many schoolchildren in Libya, as it was banned before, one of the best ways to understand the poor performance in English is by understanding their attitude towards the language itself. This is because attitude is a major affective factor in determining whether learners are capable of learning a language. This study therefore aims to investigate the attitude of Libyan school children regarding learning English so that measures can be taken to rectify any problems associated with negative attitudes and to prevent them from persisting. This study employed a quantitative approach using questionnaire survey distributed to 236 student of Libyan schools in Malaysia. The population of study is 550 respondents divided into 5 Libyan schools. The findings of study reveals that there is an efforts of Libyan school children regarding learning English. This study recommend to expand the social cognitive learning theory (SCLT) theory in their examination of the additional factors that have the potential of influencing adoption intention to learning English.

Keywords: *children's attitude, English language, English learning*

INTRODUCTION

English is the most important language in the world today for a number of reasons. Firstly, English language is essential for communication between nations all over the world to take place effectively. In addition, English language becomes the language of information. With the advent of technology, knowledge that is available online is mostly written in English. Thus, to enable learners to benefit from the information, they must be able to understand English well. Because of this, many schools and universities in non-English speaking countries have made it compulsory for their students to learn English. English also is the essential key in developing learners understanding and for interpretation the knowledge. Owing to the importance of English language to the modern society, countries the world over have started to realize the need for their people to be proficient and conversant in the language as there are numerous benefits that can be gained from the language. These countries include those that have long been “at war with the West” such as Libya.

Libya is a country where English is considered a foreign language due to its limited usage along with other foreign languages such as Italian, and Turkish. The history of English teaching and learning dated as far back as 1960s after the second world war ended. Early in 1960s the ministry of higher education in Libya made a decision to improve teaching English in the post primary and secondary schools. Most of English language syllabus is related to the Egyptian English language syllabus (Mohsen, 2014). Under the ruling of Gaddafi from 1969 to 2011, policy regarding English language education destroyed due to the blockade imposed through western countries on Libya. After Gaddafi era, the political scenario in Libya starts to change. Unlike before, the country is now more open to trade and commerce with other nations. Because of this, government started to realise the importance of mastery in English among its population so that economic and social development will thrive. A number of policies have been introduced especially with regard to the teaching and learning of English in schools. Commitment of improving syllabus is the most policy has been practiced in Libyan school to further the education level of the students. English language has become the essential language in education process in Libya. It also become lingua franca in teaching in Libyan schools and Universities as well. In Libyan schools, English language have widely used in teaching especially in some specialization. Asghar et al (2018) reveals that during Gaddafi era the teaching of was not given its priority due to political reasons. English Language has been cancel for political reasons. Nevertheless, the ministry of education makes efforts to develop the curriculum for English language. In addition, Gaddafi stop teaching English since the air-raid against Libya in April 1986 according to decision no 195/1986. This decision has negative effect of education system in Libya especially learning English language. After that in education year 1993/1994 the Libyan regime teaching again English language. Moreover, in the 2006/2007 Libyan ministry of education renew the English books for the primary schools (Mohsen, 2014). English post Gaddafi's era, Youssef et al (2015) indicates that there are several factors effects on teaching English language in Libya like subject materials and availability of the suitable syllabus. Al-Beckay et al (2015) reveals that Libyan practices of teaching English as a second language for young learners help the Libyan students to improve their language skills. Libya also made a lot of contract with foreigner teachers to attempt to communicate with the student and change English education image. A number of policies have been introduced especially with regard to the teaching and learning of English in schools. English language has become the essential language in education process in Libya. It also become lingua franca in teaching in Libyan schools and Universities as well. In Libyan schools, English language have widely used in teaching especially in some specialization. Nevertheless, the ministry of education makes efforts to develop the curriculum for English language. It simulates some expertise in other countries to develop learning English as a second language. Since this time, Libyan schools held a lot of courses to encourage students to further English language

Problem Statement

While it is true that the Gaddafi's era had created huge negative impacts on the way English was taught and learnt - for banning the teaching of English in public schools before reintroducing it in 1997, his era was over more than a decade ago. The current government of Libya has taken numerous initiatives such as revamping the education system with regard to English language policy to improve the quality of English among the people. They have also spent much effort and time (Aloreibi et al, 2016) to encourage the Libyans to learn English. This is because the country realizes the importance of mastery in the language in improving the quality of education among the Libyans. The government has even officially declared English as the second language of the country. This shows the seriousness of the government in encouraging the Libyans to learn English.

Yet, despite the initiatives, not many changes are seen as statistics have shown that English proficiency among Libyans remains unsatisfactory. For example, in 2019, the results for English Proficiency Index showed that Libya was positioned last among 100 countries that were listed. This poor performance basically occurs at all levels of education from school children to university graduates (Aloreibi et al, 2016). At tertiary level, Libyan university graduates' scores for IELTS were not very encouraging, being in the fifth position among the ten Arab countries. When it comes to younger population such as school children, the trend appears to even be more worrisome (Sase, 2015).

The poor results could be attributed to a number of factors. One such factor that is often cited as the major contributor is poor attitude towards the language (Aloreibi et al, 2016; Youssef, 2012). In fact, Aloreibi et al (2016) highlight this issue of poor English proficiency which results from “the overall attitude of the Libyan people towards accepting a different language to Arabic which may threaten the national identity and mother tongue of the Libyans”. Their opinion was supported by (Youssef 2012,) who believes that the people of Libya show negative attitude towards English “due to the American military actions against Muslim countries worldwide in the name of peace and democracy”. While these are common views among older people in Libya who have experienced political hardship resulting from western intervention,

they may not necessarily be shared by younger Libyan school students who have just been introduced to learning English. This is because attitude is not fixed in an individual. This is based on an argument made by Khalid (2017) who believed that “attitudes are not subject to inheritance because they are internalized predispositions”. In other words, attitude can be changed over the passage of time and shaped to the right directions if proper measures are taken.

Although studies on attitudes among secondary school students, (Abidin, Pour-Mohammadi and Alzwari, 2012; Youssef, 2015) have been conducted, their findings also indicated that students reported having negative attitude towards the language for various reasons namely the lack of awareness of its importance, and uninteresting teaching approaches. However, Youssef (2012), argue that the number is rather limited and more studies should be done to investigate students’ motivation and attitude towards learning English.

Since English is a relatively new language to many schoolchildren in Libya, as it was banned before, one of the best ways to understand the poor performance in English is by understanding their attitude towards the language itself. This is because attitude is a major affective factor in determining whether learners are capable of learning a language (Gardner, 1980) and becoming successful at it (Ahmed, 2018).

Research Objectives

Although English is a new language to many Libyan school children, it is still important for them to be proficient in the language in the fastest time possible .The study aims at determine Libyan school children’s attitude towards English language as a foreign language

Research Question

What are Libyan schoolchildren’s attitudes towards English?

Significant of Study

The main purpose of this study to investigate attitudes in English as a second language among schoolchildren in Libyan schools in Malaysia. This is an important area for investigation as studies have shown that attitude is an important determinant of success in learning a language. Thus being aware of their attitude is useful to all parties involved from students themselves, to policy makers. The study will hopefully contribute to the following parties

For student, to change their own attitude towards the language and make them more positive so that learning English can be more successful. In addition, for teachers, and school administrators to design activities that increase students’ awareness about the language, hence improving students attitudes towards the language, its people and culture. Teachers can also help by correcting negative attitudes that students may have towards the language. This study presents new policies may reconsider the English language in education system in particular for primary and secondary school for further the level of English language and to change the attitude toward teaching English Language for the students.

Research Methodology

This research adopts the quantitative research method approach in particular case study. The quantitative research method can define as approach that measure the relationship between variables through using some essential statistical test analysis to identify this relationship. This type of test attempt to interpret the results of study logically. Through the case study the quantitative research method can summarized the out puts of statistical tests for supporting the researcher to explain the results for achieving research objectives. Case study helps to identify the problem in that occurred in definite time to find the suitable solution through follow the statistical tables and figures. Case study defines an empirical step to describe the current phenomenon and other circumstances surrounding the phenomenon (Brook, 2018).

Research Population and Sample of the study

Research population highlights student in Libyan school in Kuala Lumpur. while sample is three different ranking, the next table explains the population and sample of study. Population contains 550 students from Libyan school in Kuala Lumpur. According to the population of study the students in Libyan school in Malaysia, they already studying in different education level. The contributors in sample of study including secondary Libyan school in Malaysia. The total of student in secondary school is 226 students. The sample of study is 226. The justification of choosing the population of study from Libyan school in Malaysia, it faced same circumstances due to they teach same subject materials with Libyan schools in Libya. It also has same circumstances about cultures, teachers and syllabus. Taking into consideration that Libyan school in Kuala Lumpur in Ampang includes 550 students in the school. Table 3.1 presents the total number of population and its respective sample size that is considered sufficient for the population as recommended by Sekaran (2016).

Sampling technique

Sampling techniques attempts to determines Libyan schoolchildren’s attitudes towards English (Etikan, 2016). This study adopts stratified random sample technique. The stratified random sample technique defines the sample that can decrease and exclude the sample values less extreme and expand the distance for all sample to improve their proficiency. According to stratified random sample the population of the study can described that not homogenous in its levels. Consequently, this study adopts stratified random sample to allow the sample presents all levels and categories related to its effects on the population of study.

Research Instruments

The study will use the questionnaire to measure attitude towards English language. The questionnaire is adopted from

Haque (1989) and it consists of 30 items are derived into 3 Axis. Axis 1 measure behavioral aspect of attitude number of items 10, Axis 2 measures cognitive aspect of attitude number of 10 items 10 and Axis 3 measures emotional cognitive aspect of attitude number of items 10.

Literature Review

Definition of Attitude

Attitude has been defined by different researchers in various fields, with the top being psychology and education, with focus on language learning. These studies proposed different attitude definitions from their point of view and contexts (Alhmali, 2007).

Importance of Attitude

The importance of attitude lies in the fact that they are inseparable from the study and is deemed to be a significant factor that influences the performance of language (Visser, 2008). In the context of a target language, achievement is not dependent solely on intellectual capacity but also the attitude of the learner towards the language being learned.

Language Attitude

Aside from the perspective of intellectual component, language learning also has some psychological and social components dependent on the motivation and attitude of the learner to learn a specific language (Padwick, 2010). In a related study Gardner and Lambert (1972) reached to the conclusion that the students' ability to successfully learn a second language is influenced by his/her mental competence/language skills and his/her attitudes and perceptions towards the language to be learned. Baker (1992) brought forward a comprehensive theoretical model that addresses the importance of carrying out attitudinal research in the language learning field. According to him, in the life of a language, attitudes towards the language seem to hold an influence over the restoration, preservation, decay or death of the language (Baker 1992).

Attitude towards Learning

Generally speaking, attitude refers to the reaction or evaluation of the individual regarding a specific circumstance or object, based on his/her opinions or beliefs (Abidin, Mohammadi & Alzwari, 2012). On the other hand, Almanafi et al (2020) and Zulfikar et al (2019) described attitude as a psychological process within which learners are inclined or disinclined towards a specific situation.

Attitudes towards English Language

Several reasons have been cited for learning a foreign/second language, with majority of the reasons related to its inclusion in the curriculum in institutions. Moreover, other people want to learn English or other foreign languages because of the chance they offer for professional development, better positions/jobs. This is particularly true in the case of English language as it is considered as the international language of communication. Also, in some cases, language students live in the community of the target language temporarily or permanently and they need to learn the language (e.g., English) for survival (Bagigni, 2016). In the context of language teaching, instructors frequently say that students who are eager learners will succeed despite the adverse circumstances facing their learning process (Kovács, 2017).

The Education Level

Educational levels are thus reflective on the students' developmental differences and the structure of the learning environments. It is thus natural to state that, safe supportive learning environments, their functioning and their promotion and building varies according to the education level. Through the recognition of such differences, the Safe Supportive Learning Website provides information and resources for various levels, with the inclusion of specialized information and resources for pre-K, elementary and higher education (Kovács, 2017).

Attitude and Gender

Gender differences in attitude towards learning English was examined by Petcharat et al (2017) among 400 non-English major students in Turkey. They found that both genders had equally positive attitudes towards learning English as a foreign language. According to the findings of the analysis participants overall attitudes towards learning English language was positive. With regards to language attitude and gender, females had higher positive attitudes compared to their male counterparts when it comes to attitudes towards learning English. Before the actual study was conducted, a pilot study was carried out to the Libyan students in 5 schools in Malaysia. the pilot of study involved 40 students from secondary Libyan School, of which 28 were male and 12 were female students. In the pilot study, the reliability test shows that Cronbach alpha coefficient is 0.869. The total Cronbach alpha is 0.928. it reflects the data is ready for analysis. The rule of thumb that Cronbach alpha must achieved 0.7 above. The result of pilot study indicates the data is accepted for the analysis. The result of pilot study shows three axes in this study attitude towards English people, interest in English as a foreign language and attitude towards English learning. The first axis is attitude towards English people achieved 0.946. Second axis interest in English as a foreign language achieved in 0.947. The last axis attitude towards English learning achieved 0.946. All the result of pilot of study is accepted.

Actual data Analysis

The questionnaire has been distributed with the cooperation of the managers in each school. In addition, the questionnaire was distributed to 300 to students who studies in Libyan schools. The questionnaire is valid to study is 236. The incomplete questionnaire is 28. The outliers of the questionnaire is 36. The percentage of valid questionnaire is 78.6 %. However, the percentage of incomplete and invalid questionnaire is 12%. The population of study is 550 respondents divided into 5 Libyan schools.

Reliability Test

Reliability in scientific investigation usually means the stability and repeatability of measures, or the ability of a test to produce the same results under the same conditions. Reliability refers to the extent to which a scale produces consistent results, if the measurements are repeated a number of times. The analysis on reliability is called reliability analysis. Reliability analysis is determined by obtaining the proportion of systematic variation in a scale, which can be done by determining the association between the scores obtained from different administrations of the scale (Meyyappan, 2017). Thus, if the association in reliability analysis is high, the scale yields consistent results and is therefore reliable. The results show that cronbach’s alpha coefficient is 0.852. The reliability test covered 36 items. Moreover, this reliability test also covered the sample of study 236. The findings of the reliability test show the extend of variable of study are very strong. It worth to note that that Cronbach's Alpha coefficient are significant if it up to 0.7. Moreover, the results shows that Cronbach's Alpha coefficient between (0.928-0.947). Thus, the data is highly reliable to run the statistical analysis.

Reliability Test

Variables	Cronbach's Alpha
Attitude towards English people	0.946
Interest in English as a foreign language	0.947
Attitude towards English learning	0.946
Cronbach's Alpha for all variables	0.928

Findings Discussion

Demographic Background of the Respondents

The questionnaire of this study consists of four sections are demographic profile ,Attitude towards English people , interest in English as a foreign Language and Attitude towards English Learning . The data has been collected of 5 Libyan school in Malaysia. Table shows the age of the contributors. The highest frequency is 85 (36%). Most of the contributors of age 10, 15, 17 and 19 is 22 (9.3%). Moreover, the last contributors is 21 (8.9%). The results show the male in the contributors is 137 (58.1%) and the female in the contributors 99 (41.9%). It reflects the number of male more than the female. The results show that the highest contributors that spending 4 years in Malaysia. It records 142 (60.2%). However, the third years in Malaysia has been record 58 (24.4%). Moreover. The second years in Malaysia is 29 (12.3%). Only one year has been record 5 (2.1%). The results show that the years in Libyan school in Malaysia 2 years is 64 (27.1%). However, 8 years is 35 (14.8%) and four years has been recorded 34 (14.4%). Moreover, spending one year is 31 (13.1%). In addition, spending 5 years is 30 (75.8%). The secondary school parents shows the father 226 (95.8%) and mother 10 (4.2%). On the other side the education level shows diploma of father 5 (2.1%) and mother 1 (0.4%). Moreover, degree of father 115 (48.7%) and mother 121 (51.3%). Moreover, education level on master degree of father 137 (58.1%) and mother 99 (41.9%). In addition, the status of scholarship is the student supported from ministry of education is 141 (59.7%), and student supported from ministry of defense is 94 (39.8%). In addition, the student supported from their own money is 1 (0.4%). Moreover, family monthly income below Rm 3000 27 (11.4%). Moreover, between RM 3000 and 5000 RM 91 (38.6%) and Between RM 5000 and Rm 7000 is 82 (34.7%). Furthermore, the family income above RM7000 is 36 (15.3%). The analysis shows that parents occupation divided into 4 axis military 80 (33.9%), teacher/lecture 70 (29.7%), employee 50 (21.2%) and private work is 36 (15.2%).

Summary of Frequency Table for Demographic Profile

Category	Frequency	Percentage (%)	Mean	Std. Deviation
School				
Libyan School in Ampang	50			
Libyan School in Damai	50			
Anas Libyan School	50			
Libyan School in Kajang	50			
Future Steps Libyan School	36			
Secondary School level1	152	64.4		
secondary School level 2	12	5.1		
secondary School level 3	72	30.5		

Gender				
Male	137	58.1		
Female	99	41.9		
Age			14.83	2.534
11	22	9.3		
12	21	8.9		
13	21	8.9		
14	21	8.9		
15	22	9.3		
16	85	36		
17	22	9.3		
18	22	9.3		
Years In Malaysia			3.47	0.847
1	5	21		
2	29	12.3		
3	58	24.5		
4	142	60.2		
5	1	4		
8	8	4		
Years In school			3.94	2.354
1	31	13.1		
2	64	27.1		
3	20	8.5		
4	34	14.4		
5	30	12.7		
6	8	3.4		
7	14	5.9		
8	35	14.8		
Education Level			4.10	3.121
Father				
Secondary School	226	95.8		
Diploma	5	2.1		
Degree	115	48.7		
Master/PHD	137	58.1		
Mother				
Secondary School	10	4.2		
Diploma	1	0.4		
Degree	121	51.3		
Master/PHD	99	41.9		
Father's occupation			3.65	2.325
Military	80	33.90		
employee	50	21.20		
Teacher/lecture	70	29.70		
Private Work	36	15.2		
Is the status of your scholarship Under?			3.87	3.120
Ministry of education	141	59.7		
Ministry of defense	94	39.8		
On My Own Money	1	0.4		
Family Monthly Income			3.97	2.987
Below RM3000	27	11.4		
Between RM 3000 and RM 5000	91	38.6		
Between RM 5000 and RM 7000	82	34.7		

Above RM 7000	36	15.3		
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The first analysis involves measuring the attitude based on the different components

Table 2 Summary of Descriptive Analysis

Variables	Total mean	Std. Deviation
Attitude towards English people	3.93	0.474
Interest in English as a foreign language	4.06	0.620
Attitude towards English learning	4.10	0.496
Total mean	4.15	0.546

Table 2 shows the summary of descriptive analysis. The axis has been achieved 4.10 is Attitude towards English learning. Second axis is Interest in English as a foreign language. It also achieved 4.06. However, the last axis is Attitude towards English people is 3.93. the rule of thumb that Likert scale if achieved the mean coefficient from 3 to 5 the item is accepted. In addition the result of std.deviation if near to 1 the item accepted.

Table 3: Attitude towards English people

Statement	Mean	Std. Deviation
the English people are considerate of the feelings of others	3.86	0.828
I have a favourable attitude towards English people	3.71	0.895
the more I learn about English people the more I like them	4.00	0.780
The English people are trustworthy and dependable	4.06	0.761
I have always admired the people who speak English	4.09	0.766
The English people are very friendly and hospitable	4.14	0.775
I would like to get to know people who practice English better	4.10	0.748
The English people are cheerful agreeable and good humoured	3.74	1.018
For the most part ; the English people are sincere and honest	3.86	0.906
The English people are very kind and generous	3.78	0.845

Table 3 shows Attitude of Libyan school children towards English people. The Mean for all items in this category ranges from 3.71 to 4.14 the highest items is The English people are very friendly and hospitable. It achieved Mean of 4.14 and Std Deviation of 0.775 Moreover, the second item in the axis is the (I would like to get to know people who practice English better). It also achieved Mean of 4.10 and Std Deviation of 0.748 the third item in the axis is I have always admired the people who speak English. It achieved Mean of 4.09 and Std Deviation of 0.766 The fourth item is The English people are trustworthy and dependable is achieved Mean of 4.06 and Std Deviation of 0.761 the fifth item in the ranking is the more I learn about English people the more I like them. It achieved Mean of 4.00 and St Deviation of 0.780 Consequently, all items in the axis of Attitude towards English people is accepted.

Table 4: Interest in English as a foreign language

Statement	Mean	Std. Deviation
If I were visiting a foreign country I would like to be able to speak English language of the people	3.95	0.919
Even though Malaysia is relatively far from countries speaking other languages, it is important for students to learn foreign languages	3.36	0.923
I wish I could speak the English language perfectly	4.05	0.736
I want to read the formal school books English language rather than Translation	4.16	0.702
I often wish I could read newspapers and magazine in English language	4.23	0.719
I would really like to learn English as a foreign language	4.35	0.719
If I planned to stay in Malaysia I would make a great effort to learn the language event though I could get along in English language	4.09	0.797
I would study English language in school even if it were not required	4.20	0.744
Studying English is important for me because it will make me a More knowledgeable person	4.16	0.749
studying English language from school books is an enjoyable experience	4.03	0.693

Table reveals Interest of Libyan school children in English as a foreign language . The Mean for all items in this category from 3.95 to 4.35 the highest item is I would really like to learn English as a foreign language. It achieved Mean of 4.39 . and Std Deviation of 0.719 Moreover, the second axis is I often wish I could read newspapers and magazine in English language. It also achieved Mean of 4.23 and Std Deviation of 0.719 the fourth axis is I would study English language in school even if it were not required. It achieved Mean of 4.20 and Std Deviation of 0.744 . There two items in the same

ranking (Studying English is important for me because it will make me a More knowledgeable person and I want to read the formal school books English language rather than Translation) Both achieved Mean of 4.16 and Std Deviation of 0.749/0.702. Consequently, the items in this axis is accepted.

Table 5: Attitude towards English learning

Statement	Mean	Std. Deviation
learning English is really great	4.00	0.747
I really enjoy learning English	4.21	0.736
English learning is an important part of the school programme	4.13	0.791
I plan to learn as much English language as possible	3.94	0.784
I love learning English language	4.03	0.875
It encourages me to volunteer answers in our English class	4.06	0.841
I would rather spend my time on English subjects rather than maths	4.34	0.655
learning English makes me open minded	4.14	0.811
I think that learning English is interesting	3.98	0.795
when I leave school ,I shall continue to learn English language because	4.07	0.843
I am interested in it		

Table shows Attitude of Libyan school children towards English learning. The Mean for all items in this category ranges from 4.00 to 4.34. The highest items in this axis is I would rather spend my time on English subjects rather than maths. It achieved Mean of 4.34 and Std Deviation of 0.655. The second item in the axis is I really enjoy learning English, it achieved Mean of 4.21 and Std Deviation of 0.736. Moreover, the third item is learning English makes me open minded. It achieved Mean of 4.14. and Std Deviation of 0.811. The fourth item in the ranking is English learning is an important part of the school programme. It achieved Mean of 4.13. and Std Deviation of 0.791. The fifth item in the axis is when I leave school ,I shall continue to learn English language because I am interested in it. It achieved Mean of 4.07. and Std Deviation of 0.843.

Conclusion

Concerning the first research question, the result of descriptive analysis shows that the overall mean score of Attitude towards English learning among the participants is 4.10 (SD= 0.496). In addition, Second axis is Interest in English as a foreign language among the respondents is 4.06 (SD= 0.620). Attitude towards English speaking people is 3.93 (SD= 0.474). Similarly, Al-Zahrani (2008) reported that most of the participants in his study showed a positive attitude and it was also proposed that the reason of such a positive attitude might have been a reaction to the instructional and traditional techniques used by some of the English language teach. The result shows that the axis of attitude towards English people achieved the highest items is The English people are very friendly and hospitable. It achieved Mean of 4.14 (SD=0.775). The lowest item in the axis is I have a favorable attitude towards English people. It achieved Mean of 3.71 (SD=0.895). The result of the axis of Interest of Libyan school children in English as a foreign language showed the highest item is I would really like to learn English as a foreign language. It achieved Mean of 4.39 (SD=0.719). The lowest item in the axis is Even though Malaysia is relatively far from countries speaking other languages, it is important for students to learn foreign languages. It achieved 3.36 (SD=0.923). The result of the axis of Attitude of Libyan school children towards English learning showed The highest items in this axis is I would rather spend my time on English subjects rather than math's. It achieved Mean of 4.34 (SD=0.655). However, the lower item in the axis is I plan to learn as much English language as possible. It achieved mean 3.94 (SD=0.784). According to the results obtained from the analysis, the highest axis is Interest in English as a foreign language. However, the last axis is Attitude towards English speaking people. Moreover, the highest item in the axis of attitude of Libyan school children is English speaking people are very friendly and hospitable. Consequently, all items in the axis of Attitude towards English speaking people is accepted. Moreover, the highest item is I would really like to learn English as a foreign language. The previous items show the attitude towards the language and make them more positive so that learning English can be more successful. The result of this study is matching with the result of Mohsen (2014) due to his study reveals that teaching English as a foreign language. Mohesen (2014) discovered students are still weak in this language, as they cannot use materials which are written in English.

Recommendations

This study also recommends future studies to highlight the social economic status of learning English language in Libyan school in Malaysia using the mixed method approach for in-depth analysis and accurate findings. Future studies could expand the social cognitive learning theory (SCLT) theory in their examination of the additional factors that have the potential of influencing adoption intention to learning English. Moreover, professional teachers' entities should also provide courses in English language as a part of the training initiatives to enable professional teachers to appreciate the development in language relevance in the 21st century business environment. This will in turn, allow the provision of relevant learning requirements and needs. This can be supported by management of schools support of the learners in the form of organizational and technical support placed on using English in their daily tasks. It is so important to study learners' personalities. Cognitive performance can be achieved if the EFL learners possess positive attitudes and enjoy acquiring the target language. For that reason, the affective perspective, especially attitude, should be considered in

language research. Furthermore, they should integrate up-to-date materials and supplementary resources in addition to the English text books. This can help them capture students' attention to learn English successfully. Also, curriculum makers should review the content and the design of the curriculum to meet the needs and the interests of the students.

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