Students' Attitudes Toward Learning English and the Challenges They Face: A Case Study on Students of the World Islamic Society - Imam Malik International Academy – Istanbul

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Abstract

In this study, the attitudes of Sharia students, who study Islamic law, toward learning English and the material they are learning. Mixed data were collected and analysed. The main motivators for students were the influence of teachers, self-motivation, and well-planned lessons. Many students show moderate motivation, with differing levels of enthusiasm. Challenges to learning English encompass limited exposure, weak background foundations, conversation skills and pronunciation. Regarding their views about the material "New Headway", students value practical methods and relevance to their studies but express concerns about pace, difficulty, and lack of tailored content. The study reveals diverse perspectives on syllabus appropriateness, highlighting the need to balance general language learning with specialized content and interactive activities for a more effective curriculum.

Keywords: Students' attitudes; students' motivation; curriculum design; Challenges of learning English

Introduction

English is one of the obligatory courses in all universities in Libya. English is implemented in the curriculum for two years as English one and two in most universities. The syllabus for these two modules is different from one university to another. Generally, these syllabi are drawn on general grammar subjects and have no specific material or books for lecturers to follow. It is left to the lecturers to choose from those general courses available on the market. Those used on a wide range are, for example, New English File, New Headway, and Face to Face. This also applies to the World Islamic Call Society (WICS) - Faculty of Islamic Call. The WICS has two branches: Islamic Sharia and Islamic and Finance Banking. Both branches study English for three years and two years respectively. The textbook 'New

Headway' is used to cover the syllabus for the first year and second year. The researcher, during his work with both levels, has noticed a lack of interest in learning English and has received many complaints from students about the difficulties of the language and about the topics they are studying. Therefore, this study tries to investigate why international students studying in the Faculty of Islamic Call- Imam Malik Academy in Istanbul are having such difficulties in learning English and what is their attitude towards English learning. Also, this research will investigate the perceptions of WICS students on the course book they are studying "New Headway".

World Islamic Call Society (WICS).

World Islamic Call Society (WICS) was founded in 1972, in Tripoli- Libya. It is also referred to as *the* Islamic Da'wah Organization*; the* World Islamic Da'wah Society*; and the* Islamic Call Organization (DAWA)*.* The main aim of WICS is to call for Islam worldwide by all peaceful means, above all by spreading Islamic culture and the Arabic language, promoting peace and international cooperation. It has five branches around the world: the UK, Lebanon, Turkey "Imam Malik Academy in Istanbul", Senegal and Benin. WICS hosts around 1000 students from all over the Islamic world and other Muslims from different countries (Mohamed, N. 2024)

Language Materials Used in WICS

Language learning materials are defined as anything used by teachers or learners to facilitate learning the language. According to Tomlinson (2011), any resource whether it is written or visual is used by teachers in the classroom to help learners increase their knowledge and experiences in acquiring the language. Tomlinson (2011) provides qualities that could be in learning materials, for instance, the materials should be instructional in informing the learners about the language, exploratory in a way that facilitates discoveries about language use, and experiential in a way that provides exposure to the language use. In WICS, English is a compulsory module taught for two years, at the beginning of each year lecturers receive a list of topics (Appendix One) without any instructions or advice and they are left free to use any materials they think are appropriate. This list was last updated in 2010 and no crucial changes have been made to the original one (Meeting with Yarbua A., 2023). In 2021, the researcher started teaching at

Imam Malik Academy in Istanbul and was given the list of grammar subjects (Appendix One) that he must teach, and when asked about any suggested materials to be used for this special context "Islamic Sharia". He was told to choose any suitable course books available in the market that could cover the units on the list. The course book, the researcher found in use in the academy is the Azar Grammar Series "Test Bank for Basic English Grammar, Second Edition " (1999) by Helena Rubinstein Pitzer. This test bank is designed to accompany a "Basic English Grammar" book by the same author. For each chapter, there are short quizzes of 5 to 15 items for a related group of grammatical points. These quizzes are designed to be completed in ten minutes permitting the teacher to do quick checks of students' understanding and their use of the language. However, the lack of focus on the other skills of language made the researcher look for other material that can cover all the language skills. Of course, it is widely accepted that course books are an essential part of the learning process, ensuring pedagogical contributions to the learning process (Lawrence: 2011). But those materials should cover the gap that was seen. Therefore, the researcher must look for a course book that has a balanced integrated-skills syllabus, a clear focus on grammar, and real-world speaking skills and should be accompanied by audio, video and photo materials on culturally diverse topics.

Language Attitude

Language attitude is a complex paradox that encloses a variety of aspects. The success of English teaching and learning is broadly dependent on aspects such as learning materials, teachers and learning facilities. Recently, attitude has become a valuable factor in foreign language teaching. Soleimani and Hanafi (2013) suggest that attitude, orientation, motivation, and anxiety are essential for foreign language learning with attitude towards language learning being considered the most important factor for language learners. It can be said that students' language attitude is a primary indicator of successful or unsuccessful foreign language learning.

Fekeye (2010) highlighted that the attitude of students plays a main role in language learning. In recent years, the examination of attitudes towards language learning has received significant attention, as it is considered a crucial area of inquiry in various disciplines. As stated by Bohner and Dickel (2011) in MacCoach, Gable, and Madura (2013), The examination of attitudes is a central area of study in research, with some experts considering

it to be an essential concept in contemporary social psychology. Furthermore, attitudes towards language can take on different forms, such as attitudes towards language variation, attitudes towards learning a foreign language, attitudes towards minority and dominant language, and attitudes towards a specific "English" language. One definite type of attitude that has been receiving significant attention is the attitude towards learning foreign languages. A lot of research has been conducted on English language learning and teaching in the Libyan context, but there has been less research on international students' opinions regarding English language learning during their studies in Libya.

So, this research sheds light on international students' attitudes toward English learning in WICS. It can be said that gaining insight into the attitudes of those learners towards the English language, will aid in understanding the process of English learning and teaching in WICS. As Barnes and Lock (2010) have noted, teachers should be aware of their students' attitudes to effectively respond to their needs and promote successful learning. Likewise, research on language attitudes contributes to the development of pedagogy for teachers. As Gardner (cited in Melhim & Rahman, 2009, p.3) has stated, attitudes can reveal important aspects of an individual's personality, such as who they are and what they believe in.

English Language Materials.

Teaching materials are any items used by teachers or learners to help in the learning of a language. This could include dictionaries, DVDs, videos, YouTube, workbooks, emails, grammar books and photocopied exercises as suggested by Tomlinson (2011). These materials are used to give learners input that will help them gain the most from their language learning experience. Learning a new language 'English' can be an enjoyable experience and people learn English for many different reasons; studying, travelling, and employment not to mention the ability learners will gain in communicating with more than 1, 456 billion people who speak English around the world today (Statista, 2023) The

English language has become an international Language, and its speakers reflect different cultures from different parts of the world; African, Asian or South American cultures. In this respect, two views address the relationship

between culture and English language in the context of teaching. Some researchers believe that language and culture are two related entities (Kramsch et al., 1996). But Triandis (1994) mentions that language is important in determining the difference between cultures and it is impossible to preserve and pass along cultural characteristics from one place to another. Therefore, culture is created, shaped, and learned through language and the reverse is true. Therefore, this notion has led some researchers to contend that language is bound by its culture, and they look at two of them as one unit and cannot be separated therefore language cannot be learned without understanding its culture (Canale, 2016).

On the other hand, other researchers see 'culture and language' as separate units and that language can be learned or taught independently (Baker, 2009). But why target language can't be learned through/with its cultural values and norms, Bayyurt (2006) sees this norm as a threat to the identity of the non-native speakers of foreign language speakers. Also, some other researchers do not see culture and language as inseparable (Drobot, 2022). In addition to studying language attitudes, it is a useful tool for language teachers, education planners, syllabus designers, and researchers to gain a deeper understanding of the language teaching process. It is also useful to understand each student's beliefs, preferences, educational backgrounds, and learning styles that may lead to different reactions to the language materials. Tomlinson (2001, p. 66) outlines ways teaching materials that can be beneficial to learners. These include providing instruction on the language, offering exposure to the language in use, prompting language use, and enabling discoveries about language use. To assess students' reactions towards the English materials, in the WICS, in terms of their practicality, difficulty, and experience of the learning material. An evaluation should be conducted.

Cultural Misalignment in ESL Textbooks

It can be said that there are two diverse cultures; one culture is defined by Islam teaching and the other culture is defined as 'a Western culture'. In Western culture, many values and norms are widely accepted and practised, but those are not accepted by Islamic cultures in the Muslim World. Many studies have investigated the suitability of English material and the Arab Muslim cultures as those cultures represent Islamic culture. A survey by

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Schuman (1976) investigated the cultural environment in Saudi Arabia, resulting in two cultures; the target culture (English) and Arabic culture having a negative attitude toward each other. In a study, Alhoussawi (2022) also investigated the cultural values and traditions presented in the North Star English Course Book (Advanced Level), published by Pearson, and found out that the cultural models presented in the course book were not adequate to suit the Saudi cultural background, local cultural norms and traditions and more importantly the course book failed to embody the international cultures of English speakers. Similarly, an analysis of four mainstream ESL Intermediate textbooks, New Headway (Soars & Soars 1995), Matters (Bell & Gower 1991), Reward (Greenhall 1995) and Cutting Edge (Cunningham & More 1998) Gobert (2003) concluded that those textbooks included some sensitive topic to other cultures and religions and hoped authors of integrated ESL textbook will become more sensitive to the cultural values and religions of other cultures.

Research Methodology

This study aimed to explore the attitudes of international students towards learning English. This study was an attempt to answer the following research questions:

Q1- What are International "Sharia" students' attitudes towards English language learning?

Q2- What are their views about the material they are learning?

An attitude questionnaire was designed to collect data (Appendix Two). The questionnaire consists of 19 closed and open-ended questions measuring the attitudes of students towards English Language learning and their views about the material they are studying "New Headway". The questionnaire was written in Arabic Language to ensure understanding of all items, as it was sent by email using Google Forms to all students studying in Imam Malik Academy 2022-2023. The questionnaire is first written in English and then translated into Arabic. Then, translated back into English by a different academic staff who was blinded to the original questionnaire. By comparing the two versions of the questionnaire, the original and the back-translated version, the researcher can identify any discrepancies, errors, or misunderstandings that may have occurred in the translation process. Back-

translation helps to ensure that the translated questionnaire is accurate and reflects the intended meaning of the original questionnaire. There are six themes in the questionnaire to answer the research questions.

The questionnaire measured different themes. Those themes will be analysed quantitatively and qualitatively respectively, and the research questions will be answered. To answer the first question "**What are International "Sharia" students' attitudes towards English language learning**?" The researcher needs to look at the following themes: motivation, challenges, preferences, and interactions.

To answer the second research question **"What are respondent's views about the material they are learning?** the researcher needs to look at the students' views about the curriculum they are studying in terms of language, diversity of subjects, content, quantity, design, relevance to their field of specialization and finally its appropriateness.

Participants

The participants of this study were from different countries studying Islamic Sharia at Imam Malik Academy- Istanbul. All participants had completed a one-year Arabic language course, and their proficiency in Arabic was superior to that in English. All participants have been studying the same "New Headway" English course for at least one semester. Table 1 below summarizes information about the study's participants.

Participants	Gender	Total	Level
First Year	43% F		Beginner
	57% M	33.3%	
Second Year	63% M		Pre-Intermediate
	47 % F	49%	
Third Year	45% M		Intermediate
	55% F	17.5 %	

Table 1 Study Participants

63 respondents from different 18 countries (Libya, Iraq, Yemen, Jourdan, Egypt, Palestine, Syria, Russia, Chechnya, Dagestan, Kazakhstan, Iran, Uzbekistan, Turkmenistan, Kyrgyzstan, Indonesia, Tajikistan, Malaysia) were analysed. The results showed that there were 27 students (42.9%) from Arab countries, 26 students (41.3%) from Asian countries, and 13 students (20.6%) from Russian countries. Out of the total responses, 82.5 specialized in Sharia, while 17.5% specialized in Islamic Economy.

Data Analysis and Discussion

Theme One: Students' Motivation

Question One: Why do you want to learn English?

The general theme that emerges from the responses is that respondents primarily want to learn English for two reasons: social life and travel, and academic pursuits. These two themes each constitute 37.5% of the responses, indicating that individuals value English for both personal and educational purposes. Work-related reasons and learning English as a mandatory subject are less prominent but still account for 12.5% each.

Question Two: What is the main factor that encourages you to learn English?

The responses to this question can be classified into two themes, the first would be "Communication, Global Language, Travel", this theme corresponds to 46% of the responses as this theme encompasses the reasons related to the importance of English as a global language for communication, the ability to interact with foreigners while travelling, and the recognition of English as a language widely used in various mediums such as the internet, science, and information. The second theme revealed from the data was Education, Learning Islamic Studies and Dawah. In this theme, 35% of responses related to the importance of English in education and learning, such as accessing information, expressing ideas clearly, and understanding modern studies and research. It also includes the significance of English proficiency in Islamic studies and Dawah activities, such as developing Islamic economic

theory, spreading Islam, and effectively communicating with non-Arabic speakers for Dawa reasons.

Question Three: In your opinion, which of the following factors is the most motivating for a student to learn English? (The Lesson, The teacher, self-motivation, other)

Out of the data collected, the most prominent motivating factor seen among respondents was self-motivation. 64% of respondents mentioned self-motivation as a main factor in learning English. This may indicate their desire and willingness as a main factor in learning the English language. The second most mentioned factor was the influence of teachers, 24%. Teachers play a significant role in attracting the students' attention by creating interest among students. They can work as facilitators and assessors. Before teaching, they must also place themselves as learners and think from the learners' perspectives. Teachers play a crucial role in inspiring and guiding students in their learning. Finally, the last and least mentioned factor was the importance of lessons, only 11%. This small number of responses may indicate the lack of knowledge among respondents about the role of structured content in motivating individuals to learn English. These findings point out the significance of personal motivation and the impact of teachers in fostering a strong drive to acquire the English language in this context.

Question Four: How do you feel about learning English?

The responses to this question can be grouped into three groups. 60% of the responses were 'Slightly motivated', to indicate a moderate level of motivation. this indicates a little interest in learning English. 35% of the responses were 'Very motivated' to demonstrate a high level of motivation. Those students find learning English highly stimulating and are likely to improve their language skills. Only 5% of the respondents chose 'Not motivated' shows a lack of motivation. This clearly shows less interest or enthusiasm in learning English. Most respondents fall into the first group 'Slightly motivated' to indicate a moderate level of motivation, while a smaller but notable percentage is highly motivated, while a very small percentage indicates a lack of motivation in learning English.

Question Five: The reason learning English has always been fun is?

looking at the responses to this question, two main themes can be seen and grouped as reasons behind learning English has always been fun: diversity in activities, and the curriculum. First, many responses mention interactive learning methods, discussions and games as interesting activities that may attract them to English classes. This range of activities keeps learning exciting and interesting by preventing boredom and promoting active engagement.

Second, the curriculum was seen as a crucial element that added to the enjoyment of learning English. A well-designed curriculum can offer a broad range of subjects, engaging resources, and pertinent real-world scenarios that enhance the learning environment. A well-designed curriculum covers a variety of topics, some of which may include real-life content and well-planned, engaging materials that could make the learning process more enjoyable. A comprehensive curriculum inspires students and provides them with opportunities for real-life applications for practical application and helps them see the relevance of the language in their daily lives.

In conclusion, the answers to questions on why students want to learn English indicate that aside from academic goals, social interaction and travel opportunities are the main drivers of language acquisition. The primary motivators for students to acquire English language skills are its worldwide use and its importance in a range of educational and Islamic domains. The most important motivational factor was found to be self-motivation, which was followed by the necessity of structured classes and the influence of teachers. In general, most participants demonstrated a moderate degree of motivation, but a significant proportion demonstrated high motivation. Learning English was found to be enjoyable because of the variety of activities available, the interesting teaching methods, and the real-life contexts.

Theme Two: Challenges in Learning English

Question One: Do you find difficulty in learning English?

Out of the data respondents given, 23 respondents (46%) out of the total number of responses (50 in this case) said they had trouble learning English,

whereas 17 respondents (34%) said they had no trouble at all. Furthermore, 10 responders (20%) were not sure. These results clearly show that a sizeable percentage of the respondents encountered difficulties when learning English. Individual experiences are reflected in the responses, which might differ depending on arrange of motivations, learning styles and educational backgrounds.

Question Two: If your answer to the previous question is yes, what are the reasons in your opinion?

Three themes emerged out of the responses to this question. The following themes emerged: Lack of exposure and practice: Respondents mentioned limited exposure and lack of opportunities as challenges to practice English in their daily lives. The second reason was the weak foundation and insufficient learning methods: respondents highlighted a weak foundation in English, either due to background preparation or a lack of proper learning materials. Others mentioned traditional teaching methods focusing on memorizing vocabulary and grammar rules did not motivate them to study effectively. Finally, few respondents mentioned a lack of sufficient time to dedicate to English in their curriculum. This hindered their progress and limited their exposure to the language and therefore made it difficult to progress. These reasons reflect individual experiences and highlight the importance of addressing these specific obstacles in language learning.

Question Three: What is the most difficult skill you find in learning English?

Out of the data collected, 56% of respondents see speaking skills as the most difficult skill in learning English. The second most challenging skill mentioned was writing with 28%. 12% of respondents consider listening skills difficult to learn. Lastly, 4% of respondents cited reading comprehension as the hardest skill. To sum up, over half of the respondents identified speaking skills to be the most challenging skill. The next skill mentioned as difficult to learn was writing. on the other hand, listening and reading skills were mentioned by a lower percentage of respondents. These results may support the reasons behind learning English as mentioned in the previous question in this theme.

Theme Three: Preferences and Interactions

Question One: Did you communicate with your classmates in English during your studies this semester?

The responses to this question are grouped into three categories: 50 % indicate that they rarely or never communicate with their classmates in English during the semester. This can be explained due to language barriers, personal preferences, or any reason mentioned in question two in theme two above. The other category whose responses were "Sometimes" consists of 45% of respondents, and it represents individuals who might communicate in English with their classmates, and their communication may vary depending on the situation or context. The last category answered "always." This group includes only 5%. Although the frequency is small, these individuals actively use English as a means of communication with their classmates during the semester.

Question Two: If there is a particular lesson or topic that you liked, what is it?

Asking students about topics and preferences, the responses varied greatly. Some subjects were mentioned like 'tenses' in grammar, 'personal emails' in writing, or sentence structure by some students as favorite subjects' "topics". Other topics like "in the airport at the market…etc" in listening skills were mentioned as difficult ones. Others stated that they did not have a specific favorite lesson, while others mentioned interesting points by mentioning topics that are unrelated to their field and should not be covered in the curriculum. Those topics were cultural topics like 'wine, and music'.

Question Three: Is the class time of two hours a week considered appropriate? If not, how many hours do you suggest?

Approximately 60% of the responses considered the two-hour class time to be appropriate, while 35% considered it inappropriate. A small portion, 5%, responded that they didn't know. For the following question, if the two-hour time was deemed inappropriate, the majority (60%) suggested keeping the class time at 2 hours. Roughly 30% recommended extending it to 4 hours, and about 10% suggested increasing it to 6 hours.

To answer the research question **"What are students' views about the material they are learning?** Students' views about the English materials

"New Headway" in the WICS - Faculty of Islamic Call, the following questions were analysed:

Question One: How do you find English lessons at your university?

Based on the data, three responses can be classified as 'enjoyable, boring and normal'. The largest tendency 65% was towards "enjoyable" as those students seemed to find the lessons more enjoyable than those who found it 'normal' 45%. Others who expressed their opinion as 'neutral' are only 18%. Overall, the replies point to a mixed impression of university English courses, with a bias toward enjoyment.

Question Two: For the curriculum you study in the academy, is it suitable or not in terms of language?

The respondents gave three responses to this question: 'Suitable, Not Suitable and Don't know', to choose from. The greatest number of responses fell into the "Suitable" category with 70%, suggesting that a vast number of the respondents consider the language and the curriculum to be appropriate. The "Don't know" category with only 40% implies that a small number of students were unsure about the suitability of the curriculum. Finally, fewer replies, 11% fell into the category "Not suitable," indicating that a minority of respondents considered the curriculum to be unsuitable.

Question Three: For the curriculum you study in the Academy, is it suitable or not in terms of the diversity of subjects?

From the data given by students, it seems that most of the students, 68%, find the diversity of the subjects in their curriculum suitable. This percentage suggests that most students see the material they are studying as suitable and go with what they are studying. Only 20% of students are unsure about the suitability of the curriculum. While a small percentage, "11 %" of students consider the diversity of subjects to be unsuitable. In conclusion, most respondents think the variety of subjects in their curriculum is suitable. While a small percentage think it is inappropriate. In general, most respondents believe that a variety of subjects should be covered in their curriculum.

Question Four: For the curriculum you study in the Academy, is it suitable or not in terms of content?

From the responses, it is important to note the "Don't know" category constitutes a significant portion of the responses; 38.46%. This might suggest that some respondents might not have enough impression of the curriculum's content to make a clear judgment. On the other hand, 44.62% of the respondents find the curriculum suitable in terms of content. Those respondents likely perceive the content to be well-designed and might find the topics relevant, engaging, and appropriately challenging. Also, those responses might appreciate the structure of the curriculum and believe that it may effectively support their learning goals. Only a small percentage; 16.92% of respondents feel that the curriculum is not suitable in terms of content. Those respondents might feel that the content is irrelevant to their needs, or poorly organized. Those responses might express dissatisfaction with the overall learning experience provided by the curriculum.

Question Five: For the curriculum you study in the academy, is it suitable or not in terms of quantity?

The responses to this question were only 50 responses, most of the responses 52% think of the curriculum as suitable in terms of quantity. This may indicate that the respondents believe that the curriculum may provide them with the appropriate content that can give them a comprehensive understanding of the subject matter. On the other hand, 28% of respondents believed that the quantity of the curriculum is not suitable. This response may suggest that they think the content may be either dense, difficult to comprehend, or lacking in content which may lead to a gap in learning. The third group of respondents who count a small portion 20%, are uncertain about the suitability of the quantity of the curriculum. This uncertainty might be from different reasons such as not having a clear understanding of the curriculum's goals, and objectives, or how the content 'quantity' relates to the learning outcomes.

Question Six: For the curriculum you study in the Academy, is it suitable or not in terms of design, cover, pictures, and colours?

The responses for the design, cover, pictures and colours were generally positive. The highest positive percentage at around 77.08% was for "Pictures" followed by "Cover" and "Colours" with 72.92%, and "Design" with 66.67%. Generally, the results suggest that the curriculum's design, cover, pictures, and colours are perceived as suitable by a significant portion of the

respondents. However, there is still a portion of respondents who have neutral or negative opinions ranging from 12.5% to 20% across the categories.

Question Seven: Are the topics you studied related to your field of specialization?

From the given data, it appears that most respondents 45.71% answered "Yes" to the question, indicating that their syllabus is related to their field. A smaller percentage 25.71% answered "No," suggesting that their syllabus is not related to their field. Another 25.71% of respondents were unsure and responded with "I don't know". (see question two in theme three).

Question eight: If you think the curriculum is not appropriate, what are your notes?

The notes reflect various opinions about the appropriateness of the syllabus. Some students feel that economic terminology should be included, and there's a need for specialized vocabulary. They suggest dedicating more time to the subject due to varying abilities and the importance of economic concepts in their field.

Several students mentioned the importance of aligning the curriculum with their specialization. They emphasize the need for practical speaking exercises and more interaction to improve language skills. Some students find the curriculum suitable, while others feel it's not aligned with their levels or interests. Some express concerns about Western-centric content and the lack of focus on Islamic studies in their field.

Overall, students appreciate practical and modern methods, greater engagement through discussions, and relevance to their areas of study. However, there are concerns about the pace, difficulty level, and lack of tailored content for individual needs. The notes present a diverse range of perspectives on the appropriateness of the syllabus. While some students find it suitable and beneficial, others have reservations due to varying levels of language proficiency and the perceived mismatch between the curriculum and their specialization. Balancing general language learning with specialized content, interactive activities, and accommodating different learning needs appear to be key considerations for an improved curriculum. Addressing

these concerns can lead to a more effective and relevant languagelearning experience for students.

Conclusion

In conclusion, the answer to the first question "What are International "Sharia" students' attitudes towards English language learning?" reveals a multifaceted landscape. Motivation stems from social engagement, travel, academics, and work. Communication's global significance and educational relevance are primary encouragements. Self-motivation, teacher influence, and structured lessons are key motivators. Challenges include limited exposure, weak foundations, learning methods, pronunciation, and time constraints. Conversational skills prove most challenging, followed by writing and listening. Preferred lessons vary widely, and a 2-hour class is considered appropriate. Overall, a complex blend of motivations, challenges, and preferences shapes international students' English language experience and attitudes.

For the second question, respondents' views about the material they are learning. They appreciate practical and modern methods, greater engagement through discussions, and relevance to their areas of study, concerns arise about the pace, difficulty level, and lack of tailored content for individual needs. The study reflects a diverse range of perspectives on the appropriateness of the syllabus, highlighting the need for balancing general language learning with specialised content, and interactive activities and accommodating different learning needs for an improved curriculum. In summary, it is seen that more studies are highly recommended in the context of international students who are studying English in WICS-Libya. Also, the study recommends balancing general language learning with specialized content and interactive activities for a more effective curriculum.

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Appendix One

A sample of the English syllabus

English syllabus for the first year.

1- Verb to be.
2- Possessive adjectives – Possessive 's
3- Names of countries
4- Verb to be (negatives and questions)
5- Family relations
6- Opposite adjectives
7- In a café: Can I have …?
8- Food and drinks
9- Present simple – 3rd person questions and negatives
10- Jobs
11- Present simple – All persons- articles
12- What time is it? Can you tell me the time, please?
13- There is there are – prepositions of place
14- Some and Any
15- Directions

Appendix Two

My Name is Dr. Jalal Ali, and now I am in the process of researching students' attitudes towards learning English. This questionnaire is intended to measure your attitudes towards learning English. The questionnaire is anonymous and intended for research purposes only. I would be very grateful if you could devote a few minutes to filling out this questionnaire.
- Nationality:
- Year of Study: ● Field:

Theme One: Students' Motivation

- Why do you want to learn English?
- What is the main factor that encourages you to learn English?
- In your opinion, which of the following factors is the most motivating factor for a student to learn English? The lesson - The teacher - self-motivation – other
- How do you feel about learning English?
- The reason learning English has always been fun is.

Theme Two: Challenges in Learning English

- Do you find difficulty in learning English?

- If your answer to the previous question is yes, what are the reasons in your opinion?

- What is the most difficult skill you find in learning English?

Theme Three: Preferences and Interactions

- Did you communicate with your classmates in English during your studies this semester?
- If there is a particular lesson or topic that you liked, what is it?
- Is the class time of two hours a week considered appropriate? If not, how many hours per week do you suggest?

Theme Four: Students' views about the material.

- How do you find English lessons at your university?
- For the curriculum you study in the academy, is it suitable or not in terms of language?
- For the curriculum you study in the academy, is it suitable or not in terms of the diversity of subjects?
- For the curriculum you study in the academy, is it suitable or not in terms of content?
- For the curriculum you study in the academy, is it suitable or not in terms of quantity?
- For the curriculum you study in the academy, is it suitable or not in terms of design - cover - pictures - and colors?
- Are the topics you studied related to your field of specialisation?
- If you think the curriculum is inappropriate, what are your notes?

اتجاهات طلاب كلية الدعوة الإسلامية نحو تعلم اللغة الإنجليزية والتحديات التي يواجهونها: دراسة حالة على طلاب كلية الدعوة الإسلامية– أكاديمية الإمام مالك الدولية – إسطنبول

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المستخلص:

في هذه الدراسة، تم تحليل اتجاهات طلاب كلية الدعوة الإسلامية بأكاديمية الإمام مالك –إسطنبول تجاه تعلم اللغة الإنجليزية والمادة التي يتعلمونها. تم جمع وتحليل بيانات متنوعة. وكانت الدوافع الرئيسية للطلاب في تعلم اللغة الإنجليزية هي تأثير المعلمين، والتحفيز الذاتي، والدروس المخططة بعناية. وأظهر العديد من الطلاب حافزًا معتدلًا، مع مستويات مختلفة من الحماس. أما بالنسبة للتحديات التي تواجه الطلاب في تعلم اللغة الإنجليزية فهي قلة ممارسة اللغة، والأساس التعليمي الضعيف، وخاصة في مهارات المحادثة والنطق. أما فيما يتعلق بآرائهم حول الكتاب المقرر " New Headway"، يقدر الطلاب الطرق العملية وملاءمتها لدراساتهم في هذا الكتاب ولكنهم يعبرون عن قلقهم بشأن صعوبة المحتوى، ونقص المحتوى الذي يهتم بتخصصهم – الدراسات الإسلامية. وتكشف هذه الدراسة عن وجهات نظر متنوعة حول ملاءمة المنهج، مما يبرز الحاجة إلى موازنة تعلم اللغة العامة مع المحتوى المتخصص في الدراسات الإسلامية والأنشطة التفاعلية لتحقيق منهج أكثر فعالية.

الكلمات الرئيسية: اتجاهات الطلاب نحو تعلم الإنجليزية؛ تحفيز الطلاب؛ تصميم المناهج؛ تحديات تعلم اللغة الإنجليزية