



First-year Non-English-major Students' Attitudes Towards the General English Course in the College of Education

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Abstract

This research paper sought to examine the attitudes of first-year students who are not majoring in English toward the required university General English course at the College of Education, Omar Al-Mukhtar University. A quantitative research design was employed, utilizing a structured questionnaire with six parts as dimensions regarding the course in particular and the English language in general, to explore the attitudes of the selected sample of 170 students, with 85 from each major who were randomly chosen from nine different departments coming from science- and arts-related major secondary schools. The findings revealed that overall attitudes toward the GE Course were positive among all participants, emphasizing its importance for current majors and future careers. However, gender-related differences in attitudes were reported, with female students having more positive attitudes than male students. As a result, these recommendations should be taken seriously for better general English course learning, and they are as follows: improving the learning environment, addressing prior educational experiences, and introducing GE Course 2 at the second-year level. Further research is needed to survey the case of English learning at schools, particularly secondary schools, to understand and investigate the factors affecting these attitudes and performance differences.

Keywords: Non-English-major students, General English (GE), Attitudes, College of Education, Omar Al-Mukhtar University (OMU)

1. Introduction

Education is constantly developing, and one area that has gained considerable focus in recent years is the instruction of English as a second language. English has established itself as the dominant international language, expanding its influence beyond business, social media, gaming, computer programming, and career advancement to cover human development. This expansion, coupled with ongoing

technological advancements across various fields, has also significantly assisted in overcoming cultural barriers and changes. In today's world, relying solely on one's native language for communication is often insufficient. Consequently, people feel they need to learn a foreign language (Braine, 2014; Özdemir, 2006). In higher education, the prevalence of English as the medium of instruction is noteworthy. Books on all subjects are available in English. Since English is more widely used than many other languages, almost 80% of information about information technology is in English. A good volume of the services rendered through the Internet are also in English. Thus, English is of paramount importance in bringing the world together. Therefore, many people are interested in teaching English as a second or foreign language. Despite their keen interests, English language teachers often face various difficulties and challenges while teaching in a traditional classroom setting, with varying levels of English proficiency from learners. In addition, teaching and learning English as a foreign language is challenging for teachers and students in Libyan primary and secondary schools. Likewise, Khan (2011) mentioned that teaching English in Saudi Arabia starts at the school level.

Despite good overall planning, a purposeful curriculum, integrated textbooks, and qualified teachers, the achievement is below expectations.

Given the critical role of English in Libya, as in many non-English-speaking countries, English is now taught as a foreign language and plays a significant role in higher education and career prospects. The College of Education at Omar Al-Mukhtar University (OMU), a prominent educational institution in the country, requires first-year students from various non-English-major departments to take a general English course.

However, research has revealed that non-English-major students encounter challenges while learning English due to factors such as limited prior exposure, cultural attitudes, and individual motivation that can all contribute to not achieving the learning objectives of this course, even though English has become part of the curriculum since the first grade of primary school. Yet, as the previous research of this research paper's author, who has also been the course instructor for the past four years, revealed, many of those students continue to face challenges in mastering and passing the required university general English course and noted significant disparities in the performance of these students in learning the course, particularly between science-related departments and arts-related departments, with science students consistently outperforming their arts counterparts (Bufarwa, 2024). So, this suggests that these students have yet to achieve basic knowledge of English at the school education stage before enrolling in college to achieve this course's learning objectives.

In light of these considerations, this research aims to explore and identify the attitudes of first-year non-English-major students toward learning the General English course (GE) at OMU's College of Education. Figuring out what students think about the

relevance and significance of this required university course can yield meaningful observations and update the efficacy of English language instruction for the College of Education English instructors and learning for these students. Also, this research seeks to identify ways to align the course content and teaching methods with the interests and needs of these students, aiming to improve students' motivation and engagement, leading to better performance in learning English in its general context. For this reason, attitudes can negatively or positively impact the learning process in any course. Research has revealed that attitudes are associated with higher or lower levels of achievement and can hinder language learning in particular and academic performance in general (Abidin et al., 2012; Eshghinejad, 2016).

1.1 Statement of the problem

This research seeks to offer comprehensive insights into the beliefs of the College of Education regarding the teaching and learning of English, fundamentally at OMU's colleges, by building upon previous relevant research that focused on the performance of these students. Correspondingly, its implications are aimed at serving as guidance and feedback for future batches and instructors by addressing this issue related to learning and teaching general English courses in school and college education.

1.2 Research Significance

It lies in the global dominance of English as the primary language for everything. Non-English-major students in the College of Education need strong English skills to succeed in their future careers and fields of study. In particular, it is significant as it sheds light on students' attitudes towards the GE course, which is essential for improving education quality in the College of Education.

1.5 Objectives

The primary objective of this research is to explore non-English-major students' attitudes toward their experience in the GE course at OMU's College of Education.

Since this research is an extension of a previous study that primarily observed the performance of this student demographic. Therefore, the aims of the current research are:

1. To understand the overall attitudes of non-English-major students towards the general English course in the college of education.
 2. To determine differences in attitudes towards the general English course between male and female students.
- Comparing female and male students' attitudes helps identify if there are any gender-related differences in their attitudes and experiences of the GE course.

3. To investigate differences in attitudes towards the GE course between science-related majors and arts-related majors.

- Comparing the attitudes of students from science-related departments with those from arts-related departments to determine if their academic background influences their perception and engagement with the GE course.

Consequently, the questions guiding this research are as follows:

1. What are the attitudes of non-English-major students towards general English course learning in OMU's College of Education?
2. Are there statistically significant differences in the attitudes of non-English-major students towards the general English language course in the College of Education between males and females?
3. Are there statistically significant differences in the attitudes of non-English-major students towards the general English language course in the College of Education between science-related majors and arts-related majors?

1.6 Observation

It is based on the past four academic years of observation of the performance of non-English-major students in learning the GE course at OMU's College of Education.

2. Literature Review

Several pieces of research on attitudes in general and students' attitudes toward learning the English language were indirectly reviewed in this research, concentrating on the context of general English and examining the factors influencing these attitudes, including prior English language learning experiences, teaching methods, and the perceived usefulness of English language basics, to give a comprehensive insight into the variations in performance that had been observed for four academic years among different departments, particularly those between science-related departments and arts-related departments, as revealed in the previous research by the author.

2.1 Existing Knowledge

Studies have examined and identified multifarious dimensions of students' attitudes toward learning English in college-level instruction, repeatedly concentrating on other aspects such as learning methods, curriculum, or course contents, as these previous studies often focus on general populations or particular educational settings, such as primary or secondary schools. Besides, investigations specifically targeting first-year non-English-major students in the College of Education at OMU are nonexistent. However, a previous study by the author, the course instructor, indicated performance

discrepancies among these students in learning this course, specifically between arts-related departments and science-related departments coming from diverse types of secondary schools over the past academic years (2018–2019, 2019–2020, 2020–2021, and 2021–2022). Accordingly, there has been a need for further research to identify and understand these students' attitudes toward the GE course, which may be one of the reasons behind these discrepancies and poor performance.

2.2 Knowledge Gap

Despite the existing literature and several studies on students' attitudes, there is still a gap in the comprehensive understanding of non-English-major students' attitudes toward learning English. Hence, this paper attempts to bridge this gap by investigating the observed performance discrepancies among these students and their thoughts and beliefs about this course, hypothesizing that the poor performance and achievement variations between arts and science stream students are due to differences in attitudes.

That is to say, the unique attitudes of the non-English-major students' attitudes toward learning the GE course at OMU's College of Education remain underexplored. This gap in the literature and the previous research by the author highlight the necessity for the current study to uncover the students' attitudes comprehensively and contextually within this specific population.

2.3 Attitudes in Psychology

An attitude is a well-recognized psychological concept that represents a person's positive or negative feelings and opinions toward something. It reflects an individual's inclination or preference for or against a particular entity. Essentially, attitudes are influenced by one's likes or dislikes and overall viewpoint. It is defined, in other words, as a mental disposition that reflects a positive or negative evaluation of an entity on a scale of favor or disfavor. Essentially, attitudes are shaped by one's liking or opinions toward something involving a predisposition or tendency to respond positively or negatively to ideas, objects, persons, or situations shaped by experiences and impacting behavior (Likert, 1932). Therefore, an attitude can be described as a consistent pattern of thinking and reacting to various situations.

Attitudes are significant because they can influence and predict behavior, especially when deeply ingrained and aligned with core values and beliefs. Attitudes are organized patterns of thoughts, values, beliefs, and emotions that influence responses and behaviors toward people, groups, or events in one's environment.

2.3.1 Factors Influencing Academic Performance and Attitudes Toward Learning

Attitudes are essential in language learning, affecting motivation, involvement, and achievement. A positive attitude towards a language is connected to higher motivation,

effort, and perseverance, resulting in improved learning results (Gardner, 2010). Conversely, negative attitudes may obstruct learning by causing anxiety, opposition, willingness to engage with the language. However, Muftah (2022) noted that attitudes varied based on academic major, class level, and gender, with science-related majors and junior students showing more positive attitudes.

Non-English major students' attitudes towards learning English vary based on their academic backgrounds. Research from various institutions, such as Huong (2023); Putra & Suparni (2023); and Hường & Giang (2022), indicated that students generally have positive attitudes towards learning English. Factors influencing these attitudes include the learning environment, students' preparation, and the teaching methods employed by English instructors. Additionally, the correlation between English learning achievement scores and students' perspectives on the language further emphasizes the importance of continuous English learning for non-English-major students (Wahyuni et al., 2022). Despite the positive attitudes observed, challenges such as a lack of practical application and suitable learning methods hinder some students from fully embracing English learning.

It is important to note that the current research is based on previous research focusing on the academic performance of first-year non-English-major students. It specifically examined the General English course at OMU's College of Education, where performance variations have been observed across departments over four academic years. Therefore, exploring the attitudes of the College of Education first-year students coming from different secondary schools was crucial, and reviewing several studies by which the tool of this research was developed to understand the various factors that influenced students' attitudes toward learning GE courses in colleges such as curriculum setting, teaching method, teacher-student relationship (Liu, 2022), demand pressure, individual differences, and learning attitude (Chen et al., 2022), academic major, class level, and gender—with students in science-related majors showing higher interest and confidence in learning English (Muftah, 2022)—learning attitude, environment, input, motivation, and status, with a learning attitude and input significantly impacting learning outcomes (Li, Yang, et al., 2020), and educational background, positive feelings, career aspirations, and pedagogical approaches (Zuo et al., 2019) all play a crucial role to shape students attitudes when generally learning English language in colleges.

2.3.2 Attitudes of Non-English Major Students Toward General English Courses

Butler & Iino (2005) highlighted that English language mastery is crucial in today's world driven by science and technology, making it essential for non-English-major students to have a positive attitude toward learning English. Thus, many studies from different countries have investigated and shown that attitudes toward English

language learning can be influenced by factors such as motivation, fear of grammar errors, and desired language skills (Supiah, 2018). In a research paper titled “Different Attitudes Among Non-English Major EFL Students”, it was found that most students did not have negative feelings about their past English learning experiences (Lin & Warden, 1998).

For this reason, understanding non-English-major students' attitudes towards the GE course in the College of Education is crucial for designing effective English language programs that meet their needs and improve their overall proficiency. For example, the study conducted by Sari et al. (2023) revealed that most non-English-major students had average to good English skills but lacked proficiency in all English skills and language use, indicating the need for tailored course materials to enhance students' English competence. Also, students expressed that they preferred to learn materials related to their area of study and engage in activities that promote independent learning (Budianto, 2004).

Furthermore, significant aspects concerning non-English-major students' needs, learning attitudes, and English language learning strategies were discussed by Sari et al. (2023), who also highlighted that English is provided to students with diverse educational backgrounds in higher education to support their academic and professional success. Moreover, in the same research, most non-English major students showed average to good English abilities and language use, with their proficiency level at the upper level. Chostelidou (2010) suggested that previous learning experiences affect students' English levels.

It is reasonable to conclude that the literature reviewed is aligned with the core of the research statement, which suggests that students who have not achieved the learning objectives from their previous English courses at their primary to secondary stages face significant difficulties and perceived problems when first enrolling in the college of education and starting to learn the required general English course. This issue has been observed among first-year students in the College of Education, where approximately half of them lack fundamental skills in English.

Besides, different types of secondary schools are considered another influential reason that may affect the students' attitudes and performances. According to Duncan and Sandy (2007), private schools typically have smaller class sizes and more teachers with almost the same qualifications as their public school counterparts. In this connection Likewise, the researcher argued in the previous study that discrepancies across the College of Education departments at OMU may be the result of several reasons students in urban schools may have benefited from more effective support systems and resources compared to those in suburban or rural areas (Bufarwa, 2024). The educational systems in rural and urban areas may vary, showing challenges and

opportunities. For example, secondary schools in Zanzibar have different issues that affect students' performance in the English language in both rural and urban areas. Factors such as shortages of trained teachers, a lack of teaching materials, and poor learning environments are prevalent in both settings, as noted by Mosha (2014). The learning of English language courses at both stages and levels (secondary schools and colleges) can be affected by some other additional reasons and challenges, including the involvement of parents, poverty, and a lack of awareness, which is one such challenge that contributes to poor performance (Sheha, 2018). In addition, inadequate English proficiency among students, limited access to textbooks, and a lack of guidance and counseling services are significant issues that impact academic success (Maganga, 2016).

2.3.3 Studies on Attitudes towards English Language Learning in Libya

A little research looking into the attitudes of Libyan students toward learning English, such as those by Elttayef & Hussein (2017) and Pathan & Marayi (2016), revealed a complex picture: despite students having positive attitudes toward learning English, challenges arise due to a lack of qualified English language teachers, inadequate teaching methods, and limited exposure to the language outside the classroom. Altaieb (2013) and Elabbar (2011) even emphasize that these challenges affect the teachers' perceptions of the English curriculum and teaching approaches. These studies collectively stress the need for better-trained teachers, more effective teaching methods, and increased exposure to English to improve the learning experience for Libyan students.

As previously stated, students who have had positive experiences with learning the English language are more likely to have positive attitudes towards the language. On the contrary, negative experiences, for example, unsuccessful teaching methods, insufficient student learning, and poor academic performance, can lead to negative attitudes (Dörnyei, 2005). Harmer (2007), therefore, indicated that engaging and effective teaching methods can foster positive attitudes toward learning English. Conversely, traditional or teacher-centered methods can lead to boredom and disengagement. Students who perceive English language skills as beneficial for their future careers or studies tend to exhibit more positive attitudes toward learning the language (Dörnyei & Ushioda, 2011). In addition, cultural beliefs and values can influence students' perspectives on learning English. As stated by Kramsch (2014), in certain countries, English is perceived as a prestigious language; in others, it may be seen as a symbol of Western dominance. In line with this, some students in the current research commented that there is no need to be taught English as it is not their native language and does not influence their current major. Nevertheless, research has shown a strong positive correlation between students' attitudes toward learning English and academic performance (MacIntyre et al., 1998).

3. Conceptual Framework

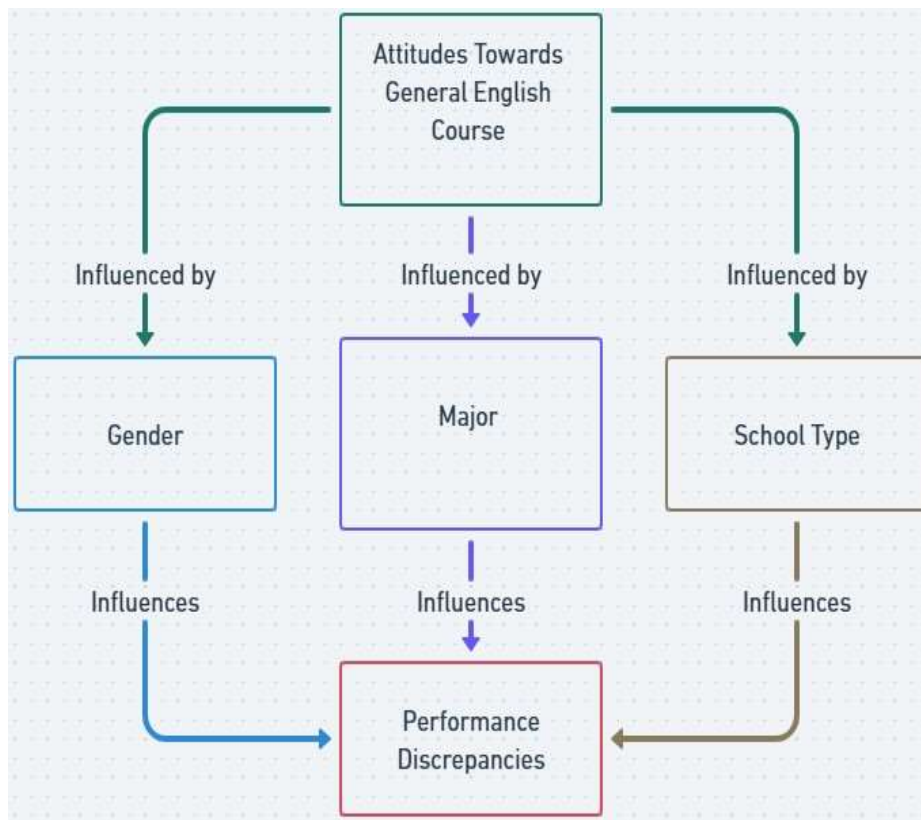


Figure 1: Variables Influencing Non-English-Major Students' Attitudes towards the General English Course

4. Research Method and Design

This study employed a quantitative research design to investigate students' attitudes across six dimensions based on their educational experience for the GE Course after finishing the first semester of the academic year 2023-2024, taking into account that this course is taught only in this first semester (fall semester). As mentioned, the researcher is the course instructor, who observed some issues while teaching this course and investigated the different performance among all first-year non-English-major students enrolled in various departments of the College of Education at OMU in Al-Beida, Libya, over the past four academic years and figured out some various performance among different departments, particularly between the two streams (Science and Arts). For this, the researcher deemed it necessary to deal with these common issues by exploring these students' attitudes toward this course in particular and English learning in general. To achieve this, the researcher designed a structured questionnaire to test these six dimensions of students' attitudes, which include attitudes toward the course, content satisfaction, teaching methods, instructor

evaluation, student community, and assessment perceptions. Afterward, it was developed based on reviewing related previous studies and the consultations of five experts to make sure it covered all necessary aspects comprehensively. Finally, it was advised to be written in Arabic to ensure all participants could easily understand Likert scale questions, a 5-point Likert scale with response options from "strongly disagree" (1) to "strongly agree" (5), and answer them accurately, increasing the reliability and validity of the data collected as this scale captures the nuances of participants' attitudes effectively.

4.1 Data Collection and Sample

Having used Cronbach's alpha to test questionnaire reliability for each of the six dimensions conducted on a pilot sample from the research population to ensure its suitability in terms of content and the achievement of the study's objectives, with due regard to indicate that the reliability coefficient was higher than 0.7 in most sections, suggesting that the questionnaire has high reliability and the correlation coefficient between the questions within each section in which most the values were significant at the 0.01 and 0.05 levels, indicating a strong correlation between the questions in each section, the questionnaire was then presented to the sample online using a Google Drive form, which helped facilitate the efficient distribution and submission of the questionnaire and allowed for easy access, ensuring a higher response rate and convenience for participants.

4.2 Case Selection and Sampling Approach

The population of this research was 356 first-year students whose major is not English in the College of Education who have finished the first semester of the academic year 2023-2024. knowing that the College of Education offers different programs, e.g., science departments, which include biology, mathematics, and computer, and the Division of Science and Mathematics, and arts departments, which include a diverse range of departments, e.g., special education, Arabic, Islamic studies, kindergarten, and art education, from which 200 participants responded in the questionnaire.

The sample size was determined using the formula: $n = (N * p * (1-p)) / (d^2 * (N-1) + p * (1-p))$. Therefore, the calculated $n = 167$ from the research population; however, 170 respondents were chosen randomly from 200 to be evenly divided into two groups: 85 from the science departments and 85 from the arts departments, providing a balanced perspective from the two different streams as revealed in the previous research conducted by the researcher that there were performance variances between them.

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4.3 Data Treatment

The collected data was analyzed using the Statistical Package for Social Science (IBM SPSS Statistics). Inferential statistical analyses were conducted to understand and compare the relationship between variables. Specifically, a one-sample t-test was conducted to determine whether the mean of the research sample is significantly different from the hypothesized population mean; moreover, an independent sample t-test was used to compare the mean differences between various groups (e.g., majors, gender, and school type) to determine if there are statistically significant differences between each group.

4.4 Ethical Considerations

At the beginning of conducting this research, ethical approval was obtained, respondents were notified about the research purpose, and their participation was entirely voluntary. The anonymity and confidentiality of the respondents were strictly maintained throughout the research process.

5. Results

Table 1: Overall Attitudes of Non-English-Major Students towards the GE Course

N	Test Value	Mean	Std. Deviation	df	t	Sig. (2-tailed)
170	120	148.69	26	169	14.34	0.000

As mentioned, 170 non-English-major students were surveyed. Therefore, this table reveals the hypothesized population mean against which the sample mean is compared. The mean attitude score (148.69) of the sample, significantly higher than the hypothesized mean of 120, indicates a generally positive attitude, and the statistical test ($t = 14.34$, $p < 0.001$) confirms that this difference is statistically significant. The standard deviation of 26 suggests moderate variability, and the high t-value of 14.34 with 169 degrees of freedom confirms a substantial difference between the sample mean and the test value. In addition, with a significance level (Sig.) of 0.000, the results are statistically significant, indicating a less than 0.05% chance that the observed difference is due to random variation and that the overall non-English major

students' attitudes toward learning the GE course are significantly more positive than the benchmark value.

Table 2: Differences in Attitudes towards the GE Course between Arts and Science Majors

Major	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Arts	85	146.79	25	168	-0.950	0.344
Science	85	150.59	27			

In the table above, the average science-related group is 150.59 versus an average arts-related group of 146.79. In other words, science majors, on average, indicate a slightly more positive attitude toward the GE course than art majors. Both groups have moderate variability in their attitudes; the science majors show slightly more variance. The t-value is -0.950; the means are, by all means, not that very different. The computed p-value for this test is 0.344; therefore, with this degree of difference in attitude, it isn't statistically significant between these two groups. Accordingly, the null hypothesis could not be rejected due to the t-value's proximity to zero and the p-value being higher than 0.05, which implies that academic majors do not have a significant impact on their attitudes toward the GE Course, suggesting that arts and science students view this course similarly. The consistently positive attitudes toward the course may be attributed to its relevant content and applicability, providing value to students across different fields of study.

Table 3: Differences in Attitudes towards the General English Course between Male and Female Students

Gender	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Male	59	139	32.40	168	-3.51	0.001
Female	111	153	20.48			

The table above indicates that, on average, male students scored lower in attitudes, with a mean score of 139, while female students had a higher average score of 153. This suggests that male students generally show a relatively negative attitude toward the GE course. The standard deviation for male students was 32.40, indicating a wide range of attitudes, whereas the standard deviation for female students was 20.48, reflecting less variability in their attitude scores. The critical t-value of -3.51 with a p-value of 0.001, which is below the conventional alpha level of 0.05, demonstrates a positive and significant difference in the mean attitudes between male and female students. The findings suggest that there are noteworthy gender-related discrepancies in attitudes toward the GE course among first-year non-English students in the College of Education. Specifically, female students are shown to hold a more positive attitude overall. In summary, these results underscore the significance of gender in shaping attitudes toward the course, highlighting the prevalence of more favorable views among female students in contrast to their male counterparts.

Table 4: Differences in Attitudes towards the GE Course between Students from Public and Private Schools

Secondary School Type	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
Public	118	149.98	25	168	0.97	0.331
Private	52	145.75	28		5	

The data above reveal no statistically significant differences in attitudes towards the general English course between non-English-major students from public and private schools. With mean attitude scores of 149.98 for public school students and 145.75 for private school students and a non-significant p-value of 0.331, it is evident that both groups share similar attitudes toward the GE course, irrespective of their secondary school background.

5. Discussion

The current research was an attempt to examine first-year non-English-major students' attitudes toward the GE course at OMU's College of Education in the academic year 2023-2024. The tables above reveal that non-English-major students at the College of Education at OMU have a positive attitude towards the GE course. This offers valuable insights into the reasons behind the impact on students' engagement with and attitudes toward English language learning. Moreover, the results above, based on

statistical analyses, emphasize the overall positive attitude of students towards the course and reveal significant gender-related differences in these attitudes. However, no significant differences were found when comparing attitudes between students from different academic majors or secondary school backgrounds.

It is recommended to provide General English Course 2 at the second-year level. Based on previous research showing a strong correlation between positive attitudes and enhanced language learning performance (MacIntyre et al., 1998). However, apparent inconsistencies have been found between these results and earlier research by the researcher (Bufarwa, 2024), which noted performance gaps between science- and arts-related students. In other words, these apparent inconsistencies in the performance differences observed in previous research and the positive attitudes towards learning English in the current study suggest an additional course focused on intensive instruction of the four language skills. Because English instruction often revolves around grammar (grammar-focused teaching), especially in secondary schools, which results in repetitive grammar review, impeding effective English learning and use inside classrooms, adding GE Course 1 as a prerequisite course for General English 2 can establish the required fundamentals for introducing all language skills (listening, speaking, reading, and writing) and address the factors contributing to these seemingly contradictory findings.

Significant gender differences were also reported in this research, as female students, in particular, showed a higher positive attitude toward the GE course, which aligns with previous findings addressing gender's influence on language learning attitudes (Muftah, 2022). While the causes behind this gap are complicated and require further examination, some possible explanations include societal expectations, cultural influences, or individual learning styles. The researcher, therefore, emphasizes the necessity of eliminating inherent biases and developing a more inclusive learning environment that encourages all students to pursue English language acquisition for upcoming non-English major first-year students.

While the study did not find significant differences based on academic major or school type, it is critical to acknowledge the diverse backgrounds and needs of students. Tailored instruction and learning resources can help address individual learning styles and preferences, leading to greater engagement and success. The researchers also emphasize the importance of considering the context of learning, particularly the quality of prior education, which can significantly impact student attitudes and performance.

6. Conclusion

The research presents crucial findings regarding the attitudes of first-year students who are not majoring in English toward the GE course offered at OMU's College of Education. Key insights stemming from the research findings include: Firstly, non-English-major students generally had a positive attitude toward the GE course, recognizing its significance. Secondly, the minor variations in attitudes between science- and arts-related students did not show statistical significance, emphasizing that the course holds equal importance and value across diverse fields of study. Moreover, the analysis reveals that female students tend to have significantly more positive attitudes towards GE course learning than male students, highlighting gender-related discrepancies in English learning attitudes. Finally, students' secondary school background (public & private) did not significantly influence their attitudes, indicating that both perceive the course similarly regardless of prior educational experience.

7. Recommendations

Based on the findings of this research, the following recommendations are offered to enhance the effectiveness of English language instruction for non-English-major students at Omar Al-Mukhtar University's College of Education:

Teacher training programs should emphasize a diverse range of teaching methods that go beyond traditional memorization-based approaches. To achieve this, the college should cooperate with secondary schools to guarantee that students are adequately prepared to engage in college-level English courses. This may include exchanging effective methods, providing professional development opportunities for secondary school teachers, and establishing a more aligned syllabus. Additionally, the research findings underscore the adverse effects of oversized class groups on effective teaching and learning. It is imperative to take action and reduce class sizes in order to facilitate individualized attention, customized instructional approaches, and meaningful connections between teachers and students. Furthermore, bridging the gap, as this research emphasizes the noteworthy impact of prior education on student attitudes and performance. The College of Education should consider offering bridge courses or remedial programs to help students whose past exposure to English is limited catch up to their peers. Lastly, it is recommended to Add General English Course 2, as this course would further advance the skills and knowledge gained in the first-year course, providing English fundamentals for academic success. Besides, this course could address performance differences among students from different backgrounds by offering instruction and support tailored to their needs as non-English-major students.

Furthermore, introducing this course affords students more opportunities to develop their skills in the English language, specifically in listening, speaking, writing, and reading, thereby strengthening their overall proficiency and preparing them for the requirements of their academic and professional pursuits. It could provide a more sophisticated and immersive learning experience, integrating materials and activities pertinent to students' interests and future career goals.

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اتجاهات طلاب السنة الأولى غير المتخصصين في اللغة الإنجليزية تجاه مقرر اللغة الإنجليزية العام بكلية التربية - جامعة عمر المختار

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المستخلص:

رمت هذه الدراسة إلى استقصاء اتجاهات طلاب السنة الأولى من غير المتخصصين في اللغة الإنجليزية نحو مقرر اللغة الإنجليزية العام في كلية التربية بجامعة عمر المختار. وقد أتبع في هذه الدراسة منهج بحثي كمي، حيث استُخدم استبيان منظم مؤلف من ستة أجزاء لقياس الأبعاد المتصلة بالمقرر على وجه الخصوص واللغة الإنجليزية على وجه العموم. أما العينة المختارة فقد ضمت 170 طالبًا وطالبة، اختيروا عشوائيًا من تسعة أقسام متباينة من المدارس الثانوية ذات التخصصات العلمية والأدبية. وقد أفضت النتائج إلى أن الاتجاهات العامة تجاه المقرر كانت إيجابية بين جميع المشاركين، مما يؤكد أهميته للتخصصات هم المختلفة والمهن المستقبلية. بيد أنه رُصدت اختلافات في الاتجاهات المتعلقة بالجنس، إذ كانت اتجاهات الطالبات أكثر إيجابية من الطلاب. وبناءً على ما تقدم، فإنه ينبغي الأخذ بعين الاعتبار التوصيات الآتية لتحسين تعلم مقرر اللغة الإنجليزية العام: تطوير بيئة التعلم، ومعالجة التجارب التعليمية السابقة، وإدراج مقرر اللغة الإنجليزية العام 2 في السنة الثانية. وختامًا، فإن الحاجة ماسة إلى مزيد من البحث لدراسة واقع تعلم اللغة الإنجليزية في المدارس، ولا سيما الثانوية منها، بغية فهم العوامل المؤثرة في هذه الاتجاهات والفروق في الأداء.

الكلمات المفتاحية: الطلاب غير المتخصصين في اللغة الإنجليزية، اللغة الإنجليزية العامة (GE)، المواقف، كلية التربية، جامعة عمر المختار (OMU)