Learning English as a Foreign Language in English Language Centers in Libya

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Abstract

Studies and research in the field of learning English as a foreign language (EFL) in English language centers reveal that Libyan learners of English spend much time and effort in these language centers, yet their improvement in using English in authentic situations is still unsatisfactory. Most Libyan learners of English know about English grammar and vocabulary, but their oral skills in using this knowledge is poor. Thus, this study is directed to investigate this issue and to highlight the reasons that stand behind it. Besides providing a thorough literature review as a secondary resource, this study adopts a quantitative research method based on a survey carried out on 140 participants as a primary source. The data analysis shows that Libyan learners of English spend much time and effort in learning English at English-language centers, but they are unable to use English in communicative situations.

Keywords: Language learning; English as a foreign language; attitude; motivation

تعلم اللغة الإنجليزية كلغة أجنبية في مراكز اللغة الإنجليزية في ليبيا

المستخلص:

تكشف الدراسات والبحوث في مجال تعلم اللغة الإنجليزية كلغة أجنبية في مراكز اللغة الإنجليزية أن متعلمي اللغة الإنجليزية الليبيين يقضون الكثير من الوقت والجهد في مراكز اللغة ومع ذلك فإن استخدامهم للغة الإنجليزية في المواقف الحقيقية لا يزال غير مرضٍ يعرف معظم متعلمي اللغة الإنجليزية الليبيين قواعد اللغة الإنجليزية والمفردات ولكن مهاراتهم الشفوية في استخدام هذه المعرفة ضعيفة .وبالتالي، فإن هذه الدراسة تهدف الى البحث في هذه المشكلة ومعرفة الأسباب التي تقف وراءها، تتبنى هذه الدراسة طريقة بحث كمي على أساس طريقة المسح. أجريت الدراسة على 140 مشاركًا كمصدر أساسي. بينت النتائج أن المتعلمين الليبيين للغة الإنجليزية يقضون الكثير من الوقت والجهد في تعلم اللغة الإنجليزية في مراكز اللغة الإنجليزية، لكنهم غير قادرين على استخدام اللغة الإنجليزية في المواقف التواصلية.

Introduction

Learning English as a foreign language (EFL) or second language (L2) is considered as one of the challenges most English language learners (ELLs), instructors, educators, scholars, and researchers have encountered. Generally speaking, most ELLs have knowledge

(competence) about English, but they lack performance to transfer this knowledge into utterances in communicative situations in reality. Studies and research show that most ELLs are good learners of English in reading and writing, but they are poor in speaking and listening. Studies and research show that most ELLs keep in their memories a big store of English vocabulary and grammatical rules, but they find themselves helpless to interact with native English speakers in real situations.

This study focuses on learning EFL in English-language centers in Libya. Based on studies and research about learning EFL in Libya, Libyan ELLs spend much money, time, and effort in learning EFL in English language institutes and schools, yet they are poor users of English in authentic situations. As a matter of fact, Libyan ELLs know about English as a language, but they do not know how to use English in communicative situations. Therefore, although Libyan ELLs have competence or language knowledge about English, they lack performance or language ability to use English functionally.

Literature Review

This part, which represents the secondary resource of this study, is dedicated to the literature review that covers the main theme of this paper: language and learning.

Language

In fact, defining language is not as easy as some may think. It is hard, if not impossible, to define something abstract taking place in brain and transferred by mind. Yet, there are some facts and realities about features and functions of language. These features are crucial to consider sounds issued as language, and these meaningful sounds constitute a function. Omar (2019b), for instance claims that language "represents both the social production of faculty of human speech and the collection of sounds that a social body adopts to enable people to use the faculty of speech" (p. 505). Omar (2018) specifies language as "a system of symbols arranged and ordered in various syntactic structures, constructed arbitrarily from vocal symbols".

Sapir (Cited in Lyons, 1981) differentiates between human language and animal communication, claiming that language is "a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (p. 3). Though Sapir believes that language is a way of communication, which is one of the functions of language, language might be a way of misleading and miscommunication. In this vein, Chomsky (2006) argues that "it is wrong to think of human use of language as characteristically informative, in fact or in intention. Human language can be used to inform or mislead, to clarify one's own thoughts or to display one's cleverness, or simply for play".

However, it is worth mentioning that it is not words that give meaning; rather, it is the people who utter these words, the context, and the paralinguistic associated with utterances, including body language. For example, answering the question "How are you?" with "Fine"

is not language. Rather, the paralinguistic emotions associated with the word "fine", such as a sigh or a smile, is what changes this utterance into language. Hence, Halliday (1978) argues that language "is one of the semiotic systems that constitute a culture; one that is distinctive in that it also serves as an encoding system for many (though not all) of the others".

However, Chomsky conditions being aware of the rules that forms language, believing that these rules are innate, as he clarifies in his Universal Grammar Theory. He calls these rules competence, which requires performance to transfer this thought into language. Chomsky (2006) explains that "the person who has acquired knowledge of a language has internalized a system of rules that relate sound and meaning in a particular way". It seems that Chomsky associates sound to meaning in order to consider this sound language.

Halliday (1993) sees language as a product of social activities used in a specific community. Whereas, Evans and Green (2006) argue that "one crucial function of language is to express thoughts and ideas. That is, language encodes and externalises our thoughts" (p. 6). This, of course, enhances Anderson's (1984) belief that language is behavior. Hence, Omar (2019a) claims that people "understand the superficial meaning of words. In fact, people understand the meaning of a word only when they understand how the sender of the word thinks and believes".

Learning

It is a matter of fact that learners vary in their styles of learning, aptitudes, motivation, preferences, attitudes, and willingness. Hence, teachers need to select the most appropriate method or approach of teaching that suits their learners' abilities and preferences. Some learners may learn through a specific way or activity. For instance, some learners are visual learners, others need to write and practice, and so on. In this regard, Bixby (2000) explains that "language and thinking are perfect examples of socially constructed systems. Therefore, any reading, writing, speaking, or listening strategy can be modified to become a group learning strategy".

In its wider sense, learning is defined as a change in behavior. Of course, learning foreign languages differs from learning other subjects. Learning foreign languages requires learners to change their behavior and personality to imitate native speakers because language is culture. Learning foreign languages, as Silva (1975) explains, requires developing learners' competence of language for the sake of communicating with native speakers in authentic situations with the language learned. Similarly, Lee (1992) claims that "language is a social phenomenon and is best acquired, at least in its spoken form, socially and meaningfully, through interaction in some interesting way with others".

Bartly, D. (1990) specifies two factors that affect learning foreign languages: (1) psychological, and (2) social. The basic psychological factors that affect learning foreign languages include:

1. Intellectual Processing: These factors include explication and induction. Explication is the process whereby a teacher explains the rules and structures of a foreign language to a learner. Induction is the process when a learner learns the foreign language rules and structures by self-discovery.
2. Memory: It is the process in which a learner bases mainly on memory in learning a foreign language. As "without a good memory, language learning would not be possible".
3. Motor Skills: Based on the physical characteristics of vocal cords, it seems hard for foreign language learners to achieve native-speaker pronunciation or accent.
4. Motivation: Motivation plays an important role in learning foreign languages.
5. Attitude: Attitude is core in learning foreign languages. A positive attitude towards learning a foreign language or its speakers affects positively on the learner's determination and motivation to learn and use that language in communicative situations.

Methodology of the Study

This study is a quantitative descriptive study, so the researchers are trying to explain and predict the relationship between the following variables: dependent variable (years spent in learning English) and independent variables (motivation, hours of study a week, learners' level, and students' attitude to learning English). The dependent variable is continuous. The independent variables consist of two categorical variable (motivation) as ELLs are either motivated (1) or unmotivated (2), learners' attitude to learning English positive (1) and negative (2), and two continuous variables (hours of study, learners' level). Data were collected from the participants and then analyzed these data using the software statistical program SPSS.

Objectives of the Study

As a quantitative study is mainly used to build up a statistical model, a theory, or a hypothesis regarding a particular phenomenon, measurement is the core in such a study. Statistics provides logical correlations between pragmatic observations and statistical results. Hence, the main objective of this study focused on carrying out a thorough investigation to examine the relationship between years spent in learning English in English language centers in Libya on one hand and motivation, hours of study, learners' level, and learners' attitude to learning while learning English on the other hand.

This study tried to explain or predict the regression correlation among motivation, hours of study, learners' level, and learners' attitude to learning while learning English in English language-learning centers. It is, also, hoped that this study will open the door for further investigations for those who need to explain or predict such or similar a phenomenon. Furthermore, this study may be used by English language-learning centers in Libya to predict or explain the factors that affect learning English in English language-learning centers in Libya.

Scope and Limits of the Study

The scope of this study was limited to identifying the relationship between years spent in learning English and learning English as a foreign language in English language-learning centers in Libya. This study was directed to touch on the problems encountered by Libyan learners of English in English language-learning centers. Therefore, the study was conducted to predict and explain the regression correlation between years spent in learning English in English language-learning centers and motivation, hours of study, learners' level, and learners' attitude to learning. The sample of the study comprises a number of Libyan English language learners in the city of Benghazi, Beida, and Derna in Libya.

Problem of the Study

Several studies and research in the field of foreign language teaching and learning reveal that learning and teaching English as a foreign language in Libya is unsatisfactory. For example, Tarhuni (as cited in Bouziane, 2003) in his study claims that Libyan learners of English know "everything about language except the language itself". Omar (2012), also, emphasizes that "Libyan ELLs spend much time and effort in learning English, yet they are unable to use English perfectly or fluently in authentic situations". Altaieb and Omar (2015) point out that Libyan learners of English lack the oral skills of English, whereas Omar (2014) attributed the failure of using English in communicative situations by Libyan leaners of English to the methods used in the Libyan settings, which is grammar translation method.

Hence, the researchers conclude that the process of learning English in English language-learning centers in Libya is a process of learning a set of formal stages, such as grammatical rules, vocabulary memorization, pattern drills, and knowing letters. This, of course, does not fulfill the main purpose of learning, which involves learning a number of interrelated variables, among of which are cultural understandings and using English in communicative situations. Since learning EFL in English language-learning centers in Libya seems to be unsuccessful, the researchers believe that this phenomenon of learning EFL in English language-learning centers in Libya requires further investigation.

Hypotheses of the Study

Studies and research regarding English language learning in Libya show that Libyan learners of EFL in English language-learning centers in Libya are unable to use English in communicative situations with native English speakers. Studies and research show that there is a relationship between years spent in learning English and motivation, hours of study, learners' level, and learners' attitude to learning while learning EFL in English language-learning centers in Libya. Thus, the main hypothesis of this study is:

- There is a correlative relationship between years spent in learning English and learning English as a foreign language in English language-learning centers in Libya.

To shed more light on the roots of the main hypothesis of this study, some other hypotheses were set which may explain or predict the regression correlations between the variables of the study. These hypotheses are as follows:

- Libyan learners of English cannot learn English because they lack motivation.
- Libyan learners of English fail to learn English because they do not spend enough time studying English.
- Libyan learners of English learn English more effectively in higher levels.
- Libyan learners of English find difficulties in learning English because their attitude to learning English is negative.

Participants of the Study

In general, the sample size of the participants is always determined by the kind of the design used in the study. Given the descriptive quantitative design for this study, a large number of subjects is required in order to achieve statistical significance and to give acceptable confidence intervals. Therefore, in order to get an accurate estimate of the relationship between the variables of the study, this descriptive quantitative study used a sizeable sample of 140 participants. The bigger the sample is, the more accurate the estimate of the relationship between variables would be. Also, the estimate of the relationship between the variables of the study is less likely to be biased if the participants are selected randomly from the whole population. Therefore, the researchers sent a questionnaire to randomly 140 participants from learners' levels 1, 2, 3, 4, 5, 6, and 7 consecutively, ranging from level 1 as beginners till 7 as advanced.

Data Collection

The data of this study were collected from primary resources through a questionnaire survey distributed among the participants. The survey was used as a pilot study in order to get information about the number of years spent in learning English in English language centers in Libya, the participants' attitude towards learning English, motivation to learning English as well as learners' level, and hours of study English per week.

Data Analysis and Discussion

Data analysis is core in conducting this descriptive quantitative study. Data analysis is important because it gives meaningful interpretations to the regression relationships between variables of the study. The researchers used data analysis to explain the correlation between the variables and the effect of this correlation on the phenomenon of the study based on the use of the authorized statistical software program SPSS. The researchers used data analysis to explain the relationship between variables of the study through the interpretation of some effect statistics, such as regression correlations, frequency distributions, standard deviation, variation (ANOVA), T-Test, *R-Square, P-value,* coefficient, means, and significance.

Examining Data of the Study

Before starting analyzing the data of the study, it is necessary that the researchers examine the validity and reliability of the variables used in the study. First, the assumptions of normality, linearity, and homoscedasticity between the predicted variables and their errors of prediction were taken into consideration. In addition to examining these three assumptions, the researchers' independent observation was added to determine whether to continue the data analysis or make log transformation to one or more of the variables of the study. A table of descriptive statistics, histograms, and residual Q-Q Plots were used to give indicators for the validity and reliability of the assumptions of normality, linearity, and homoscedasticity. The main purpose of doing this step was to make sure that these assumptions could be observed and analyzed; thus, the researchers could determine and correct any violation before starting data analysis. This, of course, gives validity and reliability to the results of this study.

Descriptive Statistics

The main objective of the table of Descriptive Statistics is to describe the features of the data used in this study. This table is necessary to start with because it provides the reseracher with a summary about the variables of the study and their measures.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
Variables	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Years	140	8.00	1.00	9.00	4.9214	.17794	2.10538	4.433	-.022	.205	-.828	.407
Hours	140	6.00	1.00	7.00	3.3500	.14441	1.70874	2.920	.414	.205	-.674	.407
Motivation	140	1.00	1.00	2.00	1.3786	.04114	.48677	.237	.506	.205	-1.769	.407
Grade	140	6.00	3.00	9.00	6.0000	.16964	2.00718	4.029	.000	.205	-1.252	.407
Language	140	1.00	1.00	2.00	1.2571	.03707	.43863	.192	1.123	.205	-.749	.407

The table above shows that there is no data missing or typo mistakes. Though all statistics shown in this table are important, the most important descriptive statistic is skewness, which is used to characterize the degree of asymmetry of a distribution around its mean to verify the assumption of "Normality". The table above shows that "Grade" has a normal distribution as the skewness is zero. The variable "Years" has a negative skewness, but it is close to zero that

can be considered for having a normal distribution. The other variables have positive skewness, but the variable "Language" is not close to zero, so the researchers might make a log transformation for it. The other two variables "Motivation and Hours" are close to zero, so they might be considered as they have distributions with no significant skewness problem.

The table shows, also, that the kurtosis values of all variables are negative, which means that the distributions are relatively flat. Though it is supposed that normal distributions give kurtosis values close to zero, variations might occur that raise the values of kurtosis as it is shown in the table.

Moreover, the values of variance and standard deviation of the variables are high, namely the variables "Years, Grade, and Hours." But as the standard error of the kurtosis of all variables is 0.407, which is a positive value and greater than the values of kurtosis of all variables, this means that the distribution of all variables has no significant kurtosis problem. The descriptive statistics about skewness and kurtosis are very important for the researchers because they give a good indication about the validity of the test through applying the assumption of "Normality."

To make sure of the information given in the descriptive statistics, the researchers made tables of distribution frequencies for all variables. Histogram charts were used to examine the assumption of "Normality." Q-Q Plots graphs were used to examine the assumption of "Homoscedasticity." Also, tables of correlations were used to examine the assumption of "Linearity." Moreover, the researchers' independent observations were used in examining the relationship between variables of the study.

A Frequency Distribution

The tables of "Frequency Distribution" for each variable provide the researchers with information about the percent of the participants of the study who are under each of the category assigned. Tables of Frequency Distribution were used for each variable in order to gather information about the content of each variable. This is very important because it helps the researchers making decision about how each variable is structured. In addition, these tables help in running other analyses about the variables of the study. The most important column in these tables is the "Valid Percent" column because it shows the valid percentage of the total 140 participants.

Years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	6.4	6.4	6.4
	2	9	6.4	6.4	12.9
	3	19	13.6	13.6	26.4
	4	25	17.9	17.9	44.3
	5	25	17.9	17.9	62.1
	6	13	9.3	9.3	71.4
	7	22	15.7	15.7	87.1
	8	14	10.0	10.0	97.1
	9	4	2.9	2.9	100.0
	Total	140	100.0	100.0	

The table above shows that those who spend 4, 5, and 7 years represent 51.6% of the total participants of the study; that is 72 learners spend 4, 5, and 7 years, and 68 learners spend 1, 2, 3, 6, 8, and 9 years studying English. It is noted that those who spent 9 years studying English are only 2.9% of the total participants; the least ratio. This ratio is taken into consideration in the process of data analysis and data interpretation.

Hours					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	15.0	15.0	15.0
	2	32	22.9	22.9	37.9
	3	24	17.1	17.1	55.0
	4	27	19.3	19.3	74.3
	5	20	14.3	14.3	88.6
	6	8	5.7	5.7	94.3
	7	8	5.7	5.7	100.0
	Total	140	100.0	100.0	

The above table shows that 59.3% of the total participants spend from 2 to 4 hours per week studying English. This means that 83 students of the total participants are in the range of 2, 3, and 4, while the number of those who spend 6 and 7 hours a week studying English is so low; they represent only 11.4% (16 students). This ratio is related to the hypothesis of not spending enough time studying English.

Motivation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	87	62.1	62.1	62.1
	2	53	37.9	37.9	100.0
	Total	140	100.0	100.0	

As for the categorical variable "Motivation" is either motivated or unmotivated, the table above shows that 62.1 (87 students) are motivated to learn English, and 37.9 (53 students) are not motivated to learn English. The ratio is encouraging as the majority of the students are motivated to learn English.

Grade					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	14.3	14.3	14.3
	2	20	14.3	14.3	28.6
	3	20	14.3	14.3	42.9
	4	20	14.3	14.3	57.1
	5	20	14.3	14.3	71.4
	6	20	14.3	14.3	85.7
	7	20	14.3	14.3	100.0
	Total	140	100.0	100.0	

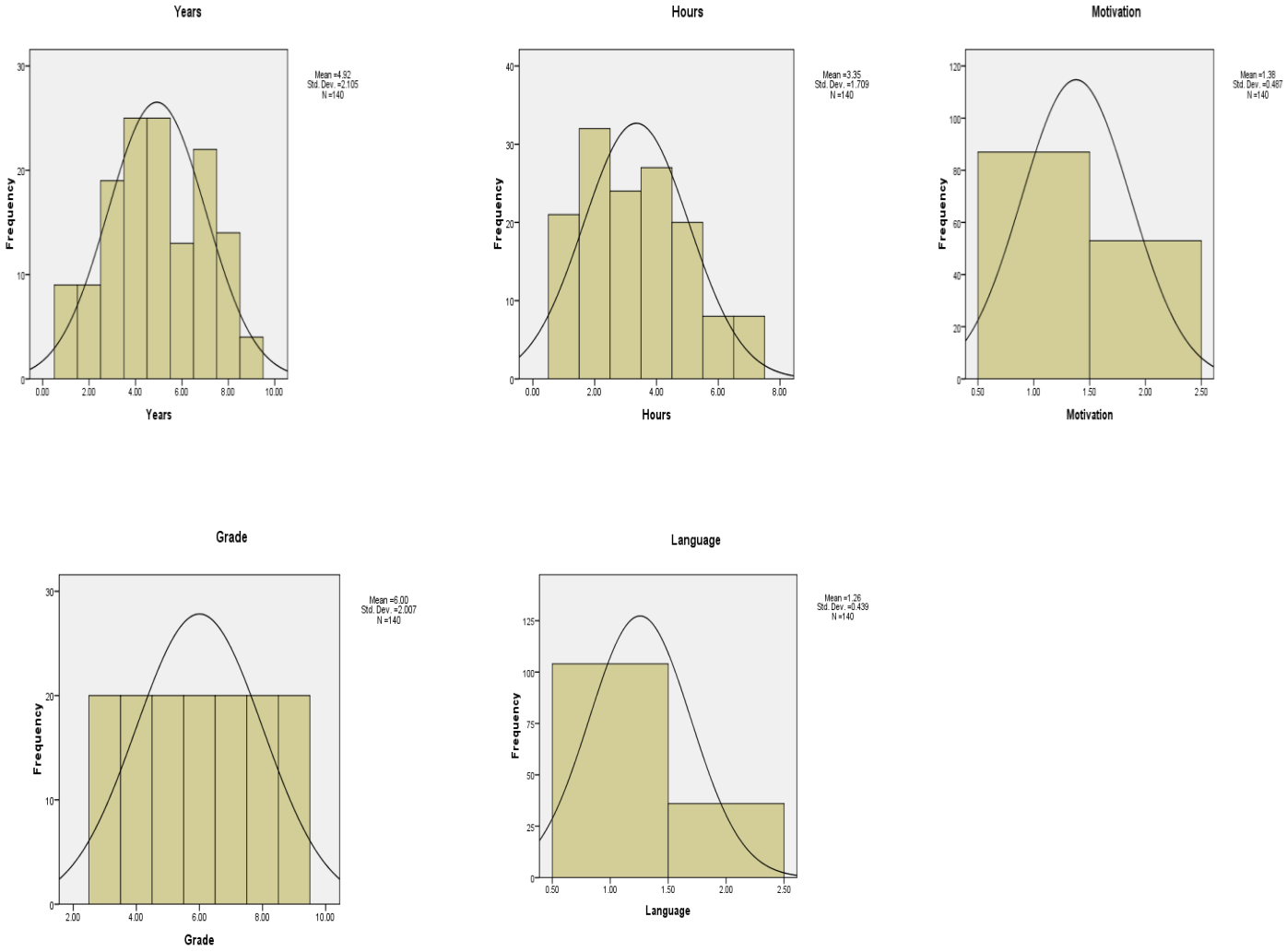
Because the number of the learners selected is 20 for each level, the percentage is worthless in this table. The 100% is divided equally by the levels from 1 to 7; thus, each level represents 14.3%.

Language					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	104	74.3	74.3	74.3
	2	36	25.7	25.7	100.0
	Total	140	100.0	100.0	

The table above shows that 74.3% (104 students) of the total students do not speak English in communicative situations, and 25.7% (36 students) could speak English in communicative situations.

4.1.B Histogram Charts

Out of the data from the tables above, the researchers got the following histogram charts for each variable individually. These charts can be good indicators about the frequency distribution of values of each variable. Hence, the researchers can verify the assumption of "Normality."

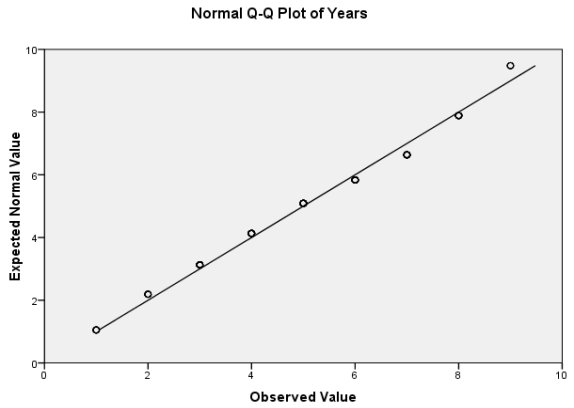


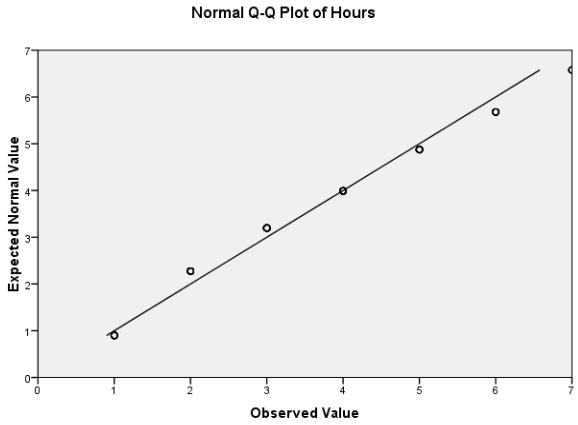
These histogram charts show that "Grade" and "Years" variables are normally distributed though "Years" is moderately negatively skewed. The variables of "Hours" and "Motivation" are positively skewed, but their skewness is not significantly problematic because it is not so severe. But for the variable "Language," it is positively skewed, and its skewness is rather severe. Thus, the researchers might use a log transformation to eliminate this variable if it is significantly problematic.

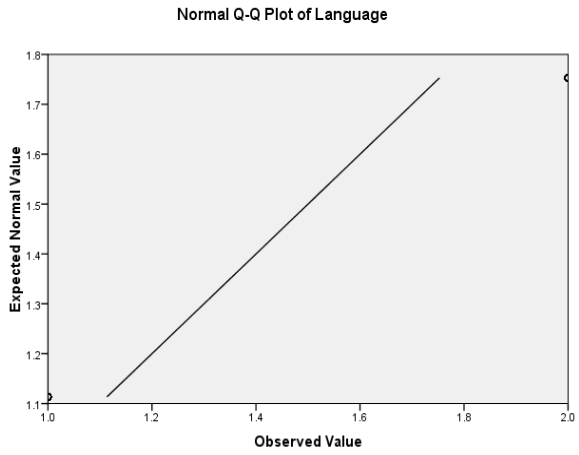
4.1.C Q-Q Plots

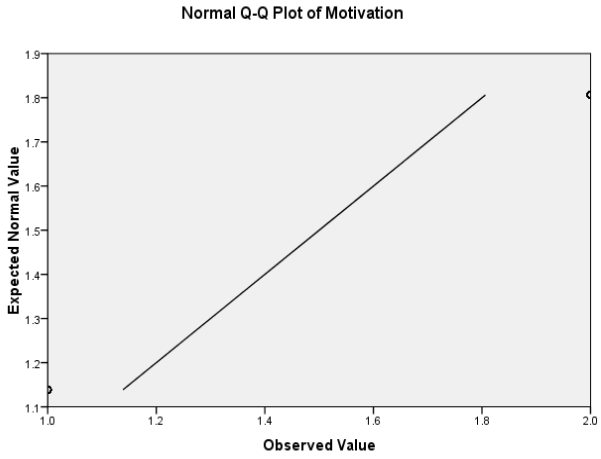
The quantile-quantile (q-q) plot is the third tool the researchers used in order to verify the assumptions of the data analysis. These charts were used to see how two data sets are

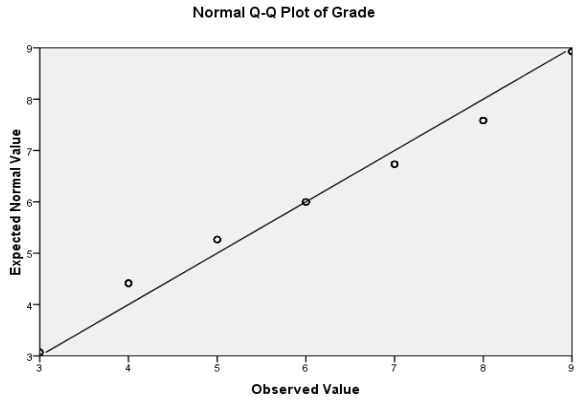
distributed along the regression line. These charts are important in this study because they indicate whether data sets are normally distributed or different along the regression line. The charts show that if the two data sets referring to a population have the same distribution, the points will fall approximately along this regression line. On the other hand, if the two data sets are far from the regression line, these two sets have different distributions.











These Q-Q Plots are derived from the tables of frequency distributions. These Q-Q Plots are good indicators for the distribution of values around the regression line. The researchers used these Q-Q Plots charts to verify the assumption of "Homesecidicity." This assumption means that the variance of variables values around the regression line is the same for all values of the predictor variable X. The plot charts show a violation of this assumption as values of the variables "Language" and "Motivation" are away from the regression line. For the other three variables, their values are distributed along the regression line. Thus, the researchers can conclude that the second assumption is applied.

4.1.2 Correlations

A correlation is a single number used to describe the degree of linear relationship between the variables of the study. However, regression analysis shows whether the variables of the study are related to each other linearly or not. Of course, this achieves the other assumption of the study; that is, "Linearity." In this assumption, the researchers tried to establish if there was a straight linear relationship between "Hours, Motivation, Grade, Language" and "Years". Besides, in case of if a linear relationship, the researchers would verify how strong that relationship was. This assumption is a must in this study because the researchers intended to test the linear relationship between the independent variables and the dependent variable through the regression analysis. Thus, no attention was paied to any relationship between the independent variables and the dependent variable that did not achieve the assumption of "Linearity".

Correlations

		Years	Hours	Motivation	Grade	Language
Years	Pearson Correlation	1.000	.586**	-.364**	.746**	-.523**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	140	140	140	140	140
Hours	Pearson Correlation	.586**	1.000	-.567**	.480**	-.217*
	Sig. (2-tailed)	.000		.000	.000	.010
	N	140	140.000	140	140	140
Motivation	Pearson Correlation	-.364**	-.567**	1.000	-.250**	.181*
	Sig. (2-tailed)	.000	.000		.003	.032
	N	140	140	140	140	140
Grade	Pearson Correlation	.746**	.480**	-.250**	1.000	-.123
	Sig. (2-tailed)	.000	.000	.003		.149
	N	140	140	140	140.000	140
Language	Pearson Correlation	-.523**	-.217*	.181*	-.123	1.000
	Sig. (2-tailed)	.000	.010	.032	.149	
	N	140	140	140	140	140.000

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2 tailed).

The table of Correlations shows the correlations of all variables of the study. Because the variables used in the study are more than two, a partial correlation table was

used instead to measure the strength of the linear relationships between the variables of the study. In case of existing strong collinearity among the independent variables, some solutions were put in place to decrease that collinearity. Among these solutions the researchers might resort to deleting one of the independent variables, adding extra information, increasing the sample of the study, or keep everything as it is. Strong collinearity causes overlap and confusion in the data analysis and the interpretation of the data obtained accordingly.

Partial Correlations

Control Variables			Hours	Motivation	Grade	Language
Years	Hours	Correlation	1.000	-.469	.081	.130
		Significance (2-tailed)	.	.000	.344	.128
		Df	0	137	137	137
	Motivation	Correlation	-.469	1.000	.034	-.012
		Significance (2-tailed)	.000	.	.693	.890
		Df	137	0	137	137
	Grade	Correlation	.081	.034	1.000	.471
		Significance (2-tailed)	.344	.693	.	.000
		Df	137	137	0	137
	Language	Correlation	.130	-.012	.471	1.000
		Significance (2-tailed)	.128	.890	.000	.
		Df	137	137	137	0

In spite of the fact that the correlation between two variables does not mean that one variable is the cause of the other, the linear relationship between two independent variables is important to validate the effect of these variables on the dependent variable. In case of increasing a linear relationship, the correlation between two variables should be 1. In case of decreasing a linear relationship, the correlation between two variables should be -1. The values between 1 and -1 indicate the degree of linear relationship between the variables. If the correlation coefficient between the variables is zero, these variables are uncorrelated. If the correlation is negative, the linear relationship between the variables is negative. If the correlation is positive, the linear relationship between the variables is positive.

However, to measure the correlation between the independent variables, the researchers used the standard measurement provided by Ratner, who presented the following points as accepted guidelines for interpreting the correlation coefficient:

0 indicates no linear relationship.

+1 indicates a perfect positive linear relationship: as one variable increases in its values, the other variable also increases in its values via an exact linear rule.

-1 indicates a perfect negative linear relationship: as one variable increases in its values, the other variable decreases in its values via an exact linear rule.

Values between 0 and 0.3 (0 and -0.3) indicate a weak positive (negative) linear relationship via a shaky linear rule.

Values between 0.3 and 0.7 (0.3 and -0.7) indicate a moderate positive (negative) linear relationship via a fuzzy-firm linear rule.

Values between 0.7 and 1.0 (-0.7 and -1.0) indicate a strong positive (negative) linear relationship via a firm linear rule.

Taken these guidelines into account, while doing interpretation to the correlation between the independent variables, helps the researchers verify the assumption of "Linearity." The table of Partial Correlations shows that the correlation between "Hours" and "Motivation", which is -0.469, indicates that there is a moderate negative linear relationship between these two variables. The correlation between "Hours" and "Grade", which is 0.081, and "Language", which is 0.130, has a weak positive linear relationship. The correlation between "Motivation" and "Grade", which is .034, shows a very weak linear relationship between these variables. The correlation between "Motivation" and "Language", which is -0.012, indicates a very weak negative linear relationship between these variables. Though the correlation between "Motivation" and "Hours", which is -0.469, is high somehow, still it is not strong and does not affect the interpretation of these variables on the dependent variable "Years."

As for the correlation between the variable "Grade" and the variables "Hours" and "Motivation", which are .081 and .034, the correlation is close to zero, which means that the linear relationship is very weak. Nevertheless, the correlation between "Grade" and "Language", which is .471, is positive moderate, but it is not strong. The correlation between the variable "Language" and "Motivation", which is -0.012, is close to zero, which means that there is no linear relationship between these variables. And the correlation between the variable "Language" and "Hours", which is 0.130, holds a weak positive linear relationship between these variables.

The table of Partial Correlations shows that there is no strong linear relationship among the independent variables. Thus, the researchers violated the assumption of "Homesecidicity" and kept the whole independent variables because the correlation coefficient among variables was linear. This means that the correlation coefficient provides a reliable measurement for the strength of the linear relationship between two variables.

4.1.3 Independent Observation

The fourth assumption in examining the variables of the study is the researchers' independent observation. assuming that the whole variables of the study do not overlap, so

the interpretation is going to be easy and clear. Though the researchers violated the assumption of "Homesecidicity", the measurement of the variables values would be reliable and valid. As none of the correlations between the independent variables has a strong linear relationship, the variables of the study are the same: (Year) is the dependent variable; (Hours, Motivation, Grade, and Language) are the independent variables. Two of these variables are categorical: "Motivation" as (1) motivated and (2) unmotivated, and "Language" as (1) English and (2) not English. The other variables are continuous.

4.2 Interpretation of the Regression Analysis

In this section multiple regression was used as a technique for predicting the values of "Years of studying English at English language centers in Libya" using the variables of "Hours of studying English every week, Motivation, Grade, and Language." To analyze the relationship between the variables of the study, Enter Method was used to achieve reliability and validity of the data obtained.

4.2.1 Enter Method

In this method, the researchers specify the set of dependent and independent variables used in this model. After entering the variables, the following tables and charts resulted:

Descriptive Statistics

Variables	Mean	Std. Deviation	N
Years	4.9214	2.10538	140
Hours	3.3500	1.70874	140
Motivation	1.3786	.48677	140
Grade	6.0000	2.00718	140
Language	1.2571	.43863	140

Correlations

	variables	Years	Hours	Motivation	Grade	Language
Pearson Correlation	Years	1.000	.586	-.364	.746	-.523
	Hours	.586	1.000	-.567	.480	-.217
	Motivation	-.364	-.567	1.000	-.250	.181
	Grade	.746	.480	-.250	1.000	-.123
	Language	-.523	-.217	.181	-.123	1.000
Sig. (1-tailed)	Years	.	.000	.000	.000	.000
	Hours	.000	.	.000	.000	.005
	Motivation	.000	.000	.	.001	.016

	Grade	.000	.000	.001	.	.075
	Language	.000	.005	.016	.075	.
N	Years	140	140	140	140	140
	Hours	140	140	140	140	140
	Motivation	140	140	140	140	140
	Grade	140	140	140	140	140
	Language	140	140	140	140	140

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Language, Grade, Motivation, Hours		Enter

a. All requested variables entered.

b. Dependent Variables: Years

The table shows that all independent variables of the study are entered in the method.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.883	.780	.773	1.00274

a. Predictors: (Constant), Language, Grade, Motivation, Hours

b. Dependent variable: Years

The table of the Model Summary shows that R value, which indicates the multiple regression, is high (.883). This means that the correlation coefficient between the variables is strong. The value of R Square, which is 0.780, represents the percent of variation in one variable explained by other variables. So, the percent value of the correlation coefficient between the observed and predicted data values is 78%. Though R Square is used as an indicator whether the method is good or bad, it cannot be used to assess which method produces better predictions. Hence, the researchers used the Adjusted R Square instead.

Adjusted R Square is used in a multiple linear regression model to measure the amount of the variation in the dependent variable "Years" accounted by the independent variables "Language, Hours, Grade, and Motivation". The table indicates that the value of Adjusted R

Square, which is .773, is not significantly lower than the value of R Square, which is .780. This means that this method includes all independent variables in its analysis.

The Standard Error of the Estimate, which indicates the accuracy of predictions, is very low with 1.00274. This is a good indicator to rely on this method in the data analysis.

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	480.396	4	120.099	119.445	.000
	Residual	135.740	135	1.005		
	Total	616.136	139			

a. Predictors: (Constant), Language, Grade, Motivation, Hours

b. Dependent Variable: Years

The ANOVA table tests the amount of the linear relationship between the variables of the study. The F value in the ANOVA table, which is 119.445, shows that there is no high significant relationship among the independent variables of the study. The reason is that when the F value is high, the P value is low. Also, the table shows that the significance is zero, which means that there is no regression linear relationship among the independent variables of the study. In other words, the ANOVA table indicates that the test is significant because the Sig., which is 0, is less than .05. Thus, the independent variables of the study are significantly different.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.992	.552		5.423	.000
	Hours	.240	.067	.195	3.566	.001
	Motivation	-.138	.213	-.032	-.647	.519
	Grade	.624	.048	.595	12.907	.000
	Language	-1.932	.199	-.402	-9.696	.000

a. Dependent Variable: Years:

The table above shows the main objective of the regression analysis as it contains the regression equation. But the regression equation does not give information about the relative importance of each variable; thus, the values of the regression coefficient and constant are

given in column B in the above table. In this table, the values for the coefficients are the reflection of the original units in which the variables are measured. Therefore, the researchers might not be able to conclude that any of these variables is more important than the other just only because it has a large or small coefficient.

Therefore, the researchers used the column of "Beta" to determine which variable had the greatest importance than the others. The column "Beta" provides more information about the relative importance of the variables because it contains standardized coefficients. The column "Beta" shows that a change of one standard deviation in "Grade" will produce a change of 0.595 standard deviation in "Years". A change of one standard deviation in "Hours" will produce a change of 0.195 standard deviation in "Years". A change of one standard deviation in "Motivation" will produce a change of -0.032 standard deviation in "Years". A change of one standard deviation in "Language" will produce a change of -0.402 standard deviation in "Years". The column "Beta" shows, also, that the independent variable with the largest beta, which is "Grade" with 0.595, has the largest correlation with the dependent variable "Years".

Furthermore, the column "Beta" in the table shows that the regression coefficient between the independent variables "Hours and Grade", and the dependent variable "Years" is positive. This means that for one unit increase in "Hours", "Years" will increase 0.195, and for one unit increase in "Grade", "Years" will increase 0.519. In contrast, the regression coefficient between the independent variable "Motivation and Language" and the dependent variable "Years" is negative. For one unit increase in "Motivation", "Years" will decrease 0.032, and for one unit increase in "Language", "Years" will decrease 0.402.

As for the significance, it seems that all the independent variables "Hours, Grade, and Language" are significantly correlated with the dependent variable "Years". But the independent variable "Motivation" is not significantly correlated with the dependent variable "Years" because its Sig. is 0.519, which is much larger than .05.

Residuals Statistics[a]

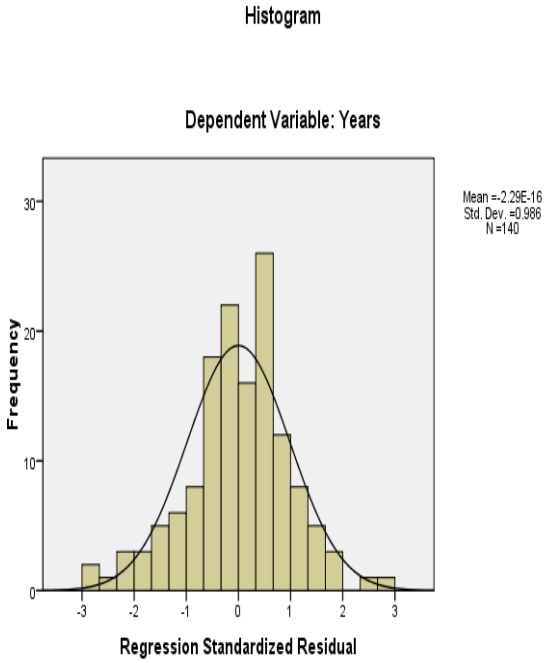
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.9657	8.2171	4.9214	1.85906	140
Residual	-2.77911	2.78622	.00000	.98820	140
Std. Predicted Value	-2.128	1.773	.000	1.000	140
Std. Residual	-2.772	2.779	.000	.986	140

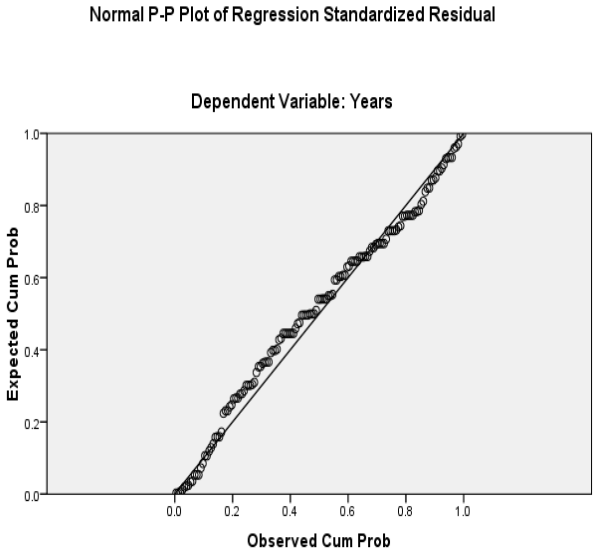
a. Dependent Variable: Years

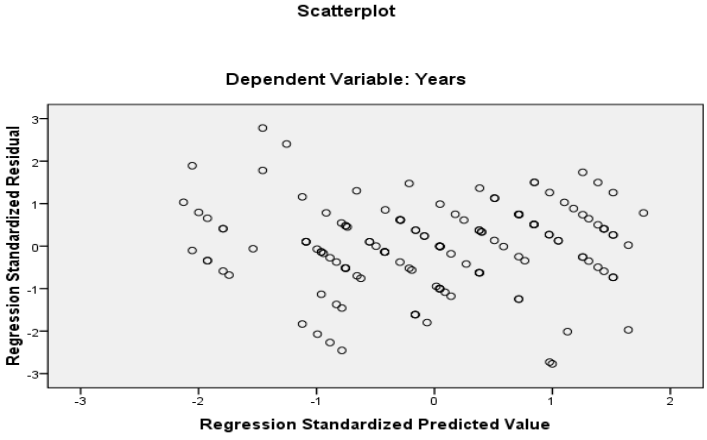
The table above presents the outputs related to the residual analysis. This table contains Standardized Predicted Value and Standardized Residual, which are important in

the researchers' analysis. The table indicates that Std. Predicted Value has a mean of zero and a standard deviation of 1, and Std. Residual has a mean of zero and a standard deviation .986. This means that this method is reliable and valid in fulfilling the data analysis.

Charts of this method







4.3 Coding

The linear relationship between the dependent variable and the independent variables can be shown through the formula $Y = \alpha + \beta X$. The slope of β indicates the change in the independent variable as a result of a change of one unit in the dependent variable, as shown previously in the tables of Coefficients in this study. However, the explanation of the slop of β can work when the independent variables are continuous, such as: "Hours" and "Grade", but not for the categorical variables "Motivation" and "Language." For that reason, the researchers used coding with these two categorical independent variables. The use of coding is core in this study because coding makes it possible to interpret the coefficients of these categorical predictor variables. Coding helps transfer the data used in this study to the software program in order to get conclusions and to make comparisons among the variables of the study to recognize the methods that need further investigation.

In this study, there are two categorical variables; each of them is with two factors: "Motivation" as (1) for motivated and (2) for unmotivated, and "Language" as (1) for not practicing English in communicative situations and (2) for practicing English in communicative situations. Coding two variables is so simple, and the researchers used 2 and 1 instead of 1 and 0 in coding. Effect Coding was used, in which the variables take the values of 1 and 2. Each variable is coded as 2 for one group, -1 for the base group, and 1 elsewhere. This method uses 2, 1, and -1 to express the necessary information about the members of each group. This method of coding presents one way of using independent categorical variables in estimation the linear regression.

Categorical independent variable "Motivation"

Motivation	**Effect 1**
Unmotivated	2
Motivated	1

Categorical independent variable "Language"

Language	**Effect 1**
Not practicing English in communicative situations	2
Practice English in communicative situations	1

The table above shows that each of the effect coded variables uses one degree of freedom. For each value, the observation is coded as 2 and 1. The effect code value 2 is given to the observation in the group 1, and 1 is given for the others.

5. Conclusion

This descriptive quantitative study aims at predicting the linear relationship between (Language, Hours, Motivation, and Grade) as independent variables with (Years) as a dependent variable to explain the phenomenon of Learning English at English language centers in Libya. The analysis of the data obtained shows that learning English at English language centers is unsuccessful though most learners are self-motivated for learning English and spend several years in studying English both at school and English language centers.

The analysis of the data obtained show that studying English in addition to practice language in communicative situations have great effect in learning English. The data show that Libyan learners of English do not spend enough time studying English nor do they practice English in communicative situations. The data analysis, also, shows that Libyan English-language learners know about language, but they are not able to practice language in communicative situations. In this vein, Omar (2019b) emphasizes that "it is not a matter if someone knows about English or not; rather, it is a matter if someone knows how to use English in communicative situations or not" (p. 512).

The study reveals that it is performance rather than competence which is required for learning English. In other words, it is language use rather than language knowledge that determines whether the learners are users of English or knowers of English. Yet, we cannot separate the competence from performance as one complements the other. So, Orbeta and Decano (2019) emphasize that "the performance of the student is associated by communication skills" (p. 47).

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