



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



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ISSN: 2226-6348

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v12-i2/17485>

DOI:10.6007/IJARPED/v12-i2/17485

Received: 12 April 2023, **Revised:** 15 May 2023, **Accepted:** 29 May 2023

Published Online: 19 June 2023

In-Text Citation: (Akbar et al., 2023)

To Cite this Article: Akbar, I. D. S. binti M. S., Nalliah, M., & Aslam, S. (2023). Young Learners' Attitudes toward Learning English: A Mixed-Method Study of Rohingya Refugees in Kuala Lumpur. *International Journal of Academic Research in Progressive Education and Development*, 12(2), 2361–2379.

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Vol. 12(2) 2023, Pg. 2361 - 2379

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Young Learners' Attitudes toward Learning English: A Mixed-Method Study of Rohingya Refugees in Kuala Lumpur

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Abstract

This study examined the Emotive, Behavior, and Cognitive Attitudes of Rohingya Refugee Students Learning English in Alternative Learning Centers. Thirty (30) Rohingya refugee children and one (1) teacher from an alternative language center participated in a semi-structured interview and questionnaire as part of a mixed-methods research design. The results of the data analysis revealed three (3) key attitudes toward Rohingya refugees learning English in Kuala Lumpur. The attitudes are centered on students' institutional, educational, and social roles. Poor educational backgrounds, difficulty with the English language, a lack of qualified teachers to cope with the Rohingya refugees, and a lack of enthusiasm were the main causes of educational obstacles. The lack of teachers and volunteers, the need for more instructional materials, the new classroom atmosphere, the low academic standing of Rohingya refugees, and the budget problem are all significant institutional-related issues. This study suggests that the English teaching curriculum should be developed using less advanced and learner-friendly teaching techniques. EFL instructors should focus more on teaching English to Rohingya refugees if necessary. The institution should give extra compensation for making the extra effort.

Keywords: Alternative Learning Centers, Language Learning, Foreign Language, Attitude, Rohingya Refugee, Positive Attitudes

Introduction

Rohingya refugee children face major challenges in getting an education. According to a survey, Rohingya children in Myanmar are unable to attend public schools and are restricted to limited informal education through sporadic efforts in classrooms organized by NGOs and refugees, resulting in an educational crisis. Malaysia takes the second-highest number of Rohingya refugees out of the five nations—Bangladesh, Brunei, China, Malaysia, and Nepal—that forbid refugees from attending public schools.

According to the UNHCR, 65.6 million people have been forcibly relocated across international borders or because of internal displacement within their nations. Over 22.5 million of these

estimates are refugees. Conversely, Malaysia is not a signatory to the 1951 Refugee Convention or its Protocol. As a result, there is no asylum system governing their legal status and rights. The situation of Rohingya refugees remains one of the most complex refugee crises in the world. There has been little systematic analysis of Rohingya refugee children's ability to access non-formal education in their host countries. This is problematic because we do not know how different the access to and quality of education is in different host countries. Refugee education is a challenge for the Malaysian government as the influx of refugees increases. Malaysian policy stipulates that refugee children are not eligible for or receive education in the government school system.

Languages meet the educational and social needs of many refugees seeking education. It can be seen as one of the most important factors in accelerating integration. English is important to acculturation as it supports social integration, provides new career opportunities and educational perspectives, and enables young learners to express their concerns in various situations. Given the prospects of these students, English as a world language is also very important. Teaching English is critical because, according to research, refugees can integrate into the community, pursue better jobs and previous professions, and improve access to community resources. Ultimately, English education plays an important role in the overall well-being of refugees and the society that accepts refugees. Even in the current political turmoil surrounding migrants, providing these services to refugees should continue to be a priority.

English is widely used for daily communication and trade globally and is regarded as the world's language. For those with no common language, it serves as a lingua franca (Aslam et al., 2020). English is widely used on social media platforms around the globe. It is also printed in newspapers and magazines and is heard on radio and television. All these factors aid in the spread of English as a world language (Crystal, 2003). Many people worldwide, particularly in the United Kingdom (U.K.) and the United States of America, are native English speakers (USA). Most people who do not speak English as their first language study it as a second or foreign language. At educational institutions around the world, it is taught and learned.

Furthermore, learning a language can help young children cope through imaginative play, games, storytelling, and other activities. Most young children have suffered great stress from uprooted and losing family members (British Council, 2018). According to (Arda & Doyran, 2017), the attitudes and motivations of young learners are essential elements of learning English. Given this gap, this study aims to investigate the attitudes of young English learners who are Rohingya refugees on learning the language. The following inquiries are for research:

Research Questions

The following research questions were developed to explore Rohingya Refugee children's perceptions of English:

1. What are Rohingya Refugee students' behavioral, cognitive, and emotional perspectives about learning the English language?
2. What do the refugee children think about the future plans for English language

instruction?

3. What do refugee children think about using their home language in the classroom?

Most Rohingya refugee children have bad luck initially getting into alternative learning facilities. If they are lucky, they might be able to locate a school that a group like UNICEF, the UNHCR, or CARE manages. Although resources are stretched to the limit, and some schools must run triple shifts to accommodate all the students, these schools do their best to give a respectable education. Children who have fled their homes confront more difficulties because of the new curriculum. Refugees frequently relocate several times, adding to the commotion. Naturally, this hinders learning, as does the necessity of working to support the family. Most refugees cannot work legally, so the entire family—including the children—must accept any irregular, low-paying jobs they can find. Many claimed that despite not learning much, they still want to continue attending class because it makes them feel connected to their old lives and gives them hope that their lives will return to normal.

Literature Review

According to the Global Trends 2018 report from the United Nations High Commissioner for Refugees (UNHCR), there were 70.8 million people forcibly displaced due to persecution, armed conflict, or human rights violations by the end of 2018. Of those displaced in 2018, 20.9 million were regarded as refugees. Nearly half of all refugees globally are under 18 (UNHCR, 2021).

Only 1% of the million refugees worldwide have ever been resettled in highly industrialized nations; 88% of them flee to their neighbors' countries (Dreyden-Peterson, 2016). The percentage of refugees fortunate enough to be resettled is very small. The involvement of young refugees in schooling is frequently hampered by structural problems that affect the national school system. In the end, polarizing views of newcomers in the country of resettlement may worsen these problems (Arar et al., 2020).

Their experiences and development may be less linear than those of a student who is not a refugee due to such singular life situations. A refugee student's formative years likely coincided with their attempt to flee or migrate. They might have had their education interrupted for a long time, received it in an emergency, or even taken part in the instruction given in a language to which they had not previously been exposed. This literature overview aims to understand the research relevant to the experiences of students from refugee backgrounds. It is also necessary to locate any gaps in the literature to fill them. This paper aims to investigate refugee students' attitudes towards the English language.

Refugee Learners

181,000 refugees and asylum seekers reside in Malaysia. The majority (85%), including 103,000 Rohingya, are from Myanmar. The remaining come from 50 other nations, including Syria, Yemen, Pakistan, and Somalia. Men comprise 67% of refugees and asylum seekers, while women comprise 33%. Children under the age of 18 make up 45,650. They reside in towns and cities across the peninsula, with sizable populations in Penang, Johor, and the Klang Valley. Children who are refugees in Malaysia are unable to enroll in the formal education system; as

a result, they receive their education through an informal parallel system of 128 community-based learning centers. The UNHCR promotes refugee children's access to education, offers financial and material support to learning centers, supports teachers' capacity building through teacher training and compensation, and continues coordinating ad hoc support to improve access to and quality of education for refugees.

Children and youth who are refugees or asylum seekers are not permitted to attend government schools in Malaysia, regardless of age. Only informal community-based learning centers sponsored by UNHCR and its partners can provide them with access to formal education. UNHCR has approved 143 learning centers in Peninsular Malaysia, but this does not imply that the workers or the centers are getting any funding from UNHCR.

Definition of Attitudes

Some definitions of the term "attitude" are provided to assess the students' attitudes. The phrase was described as a psychological construct that defines a specific behavior by (Al-Mamun et al., 2012). According to Brown (2001) (as referenced in Nal, Evin, and Saracalolu, Attitude Learning is characterized by a high level of emotional involvement, including feelings, oneself, and interpersonal interactions. Without students having a favorable attitude toward learning, learning cannot occur naturally. On the other hand, attitudes may arise from experiences in one's life. As a result, attitude plays a very important role because it might affect learning success or failure. According to Ajzen (2005), like any other personality trait, attitude must be deduced from quantifiable answers that reflect and assess positive or negative attitudes (Dehbozorgi, 2012).

Researchers studying first and second languages paid close attention to attitude, which is regarded in this study as a crucial component determining language performance. How students approach language acquisition matters for a variety of reasons. For instance, according to Weinburgh (1998), attitudes toward learning impact actions like choosing and reading books and speaking a foreign language. It is generally accepted that whether learners can comprehend linguistic details depends on their attitudes. In other words, success in a target language depends on the learner's attitudes toward language learning as much as their intellectual prowess. This indicates that language learning should be viewed as a social and psychological process rather than merely an academic endeavor. According to Tella et al (2010) investigation, students' low performance in English is primarily caused by their negative attitudes toward the language.

Emotive Attitudes

According to Feng and Chen (2009), learning is an emotional process influenced by various emotional aspects. The attitudes of learners reflect their preferences and perceptions of the target language. Empathy has been found to predict positive attitudes towards refugees, as it bridges the gap between different social groups. Empathic individuals show concern for others' well-being and support initiatives to help the underprivileged. Schools facilitate social integration for refugee children in their new country. Teachers are responsible for supporting students' emotional needs to foster this process (McBrien et al., 2017; Moselsson, 2011; Pastoor, 2015).

Behavior Attitudes

The behavioral component of attitude concerns how one acts and responds in specific circumstances. Successful language learning makes it easier for students to identify with the language's native speakers and to pick up or adopt specific habits that are typical of the target language group. Refugee students tend to have a positive behavioral attitude towards learning as they seek to learn to earn themselves a better life. *"Positive attitudes contribute to the presentation of positive actions toward courses of study, with participants engrossing themselves in courses and seeking to learn more,"* according to Kara (2009). These students are also seen to be more motivated to engage in emotional activity, solve issues, and learn the knowledge and skills necessary for daily living.

Cognitive Attitudes

The cognitive attitude component relates to how language learners perceive and understand the information provided to them during language learning. It includes four aspects: generating new knowledge, evaluating it, applying it in different contexts, and connecting it with prior knowledge. Due to the unstable environment refugee children and their families face, their personalities, skills, and coping mechanisms are particularly vulnerable. The refugee experience affects children differently from adults, as they are still in the process of development. This poses challenges to their cognitive growth and language acquisition. Despite these difficulties, refugee students often display a positive behavioral attitude towards learning, driven by their desire for a better life. According to Kara (2009), positive attitudes contribute to active engagement in courses, problem-solving, and acquiring the necessary knowledge and skills for daily life.

Attitudes and English Language Learning

According to Eshghinejad (2016), attitudes toward learning significantly influence students' behaviors, performance, opinions, and beliefs. Positive attitudes toward language acquisition tend to extend to a positive attitude toward learning in general. Conversely, students with negative attitudes may experience anxiety, cognitive difficulties, and unfavorable behaviors despite their motivation and interest in language learning. When teaching English as a foreign language, effective communication with students is a primary responsibility for teachers, but there is a lack of knowledge on supporting students' emotional and behavioral development alongside their cognitive growth.

Attitude comprises behavioral, cognitive, and emotional components, influencing foreign language learners' actions, motivation, practical skills, literary choices, and emotional engagement (Weinburgh, 1998). Cognitive components of attitude involve learners' perceptions of language information and the process of language acquisition (Eshghinejad, 2016). The learning process offers various activities in which teachers and students can participate, resulting in various emotional responses related to the affective or emotional aspect of attitude (Feng & Chen, 2009).

Attitudes of Learners Toward World English

The dissertation work of Matsuda (2000) on the attitudes of Japanese students toward the English language has been widely mentioned in other studies and discussions as one of the earliest studies on learners' views about World Englishes. The study showed that while the students thought of English as an international language, they also thought that native English

speakers owned and owned the language. The researcher concluded that to appropriately prepare students for the future applications of English as an International Language, "extensive meta- sociolinguistic training for English learners and teachers is necessary" (p. 495). She advocated for teachers to adopt a more global perspective in their teaching strategies and resources and suggested that exposure to various English dialects and functions is essential for students. According to Jenkins (2007), such training "has to provide plenty of scope for reflection and possibly also the possibility for contact with ELF speakers with other L1s, and discussion of sources of information other than those found in the classroom that may impact students' opinions" (p. 104).

Refugees and Second Language Acquisition

Refugees are described as "those escaping conflict or persecution" by the United Nations High Commissioner for Refugees (UNHCR) (2018). International law defines and protects refugees, who cannot be deported or sent back to places where their lives and freedom are in danger. Refugees have special needs for learning a second language because of their circumstances and life experiences (SLA). According to UNHCR, learning the language of their host nation helps refugees achieve several integration objectives. To reconstruct a bright future, proficiency in the new language can specifically foster social and economic independence. It can also foster comprehension of the receiving community and help people make meaningful social connections with others to feel a part of that society (UNHCR, 2002).

Theoretical Framework

Understanding that cognition, emotion, and behavior contribute to the formation of attitudes and that the current study of attitudes connected to language learning is founded on cognitive theory. Katz and Stotland (1959) defined attitude as a continuous organization of motivation, emotions, perceptions, and cognitive processes in one area of the personal environment. Sherif and Hovland (1961) proposed the concept of three attitudes of attitude response, according to which a person's attitudes toward stimulating a target language can be classified into three categories:

- Cognition (linguistic statement of perceptual response and belief)
- Emotion (linguistic statement of sympathetic response)
- Behavior (linguistic statement of explicit behavior and behavior, as shown in Figure 1).

Learning Attitude and Theoretical Formation

As a result of its compelling conceptual framework and the fact that it supplied both the study's framework and its method of examination, "Functional Theory" came to dominate attitude research in the 1950s. Behaviorism at the time impacted functional theory from a similar angle. However, "Cognitive Theory" has started to cast doubt on function since the 1960s. Many cognitivists will reinterpret attitudes in the future since functionalists are thought to see them as being excessively simplistic. The following reasons explain the development of learning attitudes and theories.

Incentive Theory

Friedman first outlined the Incentive Theory in 1985. This theory has many similarities to choice theory, exchange theory, the theory of expected value, and the theory of cognitive response. They are all employed to explain how human attitudes and behavior interact. An

individual's examination of the causes of various acts' potential outcomes determines their behavior. People choose their actions based on positive or negative behavioral effects.

Social Learning Theory

According to Bandura's Social Learning Theory, which was first proposed in 1977, people can only pick up social attitudes and actions by witnessing or mimicking those of others. His sociological symbolic interaction theory is a key component of his theory of learning. He thinks that interpersonal connection and communication are directly tied to the process of behavioral learning. Studying attitudes and values is a learning component beyond behavioral competencies. Originally known as Social Learning Theory, Bandura eventually changed the name of his theory to Social Cognitive Theory to incorporate the connection between his motivating elements and the processes and actions of self-regulation. According to Bandura, attitudes are formed through socialization models and imitation of learning processes, personal exposure to behavioral norms for various roles while learning social and cultural role expectations, and finally through the development of cognition. The idea is increasingly becoming more apparent as the role is better understood.

Attitudes & Motivation

According to Gardner, motivation for language learning includes attitudes. According to him, "motivation refers to the combination of work, desire to accomplish the aim of language acquisition, and positive attitudes about language learning." Anita Wenden presented a different perspective on "attitudes" that comprises three elements: cognitive, affective, and behavioral. The beliefs and ideas or views about the subject of the attitude make up a cognitive component. The term "affective" refers to the feelings and emotions one has toward an object, including "likes" and "dislikes," as well as "for" and "against." The final component is the behavioral one, which deals with the person's consistent behavior or behavioral intentions toward the item.

Methodology

Research Design

The study's research approach was descriptive because the study's goal was to investigate the attitudes of Rohingya Refugee EFL learners about English language instruction. This descriptive study was based on mixed-methods research, in which the researcher combines quantitative and qualitative research while using each discipline's unique approaches, methods, or techniques (Mertens, 2005; Johnson & Onwuegbuzie, 2007).

Population of the Study

Students who are Rohingya refugees were specifically chosen as study participants because they could contribute to future studies that are expected to be conducted in different countries where they may go as refugees and learn new languages. Convenience sampling was used for the study, and the participants should have met the requirements of being easily accessible, available at a specific time, local, or enthusiastic to participate (Dörnyei, 2007; Given, 2008). The difficulty in obtaining governmental approval to study refugees and to contact volunteers or people who were accessible at the time of the research was the main factor. As a result, the participants were those who were available during the period and as much as the authorities permitted.

Sample Size

Out of the 30 students who were chosen and approached to participate in the questionnaire, only five students and one teacher were chosen for face-to-face interviews. This includes 5 students (L) at ALCs, 5 of whom were in the age range of 9 to 16 years old.

Sampling Technique

To produce more dependable and detailed findings, the study was carried out at an alternative learning facility in Kuala Lumpur. Since not many Rohingya refugees live in the Alternative Learning Center, the study's subjects were chosen using a non-probability selection method. All students who were enrolled in educational facilities and had access to the English language were selected using the census sample method. For the qualitative interview stage, six people were chosen.

Data Collection Instruments

An attitude questionnaire emphasizing attitudes toward learning English served as the measurement tool. Additionally, it sought to investigate how participants' beliefs varied based on their demographics. The attitude questionnaire test used in a study by Boonrangsri et al. inspired the items (2004). Other elements came from Gardner's Attitude and Motivation Test Battery (AMTB) (1985). A total of 18 measures covering the behavioral, cognitive, and emotional elements of attitude were related to language attitudes. From Level 1: Strongly Disagree to Level 5: Strongly Agree, the items were placed on a 5-point Likert scale.

A semi-structured interview with the students was done because interviewing gives the researcher an understanding of the respondents' viewpoints, thoughts, and experiences (Patton, 1990, quoted in Merriam, 1998; Mertens, 2005). An expert fluent in Arabic and Urdu translated the study's questionnaire and semi-structured interviews before they were performed so that participants, whose mother tongue is Urdu, could better grasp the items and questions.

Data Analysis Method

The quantitative data were analyzed using the Statistical Package for the Social Sciences 20.0 (SPSS), which also computed inferential statistics like the one-way ANOVA, T-test, and correlation, as well as descriptive statistics like the frequencies, means, percentages, and standard deviations of the individual items for each component (R Victor & Patil, 2016). Descriptive statistics were used to assess the responses to the demographic questions, and the frequency and percentage of items were calculated.

Nvivo software was used to code and transcribe the qualitative data. QSR International creates the qualitative data analysis (QDA) software programmer NVivo. When in-depth analysis of small and big data volumes is necessary, NVivo assists qualitative researchers in organizing, analyzing, and discovering insights in unstructured or qualitative data such as interviews, open-ended survey responses, journal articles, social media, and online material. The teacher's and students' comments were carefully chosen to respond to the research questions.

Results

This chapter presents the study's results, which include the observations, viewpoints, descriptions, and narratives of the 30 participants. The participants were selected through a pre-consent process, with all 30 completing a questionnaire, while only 5 underwent

individual interviews. The participants' statements, quotations, and experiences are described in the simple present tense to differentiate between their past and present experiences. The findings are contextualized using available quantitative data, such as the number of children enrolled in learning centers and the qualifications of the teachers.

Table 1 displays the data collected from 30 Rohingya students of various ages who attended a refugee school in Kuala Lumpur. These students (N = 30) came from the Rohingya Refugee Garden, an alternative learning facility in Puchong. The center was in an area experiencing a significant influx of immigrants from disadvantaged backgrounds. The participants' ages ranged from 9 to 16 years old, and their English proficiency levels were reported to be similar according to their instructors. They hailed from different regions of Myanmar, resulting in diverse backgrounds, socioeconomic statuses, Arabic language proficiency, and living conditions.

Table 1
Demographics of the Participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	9	30.0	30.0	30.0
	Male	21	70.0	70.0	100.0
	Total	30	100.0	100.0	

Table 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9.00	1	3.3	3.3	3.3
	10.00	1	3.3	3.3	6.7
	11.00	7	23.3	23.3	30.0
	12.00	9	30.0	30.0	60.0
	13.00	5	16.7	16.7	76.7
	14.00	4	13.3	13.3	90.0
	16.00	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Quantitative Findings

The following tables, where percentages are displayed for each item, show the study's findings. Additionally, the outcomes are listed in order of Strongly Disagree to Strongly Agree. Additionally, each table has been divided into three sections: Emotive, Behavioral, and Cognitive Attitudes.

Emotive Attitudes

The students' comments demonstrate that they do not dislike English and that they have positive impressions of it. The students enrolling in this alternative learning center disagree with the common belief that English should not be taught because it can lead students to disregard their native language and culture. Despite not using their native tongue in school much, the table demonstrates that all the students have a highly positive attitude towards learning English for their future.

Table 3.

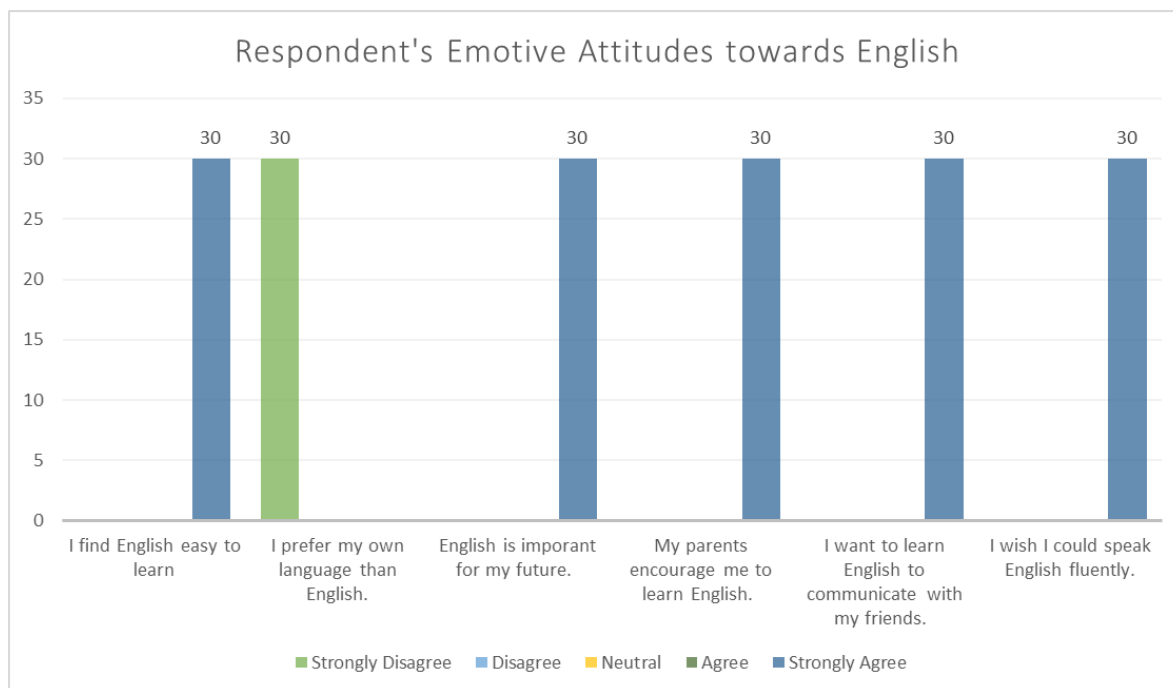
No.	Statements	Strongly Disagree	Dis-agree	Neu-tral	Agree	Strongly Agree
01	I find English easy to learn	0%	0%	0%	0%	100%
02	I prefer my own language to English	100%	0%	0%	0%	0%
03	English is important for my future	0%	0%	0%	0%	100%
04	My parents encourage me to learn English	0%	0%	0%	0%	100%
05	I want to learn to communicate with my friends	0%	0%	0%	0%	100%
06	I wish I could speak English fluently	0%	0%	0%	0%	100%

Behavioral Attitudes

This theme would present the behavioral aspects of the participants toward learning English. Table 4 depicts the finding on the behavioral aspect. Table 4. Behavioral responses of respondents toward the learning of the English language and the English language. Their enthusiastic views toward studying English are seen in Table 4. All the students report that they like learning English every day, both inside and outside of school. Additionally, a large majority of students concur with item 2's statement that learning English makes them better citizens. Most of the refugee children said they typically study English more at home than other subjects. 100% of the students strongly disagree that they are intimidated or hesitant when speaking English with others. Additionally, all the students strongly concur that they are willing to make an effort and are determined to utilize as much English as they can. Table 3 shows the students have a positive behavioral attitude toward English.

Table 4

No.	Statements	Strongly Disagree	Dis-agree	Neu-tral	Agree	Strongly Agree
01	I like to learn English everyday	0%	0%	0%	0%	100%
02	English will help me become a better person	0%	0%	0%	0%	100%
03	I study English more than other subjects at home	0%	0%	0%	6.7%	93.3%
04	I practice English to become a better speaker in other countries	0%	0%	0%	0%	100%
05	Speaking in English in front of my classmates makes I feel uncomfortable.	100%	0%	0%	0%	0%
06	I find as many ways as I can to use English.	0%	0%	0%	0%	100%



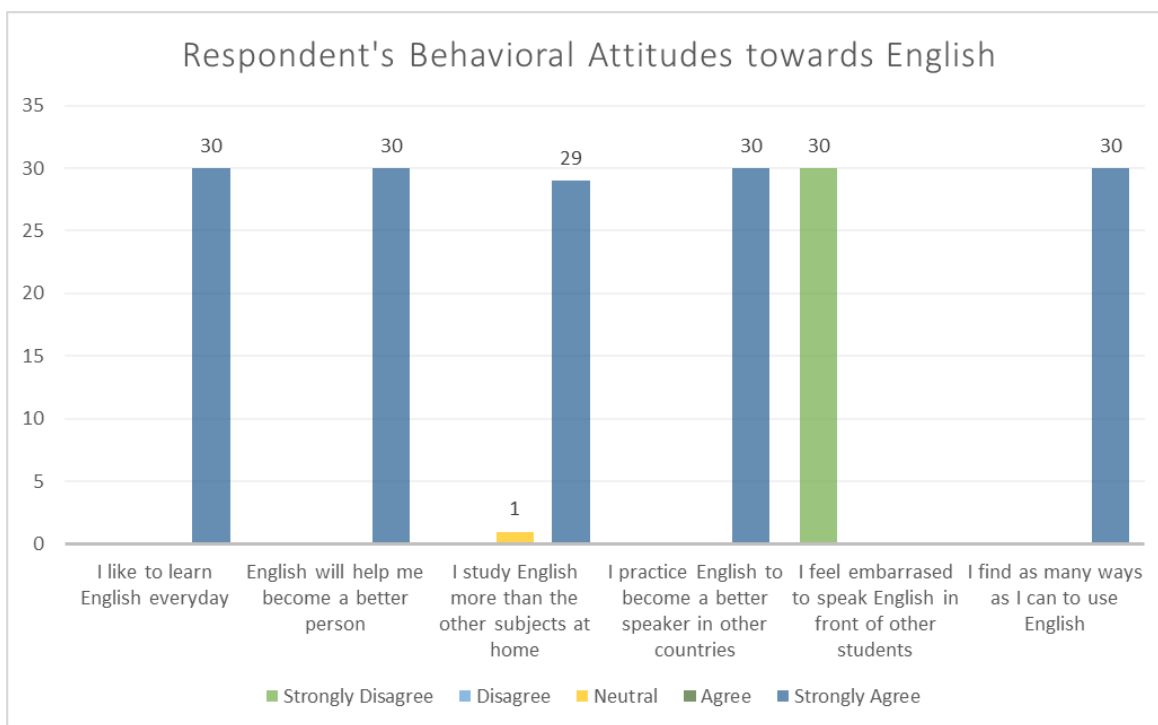
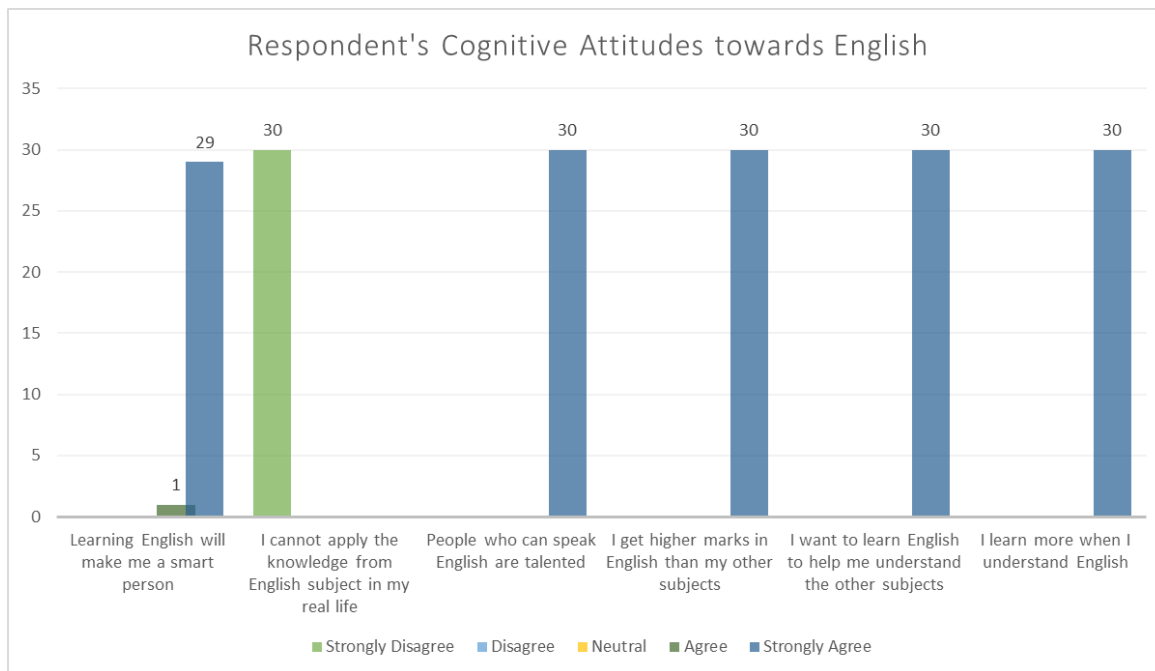
Cognitive Attitudes

The last theme would present the cognitive aspects of the participants toward learning English. Table 5 presents the findings on the cognitive aspects.

Table 5. Cognitive responses of respondents toward the learning of the English language and the English language by learning English, every participant expresses their thoughts and beliefs. This has to do with the hypothesis of the cognitive component, which results in statements of thoughts and ideas about the subject of the attitude.

Table 5

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
01	Learning English will make me a smarter person	0%	0%	0%	3.3%	96.7%
02	I am unable to use what I have learned in English class in my daily life.	0%	0%	0%	0%	100%
03	People who can speak English are talented	0%	0%	0%	0%	100%
04	I get higher marks in English than my other subjects	0%	0%	0%	0%	100%
05	I want to learn English to help me understand the other subjects	0%	0%	0%	0%	100%
06	I learn more when I understand English	0%	0%	0%	0%	100%



The cognitive attitudes of the respondents toward learning English are displayed in this table. Most of them believe learning English is simple for them and don't find the subject challenging. Additionally, most students disputed the notion that they could not apply their English-language learning to real-world situations. Additionally, most respondents agreed that they attempt to learn English because they want to be proficient in it and believe that will help them grasp other subjects as well. All the students strongly concur that knowing English enhances talent. Most students concur that English is the subject they score the best. All the students concur that learning English has improved their ability to comprehend other topics and, as a result, their academic performance. They believe that English plays a crucial part in

their performance. Everyone who took the course believes that learning English has improved their ability to engage fully in class activities. In a similar vein, almost all the students agree that learning English is much easier when one understands the language. The finding demonstrates that students' perspectives toward cognitively learning English are positive.

Qualitative Findings

Contributions of NGOs to TLCs in Temporary Settlements

UNICEF has introduced the Learning Competency Framework and Approach (LCFA) to deliver quality education to refugee learners and other education stakeholders. NGOs in unregistered refugee camps also implement this framework to support academic learning competencies. Under the guidance of UNICEF, NGOs have contributed to establishing and maintaining temporary learning centers, recruiting and training teachers, and providing educational materials. These efforts include transitional learning competency frameworks, study materials for teachers and students, lesson plans, study kits, and essential study aids like bags, pens, pencils, and books. Ensuring the presence of qualified teachers is emphasized as a crucial element for delivering excellent education, as supported by (T) and others.

00:01:20 ALC T

"Government do not provide us anything. Everything will depend and rely on the NGO, Donor. But as a refugee, the government does not provide." This indicates that ALC receives most of its **learning and teaching materials from NGOs** and Donors to provide quality education for the learners. L2 also stated:

00:01:53 S1

"Everything is provided. Pens, books."

00:01:27 S2

"yes. Pencil, book, and color pens."

00:03:09 S3

"They give everything. We don't have to buy anything."

00:01:59 S4

"I learn here English, Math, Science and a little of Burmese, but my favorite subject is three of these English, Science, and Math."

00:02:12 S5

"The teacher is very goodly, so I really like it, and everyone here is very kind and good."

Delivering high-quality education depends on the children feeling at home in the ALC facilities. The instructors hired from the host community teach Mathematics and English, while the educators from Myanmar instruct on life skills and the Burmese language. By upholding class schedules and teaching standards, learning can go along more quickly at ALCs. All the students above shared that their basic education needs and materials have been provided fully by the ALCs, which are fully sponsored by the NGOs.

For a Better Future

Stateless, displaced, and refugee students are capable and willing to learn. But when English is a second or third language, people may confront additional difficulties or insurmountable barriers. Many of these individuals reside in nations where they are not permitted to pursue formal education. The interview clearly demonstrates that the participants think learning

English will help them have a brighter future. S1 said that because learning English is challenging in their home country, taking advantage of the chance to do so, even in a casual situation, is important. S4 said that studying English may take them everywhere, providing them more opportunities to enroll in universities and secure respectable employment.

Language Transition from Urdu/Burmese to English

00:03:44 S1

"I like learning in English"

00:03:51 S2

"Yes, because mostly at home, mother and father talk English"

00:04:25 S3

"When we learn English, basically all the question will be in English. So, I can easily answer the questions."

00:03:42 S4

"I feel more comfortable in English"

00:03:51 S4

"Yes, I enjoy learning English very much."

00:04:29 S4

"Yes. Some strangers always speak English with me."

00:07:13 ALC T

"Of course, because we are not an English-medium school. So, I have to explain many languages sometimes I translate in Bahasa, sometimes I translate in Burmese. Depends on the student's situation."

The ALC is not an English-medium school, making it tougher for the students to transition smoothly. The teacher mentioned that one challenge was not knowing any European languages. The teacher also clarified that to ensure that the students fully comprehend the English language in his classroom, he must constantly use a translating technique. Most refugee children do not speak English well, so they cannot attend school with students their age (Le, 2021). Many educators in these situations lack the pedagogical abilities necessary to deliver efficient language teaching in these contexts of linguistic diversity. However, all participants gave speaking English a favorable comment based on how the students perceive linguistic changes. S5 expresses a very positive attitude about learning English by stating that English is a pleasant language to learn and speak. S2 states that the parents even push them to speak English at home so that they learn even outside of school.

Being Educated

00:02:56 S1

"Because English makes everyone smart"

00:04:04 S1

"Because it will make me smarter, and I can go everywhere. I can speak and I can get any job."

00:05:31 S1

"Yes. It's my dream to go to university. it will make me happy and I will get a job from here. I will learn anything there because it is the only thing that I can get my dreams."

00:04:22 S3

"Yes, because English is very important and makes me smarter."

00:05:11 S4

"Yes, I speak English 24/7"

According to reports from the British Council and the U.N., learning a new language is crucial for boosting refugees' resiliency and giving them a sense of belonging in their host country. Students can communicate with their peers on a deeper, more meaningful level when they can speak the host nation's language. Having more language skills also opens more career opportunities. Additionally, it fosters cross-cultural understanding by offering refugees a platform to share their narratives. The information presented above demonstrates the students' attitudes toward the English language and their major goal of having a brighter future for themselves. S1 stated that attending university was her dream, and there is no better way to illustrate the value of education for refugees than to say that they should learn English. Additionally, S1 and S3 agree that learning English generally makes them feel smarter.

Students' Attitudes toward Learning English as a Foreign Language

This study aimed to understand the attitudes of Rohingya refugee students toward learning and using the English language. The findings revealed that the students had a positive attitude and strong motivation to study English, considering it essential for their survival in the modern world. Despite limited formal education, older immigrants from Myanmar showed a positive outlook on learning English and other subjects. Both Rohingya-born and Myanmar-born participants demonstrated a high level of interest in learning English, practicing it at home and in school.

These results highlight the importance of encouraging and providing resources for Rohingya refugee students to learn English, as they show enthusiasm and proficiency in language learning. The study highlights the positive connection between attitude and language acquisition among Rohingya refugees. It also emphasizes the need for further research on this topic, as little has been done to explore the experiences of Rohingya refugee students.

The study findings suggest that Rohingya refugee students enrolled in alternative learning centers in Malaysia have a positive attitude toward English and English language learning, encompassing behavioral, cognitive, and emotional aspects. The Malaysian government has reportedly tried to address the health and education needs of refugees arriving in the country, as mentioned in the study's accounts.

Recommendations for Future Research

Regardless of their circumstances, all children have the fundamental human right to an education, as stated by numerous international declarations and treaties. Numerous studies reveal that the teacher has the biggest role in determining the quality of education in the classroom, especially in refugee settings where the teacher is frequently the only resource available to children. The role of the teacher is particularly crucial to the quality of education in refugee environments with inadequate infrastructure and resources. However, this study shows a lack of proper professional teachers to educate refugee children, and the ALC teachers are also refugees.

There have not been many studies that look at teachers' roles in refugee circumstances. Even though there is a growing body of literature on refugee children and youth, little is known about the teachers of refugees and how they are selected, taught, kept on staff, paid, and managed in their environments. A significant finding is that there is little research on national teachers who work with refugee children; instead, most of the literature is about teachers who are themselves refugees. Additionally, the dearth of literature on refugee teachers makes it difficult for us to comprehend their needs and how they may improve education in their new country.

Conclusion

The summarized information highlights the attitudes of Rohingya students toward learning English in three key aspects: dynamic, behavioral, and cognitive. Overall, the students have positive attitudes toward learning English and recognize its importance for their future.

In terms of dynamic attitudes, the students have a favorable impression of English and disagree with the belief that it undermines their native tongue and culture. They see English as crucial for their future and receive full support from their parents. They believe learning English will help them communicate effectively and engage in meaningful conversations.

Regarding behavioral attitudes, the students exhibit enthusiasm for learning English inside and outside school. They perceive learning English as a means to become better citizens and are not intimidated or hesitant when speaking English. They express a willingness to try and utilize English as much as possible. The majority of students also study English more at home than other subjects.

Regarding cognitive attitudes, the students recognize the importance of English as a global language for communication. They perceive English as a universal language that facilitates education and enables them to understand other subjects better. They find learning English relatively simple and believe it enhances their talent and academic performance. They also see the applicability of English in real-world situations.

In conclusion, Rohingya students demonstrate positive attitudes toward learning English regarding their emotions, behavior, and cognition. They view English as beneficial for their future, exhibit enthusiasm for learning it, and recognize its cognitive advantages. These findings suggest that the students value English as a tool for communication, education, and personal growth.

The education of refugee children holds significant importance, as it enables their participation in social and political life, safeguards democratic values, and fosters solidarity in

an increasingly diverse world. Denying them options, such as education, compromises their ability to support themselves in the long run, as they are limited to basic sustenance outside their families. Recognizing the historical backdrop of colonialism indigenous people face, it is crucial to advocate for their right to learn, live, and be resettled. Education equips students with civic knowledge, skills, and attitudes that can only be developed through an organized educational system rooted in social ideals and committed to active engagement within broader society. Furthermore, education offers the Rohingya population opportunities for integration, repatriation, or migration to countries that value and welcome educated migrants and asylum seekers. Both the host community and the Rohingya refugees must take joint responsibility for promoting education. However, Malaysia poses additional challenges as a non-signatory sovereign state exempt from the 1951 Convention Relating to the Status of Refugees. As the global refugee crisis worsens with no positive developments from countries hosting refugees, the prospects of Rohingya returning home or resettling in a third country remain uncertain. Therefore, the Malaysian government needs to permit local and international organizations to establish formal schooling for refugee children, providing education that enables them to reach their full potential and contribute to their community and society.

Acknowledgment

The authors express their gratitude to UNITAR International University for supporting the publication of this research.

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