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Students 'Attitudes Towards The English Course in The Department of French at Tlemcen University

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Dedication

First I would like to take this opportunity to express my sincere deepest condolences to my best friend Manal and to her family over the death of her brother “Abdeljalil” and I hope paradise will be his dwell by Allah’s mercy, to Allah we belong, and to Allah we do return.

I would like to dedicate this modest work to my parents who taught me that the best kind of knowledge to have is that which is learned for its own sake.

To my sisters and brothers.

To my intimate friend Imene with whom I shared this work and the whole university life and I ask Allah that our friendship will last forever.

To my friends Chaimaa and Imene who helped me in writing this dissertation.

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Abstract

Language attitude is one of the major factors that differentiate between accomplishment and failure in language learning. Indeed, it is one of the learning factors that determine student's success. This study was conducted in order to gather information regarding the issue of FFL students' attitudes towards learning additional foreign language. The main purpose of the study is to identify third year French students' language needs and measure their degree of motivation regarding the proposed English course. In this case study, three research methods were used to collect data; a questionnaire for the students, a semi-structured interview for the English teachers, and a classroom observation at the department of French at Tlemcen University. The quantitative and qualitative analysis of the gathered data revealed that the majority of French students are not motivated to learn English although they are aware of the importance of the English language. To further reinforce positive attitude towards English courses, a number of suggestions and recommendations were put forward as the use of ICTs, teacher's technological skills training, authentic teaching materials and collaboration between language teacher and subject specialist. To conclude, the present work showed that studying learner's attitudes is a variable of paramount importance for understanding the process of English teaching and learning.

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Key to Abbreviations and Acronyms

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

LWC: Language of Wider Communication

ELT: English Language Teaching

LMD: Licence Master Doctorate

ESL: English as a Second Language

TV: Television

UNESCO: United Nations Educational, Scientific and cultural Organization

General

Introduction

General Introduction

General Introduction

Language is one of the most marked, conspicuous, as well as the fundamental characteristic of the faculties of man. The importance of language for man and society cannot be minimised or ignored. It is not only a mode of communication between individuals but also a way for the expression of their personality and feelings, and each language is linked to its social, cultural and political reality.

English language has taken a vital part in the national and international educational systems, due to its status, in the world, as the language of great nations. English language teaching (ELT) in Algeria has been imposed as a compulsory module to be learnt at the university as a second foreign language besides French.

EFL students at the university perceive English language learning from different angles. This fact shapes their motivation, attention, and interest differently depending on their inner psychological aptitudes, qualities and emotional analysis of the contextual inputs.

The present work to follow an exploratory approach in order to determine how students perceive English language learning in the department of French , and what influence their learning achievement(positively and negatively). Its purpose is to describe their feelings towards contextual demands, as it aims to find out solutions that help to overcome pupils' emotional problems.

To reach the research objectives the following research questions were raised:

- 1) What attitude do French students hold towards their English courses?
- 2) How can French students' motivation towards learning English be stimulated?

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The research questions generate the following hypotheses:

- 1) Students have negative attitudes towards English courses and do not give importance to the course but they are aware of the importance of the language itself.
- 2) Students' motivation can be stimulated using technology.

The work was divided into two chapters, the first chapter was devoted to defining the main concepts and highlighting the main elements related to them, it begins with the position of the English language in the world, then it shifted to language attitude and finally it ends with an overview of factors that affect learners' attitude. The second chapter started with a description of the context where the research was conducted. Then it describes the research methodology of the study, after that the data gathered was analyzed and interpreted. The chapter was concluded with some useful recommendations on the basis of the findings obtained.

To confirm the suggested hypotheses, three research instruments were designed, namely a semi-structured interview for EFL university teachers, and a questionnaire to EFL French students in addition to classroom observation at the third level. The exploration takes place at the department of French, Tlemcen. Six EFL teachers were interviewed, and sixty-eight students were addressed to answer the questionnaire.

This work is divided into two chapters. The first one provides an overview about the status of English language in the Algerian society and how it took place in the national educational system. It imparts a brief definition regarding types of foreign language learners, their differences and language competences.

It determines the academic and non-academic factors that enhance and diminish students' language learning progress. Finally, it provides a hint about the

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impact of negative and positive attitudes on students' learning process, and how they shape their way of thinking and build their personality.

The second chapter, which concerns the practical parts, carries out teachers' observation in-action regarding students' reactions towards foreign language concepts, and strategies that are usually used in order to promote learners' positive attitudes and treat their weaknesses. In addition,

it seeks to get an idea about how students perceive English language as an imposed module, and types of difficulties they come across while dealing with that language in classroom setting.

Chapter One

Foreign Learners Attitudes' Towards the English Course

1.1 Introduction

The following chapter seeks at presenting the main framework to be used in this study. This chapter provides a review of the literature deemed relevant to the research objectives. This includes an overview of the status of English in the world and more precisely the English teaching situation in higher education in Algeria. Additionally, it sheds lights on the concept of attitude and its importance in language learning in addition to types of foreign language learners, their differences and language Competences. Besides, it investigates the different factors that can affect the learner's attitude.

1.2 The status of English in the world

Nowadays, English is said to be the *Lingua Franca* of the world. According to Graddol (1997) English is spoken by 750 million as English as a foreign language (EFL) speakers, 375 million as second language (L2) speakers, and 375 million as first language (L1) speakers.

The existence of English in non-native English countries is an important indicator for its worldwide spread. According to some scholars Crystal, Phillipson, and Kachru, such status of the English language reflects either the value attached to it (Crystal, 2003) or a sign of imposition, domination and imperialism (Phillipson, 1992; Kachru, 1985).

1.2.1 English as a Global Language

The term “international language” is distinct from “global language” in the sense that, an international language is a language used outside its geographical borders, including; English, French, Spanish, Portuguese...etc. Such languages are called: International Languages of Wider Communication (LWC). English now is qualified as a global language and the purpose behind using such term is to demarcate the English language from other international languages. According to

Crystal (2003), a language can become a global language if it achieves a global status, this can be done if a language is given a special place among the world's countries. There are in fact two ways; first, there must be a change in language planning, more precisely, a change in the language status. That is to say, a language is made as an official language of the country; it is often described as a second language and more likely to be learned early in life. In fact, the role of an official language is today illustrated by the status of English over several countries, like; Ghana, Nigeria, India...etc. The second way on the other hand is when a language is considered as a foreign language and it is part of foreign language teaching curriculum though it has no official status. It is most likely to be taught at school.

Crystal (2003) states two major reasons for why English has become a global language, namely; the geographical historical reasons and the socio-cultural explanations. The former refers to the historical movement of the English language, starting from voyages to America and Asia to the 19th century colonial development in Africa and South Pacific where it began to be considered as an official or semiofficial language in many independent states in the mid twentieth century. In a word, English is now represented in every continent, as a result of such representation; it was labeled a "global language". The later, the socio-cultural explanations, implies that the spread of English is now viewed as a vehicle conducing to economic development and commercial expansion. It is the Lingua Franca which dominates several international domains, such; politics, business, communication, education, media...etc.

In the present time, English is a global language and the world lingua franca; it is the language of a world publishing Science and technology.

1.2.2 The Importance of English

The advantages of mastering foreign languages are the capability to smoothly conduct negotiations or understand the documents in occupational matters without a translator or mediator.

According to Fuller (1987), factors of learning foreign language are:

a) Foreign language is like a declaration with the same value as a degree in chemistry and it is very useful to be included in a resume.

b) Learning foreign language is an advantage in knowing a larger world.

c) Ability to use foreign language and determination to learn the language will impress foreign acquaintances from country of the language as we are trying to understand their culture and connect with them using the language.

d) Foreign language will open door to foreign culture and open our eyes to the outer world.

e) As we learn foreign language, we will learn our language more.

f) Process of foreign language learning is very fun.

Teaching foreign languages in Algeria (more precisely the English language) did not gain ground till the 1970s when it was the introduction of a new educational system (The fundamental schooling system). Didactics and educators started being aware of foreign language teaching after the Arabization process was criticized for its ignorance to the population linguistic diversity. This lack of integrating foreign languages in educational curriculum will affect negatively students' performance at the university as well as for their future career. (Rezig, 2011).

1.2.3 The Background of the teaching situation in Algeria after the independence

It is true that during the French colonization, Algerians were obliged to learn French a national language while Arabic was redefined as a foreign language in 1938. Arabic and the different dialects spoken at that time were not taught at schools but were symbols of identity and nationalism even though French was an imposed language, and originally designed for French students. The majority of pupils were French only 30 percent and 10 percent of the students, respectively, were Algerians. The French colonization had marked the Algerian culture and French became part of the everyday spoken dialects, even more, there are regions in Algeria where people talk every day using academic French until the present day.

Algeria is considered as the second largest speaking French country after France and after the independence when the Arabization started the only language recognized was Arabic, and this was totally logical because of the government and people tendency to drop all what could represent the 130 colonization years.

1-First reform: Arabization

This policy was enhanced since 1962 in order to eradicate all traces of the French presence in Algeria after more than 130 years of colonization. Ben Rabah states:

“Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favoured the national integrity and unity and religion”

According to Gill, 1999, there were two sides to the Arabization project, namely that of modernity and that of tradition. While Arabization of the administration and school system occurred in the name of progress and modernization, arabicization was given a ‘sacred ‘rationale and purpose that was essential for the de-colonization process (Naima Mouhleb, 2005).

This policy had been widely criticized for ignoring the population linguistic diversity and the lack of teaching personnel (Ben Rabah, 2004) which pushed the government in 1964 to recruit 1000 Egyptian as Arabic language instructors.

“In 1966, out of a total of 13,000 arabized primary school teachers, 3,500 (27%) were non-Algerians, of whom 2,000 were instructors or tutors and only 1,500 were teachers. The report complained of these teachers' lack of qualifications, their lack of faith in their task, the handicap their accent represented and their political involvement in the country's domestic policy.”

Until the 1970's the educational system consisted of the primary school: 05 years, middle school: 04 years and the secondary school: 03 years. (Mohamed Benrabah, 1999).

2-Second reform: The Fundamental Schooling System:

In 1976, a new schooling system called the fundamental school was applied it was a fusion of the primary and middle school (09 years) with all the subjects taught in Arabic except for the foreign languages. But when Minister Mostepha Lacheraf came to office French was reimplemmented in teacher training and subjects such as Maths and biology were taught in French. . (Benrabah,) In that system, English was taught in the middle school at the age of 13 which is not beneficial for learners as stated by According to Steinberg (1993, p. 209), Oyama (1976) and Tahta et al, (1981) and Scovel (1988) argued that younger children in immigrant families are found to acquire perfect or near to perfect accent, while old people could only master other aspects of the language like its syntax and vocabulary.

The process of reorganization was completed only in 1989, although in practice the basic system of schooling remained divided between the elementary level, including grades one to six, and the middle school level of grades seven to nine.

(UNESCO Report, 2005). Despite government support for the technical training programs meant to produce middle- and higher-level technicians for the industrial sector, a critical shortage remained of workers in fields requiring those technical skills.

The Algerian educators were divided into those who argued for using French, the language of modernization as a language of instruction particularly in scientific subjects and those who stuck to Arabic as a pillar of the Algerian identity.

3-Third Reform: English in the Primary School:

Starting from 1993 ,a new process to enhance the foreign languages teaching at an early age by giving the opportunity to primary school pupils to choose between French and English as a compulsory foreign language.

Teachers were more than 90 percent Algerian at all levels. Arabization of the education system was considered an important objective of the 1990s. Vocational education at the secondary level received attention as part of the reorganization of the mid-1970s. The program was experienced only in some primary schools but stopped because the majority of parents preferred French to English.

4-The higher education Reforms

The Algerian universities first adopted a system based on the French model which meant that the university faculties were autonomous even in designing the teaching curricular. The system resulted in duplication of academic offerings, and complete loss of credits by students changing programs. (Ben Rabah, 1999)

Some reforms designed to modernize the university system were introduced in 1971, and major reforms were introduced in 1988. Nevertheless, the universities still loosely resemble the French model, and French remains widely used for instructional purposes. The number of French instructors has declined, however, as the number of Algerian teachers has increased after 1980 when a decree introduced the total Arabization of the first year of social and political science, law and economics at university, offering openings for Arabized baccalaureate holders. In basic education, arithmetic was taught in Arabic starting in the 1981/1982 school year: so French was now the language of instruction only for French itself. In secondary education, mathematics instruction was gradually arabized, with total Arabization of the baccalaureate planned for the 1989/1990 school year. (Grandguillaume2004).

This step had been a disaster for the baccalaureate holders who followed scientific and technical streams at university; where subjects were taught in French such as the medical stream, electrical engineering, computing and architecture on one hand and the foreign languages learners on the other. These students found themselves facing the language handicap that prevented them from even understanding the courses content as explained by Entellis,1981: "Indeed, increased Arabization of primary and secondary school curriculum without concurrent language uniformity at the higher levels has created enormous tensions and frustrations for those "arabisants"* unprepared to cope effectively with French-language instruction, and therefore destined to "dead-end" jobs, since nearly all

openings in the public and private sectors require some level of bilingualism and, in certain fields, trilingualism.”

1.2.4 The Status of English in The LMD System in Algeria

Because English has become the most dominant and useful language among many European languages, many governments have adopted various policies that promote ELT and Algeria is no exception. At present, English is considered as a foreign language that is offered as a required subject at all levels of university education. In order to understand and recognize that the efficiency of English language development in the Algerian educational system paves the way for learners to take part in the globalization, our government has made a huge effort to change the ELT policy and some changes were made in the 1990s.

For instance, at university level, recently the LMD system that is applied as a new approach is based on the Communicative Approach that has been implemented in the Algerian university almost in all subjects and specialties. This “international” system was introduced into our universities by August 2003. The LMD system, as the latest new reform applied in the Algerian universities, aims at bringing the Algerian diploma to the universality and the Algerian student to a higher level of learning on the one hand and to the business world on the other.

The classical (old) system, i.e., four years bachelor, two years magister - four years doctorate system, did not respond to main challenges imposed by the changing situation of economy, of politics and of the society in Algeria, an important shareholder of many European countries. The changing situation led the

government and education policy makers to re-think the educational system in Algeria and to integrate a new system that can correspond and respond to socio-economic mutations contributing to a significant evolution of this country. As matter of fact, a decision was made to implement the European educational system known as LMD – Licence - Master – Doctorate.

LMD system as a new reform, which has been recently introduced to basic higher education in the Algerian universities and its influence on teaching English as a foreign language, this should be accompanied by these new ideas for innovative teaching practices to improve the performance of the university system but also lead to greater employability of graduates. Although the text of regulations in the LMD system brings some innovations in assessment and the roles of teachers and students in the teaching and learning process, it does not offer any solutions to the employment of graduates. Bringing a certain kind of flexibility in assessment of learning, the new article 18 of Decree No. 137 dated 20/06/2009 states that the assessment of skills and knowledge acquisition is based either on a continuous and regular control or by a final exam or a combination of the two modes of control, but priority should be given to continuous monitoring. Thus, the evaluation of students leans now on a set of procedures meant to measure the results of their learning in terms of the grasped knowledge, the deduced comprehension and the acquired competence. In the same way, within the framework of new procedures in the LMD system that the teacher has to be able to pass logic of knowledge controlling to a process of evaluation seems rather feasible.

Another aspect that the LMD system brings into the universities is the new roles of teachers and students in the teaching and learning process. In this respect, the recent pedagogical procedures that were born out of many reflections tend to transform the student, the docile “object” and the passive agent into a principal active agent as the learner in the learning process. Consequently, the role of teachers has been modified for the reason that it suits the freedom given and prescribed for the learner. Thus, teachers have to accept now their role as a mediator, a facilitator of the knowing and the learning processes. Teachers, therefore, are no more the only, exclusive omnipotent of knowledge. They are called to master not only the discipline they teach but also the methodological competencies that allow them to clearly define the objectives of the learning process as well as the referential of the competence on which the control of the learning process is based.

1.3 Attitudes towards Learning English

The study of attitude is regarded as the cornerstone of social psychology. In fact, attitude was first studied deeply in social psychology. According to Allport (1935: 798): “Attitude is probably the most distinctive and indispensable concept in contemporary social psychology”, and so many other writers, like Bogardus (1931); Thomas and Znanicki (1918) and Folsom (1991), consider the field of social psychology as the scientific study of attitude.

1.3.1 Definition of Attitudes

It is defined by Crystal (1997: 215) as ‘the feeling people have about their own language or the language of others’.

Two relevant theories on language study are the behaviorist and mentalist theories; according to behaviorists, attitudes are responses to a given situation. It is composed of one component: the affective. The mentalists, on the other hand, claim that language cannot be observed directly since it is mental.

Recent studies on language attitudes have proved that these favorable or unfavorable feelings students have towards a language affects second language learning language proficiency and achievement. Social psychologists have seen attitudes as having three components: cognitive, affective, and behavioral.

Language attitude is one of the major factors that differentiate between accomplishment and failure in language learning. Indeed, it is one of the learning factors that determine student's success.

Students of different fields varied in attitudes towards English language learning in terms of domains of usage and focus of learning skills, which shows that a single curriculum or teaching methodology is not adequate. Several suggestions have been made regarding teaching methodology, curriculum, teaching materials, and the status of English in Malaysia from this point of view.

People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. Motivation that students bring to class is the biggest single factor affecting their success. Motivation is some kind of internal drive that encourages somebody to pursue a course of action. In general strongly motivated students with long-term goals are probably easier to teach than those who have no such goals and therefore no real drive. For

such students short-term goals will often provide the only motivation they feel. Students have motivation that is separated into two main categories: extrinsic motivation, which is concerned with factors outside the classroom, and intrinsic motivation, which is concerned with what takes place inside the classroom. Some students study a language because they have an idea of something which they wish to achieve. Many other factors have an impact upon a student's level of extrinsic motivation and most of these have to do with his or her attitude to the language.

1.3.2 Different Components of Attitudes

The concept of attitude comprises three components which are; cognitive, affective and behavioral.

The three dimensions are necessary to be taken into account, when they are joined together; they form an overall attitude towards an object that can be either positive or negative.

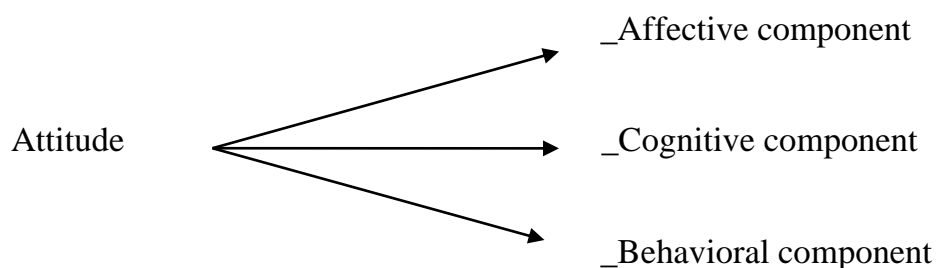


Figure 1.1: A Three Component Model of Attitude (Baker, 1992)

Barker (1992: 13) mentions that attitudes can be divided into three main components: The behavioral component denotes the individual's attention to behave in a specific way towards the target language. The cognitive one denotes the individual's belief about an attitude object.

Another factor affecting the attitude of students is their previous experience as language learners. If they were successful then they may be pre-disposed to success now.

In the changing scenario of language teaching theories and methodologies, where the learners, rather than the teachers, are gaining a central position, learners' attitude plays a vital role in maximizing learning and teaching output. Learners' attitude can be defined as a collection of feelings regarding language use and its status in the society. The feelings are good, bad and neutral. They can nurture or hinder the learning process effectively. Even after syllabus, teaching materials, teacher training programs have been changed and made up to date from time to time, the overall output in the competence of the students has never been improved. One reason behind this is that the changes have always been powerfully constrained by the western cultural assumptions and lack of knowledge of the social contexts.

Gardner (1985) refers to language learners attitude as the reason through which he will be motivated or demotivated to learn the language.

Attitudes play a paramount role in language learning. They are responsible for students' success or failure in their academic lives.

In fact, when studies on attitudes spread its interest towards the area of language, it took a new implementation. During the late 1950s; language attitudes were studied by social psychologists in coincidence with the emergence of mentalism as a reaction to the behaviorist approach during which views about language started to change. Language was no more viewed as only a behavioral phenomenon, but also as a mental internal activity. In 1960s, research on language attitude witnessed a growing interest thanks to the works of Labov and Lambert which both paved the way towards investigating attitudes in relation to language. Language attitude research, then, has started to play a paramount role in a variety of disciplines such as: the social psychology of the language (e.g., Lambert et all, 1960; Ryan & Giles, 1982; Gardner, 1985), the field of education mainly in relation to motivation. Ethnography (e.g., Saville- Troike, 1989) and also has become among the major concerns of sociolinguistic research (Garrett et all, 2003:2).

1.3.3 Attitudes and achievement

Many studies have been conducted focusing on the influence that attitude may have on both students' success and their failure in language learning. Language learning in fact is strongly correlated to the attitudes towards languages. (Starks & Paltridge, 1996).

According to Karahan (2007:84) “positive language attitude let learners to have positive orientation towards learning English”. Within the field of education, it was generally accepted that the learner's level of intelligence is the first and the major factor that may have a direct influence on student's level of proficiency in

second and foreign language learning. Later on, other hypotheses have been proposed. Researchers begin to acknowledge attitude as one of the main variables impacting the process of language learning in addition to other factors. Indeed, it is believed that negative attitude related to particular subject area can prevent learners from further studies and make them unproductive (Rajab, 2007:26).

Reid (2003:3) states that in the field of scientific education, attitudes are important in four broad areas which are: attitude about the subject studied, attitude about the study itself, attitude about the implication of what has been studied and the scientific attitude. These areas are significant for any learner in any type of study.

It is evident that language attitude impacts foreign/second language learning. Many researchers have been conducted in the area of language attitude showing a direct relationship between the type of attitude towards learning a language and the achievement in the language.

Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community. If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Similarly, if learners have favorable attitudes towards the speakers of the language, they will want more contact with them. Gardner and Lambert (1972) coined the terms integrative

motivation to refer to language learning for personal growth and cultural enrichment, and instrumental motivation for language learning for more immediate or practical goals. Research has shown that these types of motivation are related to success in second language learning.

Over 80% of the samples have a positive attitude towards the English culture and language. 70% of the students having positive attitude and failed in the entrance test, failed in the final exam. 65 percent of the students, who have a negative attitude and passed the entrance test, could pass the final exam.

Our research explores aftermaths of LMD implementation in TLEMEN University in particular. It also considers the impact of LMD benefits related to students.

Although there are many other factors that determine the success of learning a foreign language as the third language and so A student's attitude in the learning process has gained much attention from researchers as it can play a major role in affecting their learning process. "Attitudes plays an important role in second language [and/or foreign language] learning as it determines to a large extent the learners' behaviors, i.e., action taken to learn, or efforts exerted, during the learning process" (Alkaff, 2013: 107). Therefore, it can be beneficial for recognizing students' attitudes for both the students and the "academic programs" (Inal, et al. 2003 cited in Alkaff, 2013). In line with the hypotheses of this study, the term of attitude here was specified and linked into the students' interest in learning English as a language, their motivation to master the English language, their difficulty in on,

psychological experts agreed that attitude is the most important factor that will influence the success and failure in the achievement of a student. Positive attitude, strong interest and effort in learning will help students to master the language that is being learned quickly, easily and effectively. Students always think of appropriate and effective strategies to enhance skills in learning. While negative attitudes such as lazy, apathy, hate or look down upon a language will cause difficulty in learning and mastering the language that is being learned.

Attitude is an instrument or a tool to achieve a goal (instrumental function). Someone takes a particular stance towards an object on the basis of his/her thought to what extent the object of the attitude can be used as a tool or instrument to achieve desired goals. If the object supports in achieving the goal, then people will have a positive attitude towards the object, and vice versa. This function is also often referred to as the adjustment function because by behaving in certain attitude someone will be able to adapt to the environment. This study will identify the attitude of UPSI students in learning foreign languages to achieve learning objectives.

This study focused on three components namely attitudes, interests and perceptions of students towards learning of foreign languages in UPSI and the socio-educational model (Gardner, 1985). In addition, the integrative and instrumental factors would also be seen indirectly in the component of student's attitudes. Component of attitudes refers to the tendency of acting, thinking, perceiving and sensing in facing an object, idea, situation or value. Attitude is not a

behavior, but it is a tendency to behave in a certain way towards the object of the attitude.

1. Attitude as a function of knowledge. This means that a person's attitudes towards an object will reflect knowledge of the person. In the situation a person's knowledge about something is not yet consistent then it will influence that person's attitudes towards the object. Positive attitudes will give positive results coupled with existing knowledge about the foreign languages will be able to help students to learn through.
2. There are many possible reasons for studying a foreign/second language. Probably a major number of language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has a special position here since it has become the international language of communication. Some language students find themselves living in a target language community either temporarily or permanently. The students would need to learn English to survive in that community. Students who are going to study at a university in the USA, UK, Australia or Canada, on the other hand, may need English so that they can write reports or essays and function in seminars.

On the other hand, perceptions refer to a person's activity in the process of giving impressions, judgments, opinions, senses and interpreting things based on the information gathered from other sources (perceived). Through perceptions we can recognize the world around us, which is the whole world that consists of objects and human beings with all the occurrences (Meider, 1958).

The component of interest is an abstract psychological process that is represented by the whole activities; there are objects that are considered as valuable until they

are known and desired. Subsequently, the psychological process develops tendency towards something, desire or passion towards something. The feeling of interest raises a strong desire towards something. This desire is caused by an urge to reach for something such as an object, person, activity, and so on. Meanwhile, motivation is a matter that evokes, maintains, manages and conveys the behavior for a particular purpose. Interest is a psychological element as a source of motivation. Interest encourages (motivates) someone to act and do something according to the interest. There is a close link between the interest and this demand for gratification. Gratification is obtained from the deed (actualization) of interest; this interest will motivate someone to do something. Interest, perception and motivation will affect the student's behavior in learning foreign languages and determine triumph of the learning process.

Integrative orientation refers to the cause for an individual to learn second language for the purposes of interaction approaches or understand the community of the second language (Gardner, 1985). Integrative motivation refers to a will or desire to be like the community members of the other languages and have a relationship with the community (Gardner and Lambert, 1972). They strive to interact and communicate with native speakers of that language, and even accepted as a member of the speech community. When a person becomes a resident in a new community, integrative motivation is the main key in helping the learner to increase efficiency level of the language. In order to be a part of the other community members, a person needs to socialize in the community. A learner with high integrative motivation holds natural interest in the community of the second language. They

learn the second language for the purposes of communication and get contact with the community and the culture of second language community (Littlewood, 1984, in Azlina 2009).

1.4 Factors Affecting Students 'Attitudes

What has mainly interested researchers in foreign/second language learning is the correlation between the learner's affective state and his proficiency level. Studies have shown that the learner who develops and acquires positive attitudes learns well and more. This means that there is a close and direct relationship between the nature of attitude and the learning outcomes. As a result, a number of scholars have started to look for the determinant factors that may be influential in shaping language attitude.

1.4.1 Affective and Personality Factors

a) Affective Factors: According to Gardner (1985), these factors can be divided into two categories:

□□ Factors that precede the learner's learning experience: Learners may develop different attitudes before being placed in the learning situation which may provide a positive or a negative predisposition towards language learning in the sense that the impression that the learner have towards the language play a role in determining his attitude towards the learning of that language.

□□ Factors that develop during the learning experience, the learner can develop a variety of attitudes about the learning situation which may be useful in determining success in language learning. That is to say rejecting or accepting the learning

process depends on the attitude that the learner have toward the language. For instance, the learner can build negative attitudes if the learning situation causes anxiety.

b) Personality Factors: Personality characteristics can also have an impact on language attitude. The learner needs to be opened to the culture of the language being learnt. So someone who is ethnocentric is likely to hold negative attitudes towards the other language and predisposed to learn other languages with difficulties as opposed to someone who is anomic. Another personality trait is the extroverted learner. Strong (1953) is among the researchers who claim that the extroverted individual is the one who display positive attitudes that help him to learn faster and easier and is likely to communicate with other speakers of the target language and is exposed to more input than that of the introvert. Ellis states that “extrovert learners are sociable, risk taking, lively and active, whereas introvert learners are quiet and prefer non-social activities” (1994:518).

Another negative factor is inhibition. Inhibition in fact can act as a hindrance in learning the target language. The inhibited learner always hesitate to say anything in the other language, it prevents the individual from being successful learner due to his fear from being negatively judged or criticized when acting in the foreign language.

1.4.2 The Context

Just like the previous factors, social context or the setting where language learning takes place can also have an impact on the learning process.

Gardner (1988) explains this by exemplifying the social status of foreign/second language in relation to the learner's own language. For instance, if the target language community is the dominant one, the learner by solidarity may assimilate with the target group and this can impact his attitude towards the target language. Other sources of influence may include people with different social roles whose attitude can be significant in the process of learning a new language. For instance; parents, learners and teachers' attitudes can have a significant impact on the learner.

1.4.3 Attitudes and Motivation

Learner's motivation is regarded as a key factor which influences the role and success of second/foreign language learning (MC Donough, 1983; Ellis, 1994). Mc Donough (1983:142) states that "motivation of the students is one of the most important factors influencing their success or failure in learning the language".

The correlation between attitude and motivation has been regarded as one of the major concerns of language learning research. Gardner and Lambert (1972:3) state that "his (the learner) motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself". Motivation according to Gardner (1985) is seen as referring to the extent to which the individual works or strives to learn the language because of the desire to do so and the satisfaction experienced in this activity.

Some scholars have suggested that attitude and motivation are closely related. According to them, integrative and instrumental motivations reflect the basic attitude of the target culture, for example, English speaking American's positive attitude and desire to understand Hispanic Americans will lead to high integrative

motivation to learn Spanish. In the same line of thought, Lifrieri (2005:14) asserts that attitudes are necessary but insufficient indirect conditions for linguistic attainment only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning and to attainment.

When discussing the roots of motivation to learn a second language in the educational context (Gardner & Lambert 1972; Gardner, 2001 Lantolf & Pavlenko, 2001), one must focus on an individual's attitude toward the L2 community and the goals or orientations sought through the acquisition. Gardner and Lambert (1972) examined the relationship between motivation and learners' attitude toward L2 learning. These authors provided a differentiation between the core of motivation and orientation as an interpersonal quality (termed 'integrative orientation'); and one that has a more practical quality ('instrumental orientation'). Learners who are motivated instrumentally learn a language for more extrinsic reasons, such as the possibility of a better job or reasons related to travel. In contrast, interactively motivated learners possess an internal desire and genuine interest to connect or integrate with the target language or culture, or they have an intrinsic goal, such as improving global mindedness. This study uses Gardner and Lambert's (1972) construct of integrative (motivation, desire, and attitudes toward learning English) and instrumental (future career or practical uses) orientations to measure students' motivation for studying English as a second language.

1.5 Foreign Language Learners

In the EFL context, teachers meet learners with different skills, learning style, competences...etc. So they should be aware of which type of learners they are dealing with, and what their language competences are.

1.5.1 Types of Learners

David Nunan (1989) argues that in ESL and EFL classrooms there are four types of learners: concrete learner, analytical learner, communicative learner, and authoritative-oriented learner.

Concrete Learners are those kinds of learners who enjoy the social aspects of learning, i.e. they are interested in language use rather than language as a system; they enjoy games and group work in class.

First analytical learners; this type of learners give much interest to grammar rules and they focus on the reading skill (they read English books, newspapers, articles... etc). They like quiet and well organized learning environment. Besides they use logic to defend their arguments, in other words we can call them autonomous learners. The second type is communicative learners ; This kind of learners focuses on the listening and speaking skills. They learn new concepts through fruitful communication with native speakers, or by watching TV (English films or documentaries). They believe that the key of reaching a high degree of proficiency is by practicing the language not only in the classroom but also outside.

The third type is authoritative-oriented learners, and we can call them visual learners because they acquire new words/ concepts through reading and writing i.e. by seeing them; they write everything in a notebook .They study grammar from

specific to general. Besides, they push the teacher to explain and clarify all the aspects of the lecture/lesson by asking much more questions.

In EFL context, two types of learners can be added to the mentioned ones, which are **introverted** and **extroverted** learners (Likewise Rossier, 1976). Introverted learner just absorbs knowledge and does not try to make it into practice or share it with peers, as he/she learns from limited sources. Whereas, extroverted learner has a strong desire to engage in exchangeable contexts and acquire knowledge from different sources through interaction.

The classroom setting is like a laboratory, different types of learners interact with each other by using different learning strategies and techniques. These differences are guided by learners' inner characteristics and psychological qualities which are discussed in the following part.

1.5.2 Learners Differences

There is a set of factors that may affect the learning process, namely the influence of the first language or the mother tongue, social and cultural life, types of classroom inputs, learners' readiness and perception of this language ...etc. And the learners' inner characteristics let them to react differently towards these factors. In this vein, educators made a basic distinction concerning learners' differences in terms of age, gender, motivation and attitudes, personality, learning styles and strategies, and intelligence and aptitude.

1.5.2.1 Age

Young learners are optimally supposed to acquire a second language and learn foreign one easier and better than adults. A young brain can store a huge amount of items and vocabulary, as it can undertake grammar rules easily. In contrast, adult learners may face some difficulties for instance, in grammar, they cannot remember rules.

1.5.2.2 Gender

It is highly argued that males and females have different cognitive processing. OK (2003, 9) states that "according to several studies, the sex of the students makes a significant difference in learning a second or a foreign language". According to Baron Cohen (2003, 4) "Females have also been shown to have better language ability than males" (Lutchmaya et al, 2002). Males learn foreign languages, especially English, in order to access to science and technology and being aware of all what is considered as new and important in the world. However, females view foreign languages as a soft elegant touch that adds a considerable value to their personality.

1.5.2.3 Personality

We can distinguish two types of personalities extroverted learner (who enjoy a wide range of social, interactive learning tasks e.g., games, conversations, debates...etc), and introverted learner (who prefer more independent work) .The personality of the learner plays a major role in the influence on his/her language learning and acquisition.

In addition, Likewise Rossier (1976) suggests that the oral fluency correlated significantly with extroversion and introversion subject matter.

1.5.2.4 Learning styles and strategies

Learners always tend to use the appropriate techniques and strategies that suit their learning style. In this field of study, a basic distinction can be made among the three mentioned concepts (learning technique, style and strategy). *Learning style* is the "characteristic cognitive, affective, and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" Keefe. J.W (1979). A learning style can be visual, auditory, kinaesthetic and tactile. The ways learners use to perform in the classroom and interact while studying are called learning techniques. When these techniques are combined with each other to develop an idea or improve a plan they form what is known as learning strategies. The latter has been defined as "specific actions, behaviours, steps, or techniques students use –often consciously- to improve their progress in apprehending, internalizing, and using the L2" (Oxford, 1990). Learning styles, techniques and strategies can be varied from one learner to another, because they perceive the learning subjects and environment differently. Accordingly, learners are classified into innovative, analytical, common sense, and dynamic learner.

1.5.2.5 Intelligence and aptitude

The intellectual development has strong effects on mastering the learning process. Learners with a high level of intelligence view things from a large different angle

which make them perform better. Ellis (1985:11) defines aptitude as "the special ability involved in language learning and its effects are measured in terms of proficiency scores achieved by classroom learners". On the other hand, intelligence refers to the "general ability that governs how well we master a whole range of skills, linguistic and non-linguistic" (IBID). According to Gardner's model as cited in (Norris-Holt, 2000; 2) "In a formal setting intelligence and aptitude play a dominant role in learning". Therefore, learners' intelligence and aptitude differentiate their way in selecting the suitable techniques and strategies for learning, as they influence their innovative capabilities and language competences.

1.6 Learners' Language Competences

Language is a complex system that underlines a set of rules and principles. It is a system of sounds, words, patterns etc used by human to communicate thoughts and feelings (Oxford dictionary, 1989; 700). It is universally argued that language is a tool/means of communication. Thus, language and communication may share or meet together in certain points or under one broad term, for instance the term "Competence". Competence is an umbrella term that covers a range of skills and abilities, and a set of knowledge and awareness about the rules of a language that are performed differently depending on the contextual requirements or needs. Learners' language competences can be a linguistic competence, communicative competence, or pragmatic competence.

1.6.3.1 Linguistic Competence

According to Fisher (1984; 35) "Linguistic competence may be thought of as the learners' knowledge of the structures and vocabulary of the language and his ability to produce and comprehend well-formed sentences in the language". Noam Chomsky introduces this concept in relation to generative grammar. He concerns grammar rules as the skeleton of the language that governs the correct use of structures in concrete situations. In this theory, he points up a basic distinction between "competence" and "performance" concepts. He claims that competence is the ability of speakers to understand and produce an infinite number of correct sentences which they have never heard before. In this sense, it is the set of rules underlying all grammatical utterances in a given language; whereas performance is the realization of these rules in actual concrete situations.

1.6.3.2 Communicative Competence

The term communicative competence was coined first by the scientist Dell Hymes in 1972. It refers to the speaker's ability to understand and use language effectively to communicate in authentic social and school environments, with a full awareness of language analytical levels (grammatical level, syntax, semantics, and the phonological level). According to Canale and Swain (1980), and Canale (1983) the term communicative competence comprises four main components that are:

a) Grammatical competence

Is knowing how to use grammar, syntax and vocabulary of a language.

b) Sociolinguistic competence

Having the awareness of:

- Social rules of language (formality, politeness ...)
- Nonverbal behaviors
- Cultural references (idioms, expressions, background knowledge)

c) **Strategic competence**

It is the ability to compensate for inadequate or inappropriate linguistic sources, while performing a second or a foreign language, by using suitable alternatives that meet the target of the communication successfully.

d) **Discourse competence**

It refers to the ability to master an extended use of language in concrete situations in terms of cohesion and coherence.

1.6.3.3 Pragmatic Competence

Oller defines pragmatics as: "the relationship between linguistic contexts and extra linguistic contexts. It embraces the traditional subject matter of psycholinguistics and also that of sociolinguistics" (1970, p19). Pragmatics has to do with the practical use of language which is usually guided by the speaker's knowledge and culture, or the contextual needs. On the other hand, Pragmatic competence refers to language users' ability to express their opinions or thoughts with a logical accordance to the actual settings.

1.7 Conclusion

Due to the paramount role of English worldwide nowadays, and its significant status it developed progressively from being an international language to a global one mastering it becomes a necessity in order to be able to engage in further academic as well as professional career. The reasons for which English has been introduced as a compulsory module learned from one domain to another depending on the learner's field of interest .Learning attitude has been carefully explored to find out the major factors that may affect such trait and what is the relationship that exists between attitude and learners' achievement.

The attitudes in this study were particularly appertained to the students' interest towards learning English as a foreign language, their motivation to master it, their difficulty in learning English grammar and also the importance of English for their future. Conducting a research design and a methodology including the sampling, research informants and research instruments were necessary to obtain the needed data.

Chapter Two

Research Design, Analysis and suggestions

2.1 Introduction

This chapter aims at exploring the situation of the English course at the department of French. The first part deals with a general background of French department in the faculty of Foreign Languages at Tlemcen University as well as an overview of the English teaching situation in the French department. Then the second part provides a description of the research design, the informants under investigation and the research instruments. The gathered data was analyzed both qualitatively and quantitatively.

2.2 Research Design and Procedure

Due to the fact of being interested in in-depth data regarding the actual situation of English language in Algeria, particularly in the department of French and in teacher's and French student's vision towards English courses, the researchers opt for a case study approach. Thus, the present research is a case study of third year French students at the University of Tlemcen. The aim is to describe and present the situation through investigating French students' attitude and propose solutions to the observed facts. It is exploratory in nature, i.e. It represents the value of English course for French students (To how much extent their English courses are valuable for them) in order to find out some solutions for improving the existing situation.

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French students at the University of Tlemcen. The aim is to describe and present the situation through investigating French students' attitude and propose solutions to the observed facts. It is exploratory in nature, i.e. It represents the value of English course for French students (To how much extent their English courses are valuable for them) in order to find out some solutions for improving the existing situation.

2.3 Sampling

The target population of this study is third year French students, during the academic year of 2018-2019 in the faculty of Foreign Languages, the department of French at Abou Bakr Belkaid, university of Tlemcen. The selected sample is composed of sixty eight students, having approximately the same age; all the participants had been studying English for three years. The English language has a great impact for their achievement and success, not every student has recognized it yet, and is aware about its vitality, that is why it worths investigating their "attitude" towards English courses.

2.4 Participants 'Description

In order to collect reliable data, the researcher interviewed three teachers of English at the French department and the responsables in French department also, they have between five to ten years teaching experience and they hold the same high diploma "Doctorate». In addition to sixty eight students in the third year Licence; they had been studying English as a compulsory module for three years.

2.5 Instrumentation

The researchers' work is based on collecting and analyzing data then drawing a conclusion about it. In fact, data takes a variety of forms, including measurements,

observation...etc. The current study data was carefully collected using a student's questionnaire and a teacher's interview, in addition to the classroom observation in order to achieve an overall understanding of what is actually happening in the teaching/learning situation under investigation, and finding out the factors that affect such situation positively or negatively.

2.5.1 Students 'questionnaire

The questionnaire is the first instrument of research used in this study(Appendix C) and(Appendix D). It is done to Third year License students of French department. It is the most suitable instrument for the selected participants. According to Richards (2005:6):“Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with large number of subjects, and they obtain information that is easy to tabulate and analyze.”

That is to say, the questionnaire is the most appropriate tool for a large number of respondents. Besides, it is easy to be analyzed, because the researcher will have responses to the questions he/she is looking for and which will be dealt with using both the qualitative and quantitative method.

It was delivered to the participants in both languages French and English and it's up to them to choose the language they master in answering the questions given.

2.5.2 Teachers 'Interview

The present research opts for two semi-structured interviews. (Appendix A) and (Appendix B), that are a complementary instruments to the questionnaire for providing further explanation and accuracy of the result. The first interview sheds lights on the English teacher's evaluation to such a situation and the students'

readiness to tackle their course based on their attitudes towards English (from the teacher's perspective) .Three teachers were interviewed ; They teach English to students of French department. The following semi-structured interview consists of 2 rubrics (See Appendix A). The first rubric seeks to gather information about the teacher. It contains questions about, qualification and years. The second rubric

Contains questions concerning the students in his/her classroom as; their proficiency level in English, their motivation and awareness about English course which may affect their attitudes towards English, as well as teachers are asked which techniques that use to avoid boring sessions. Finally, an open question was provided to the respondents to suggest ways and techniques that can stimulate students' motivation to learn English.

And another one (Appendix B) was delivered to the teachers responsables of the French department written in French in order to collect data about he/she point of view concerning the English module and her/his level in English.

2.5.3 The Classroom Observation

The classroom observation was conducted in order to verify the data received from students' questionnaires and teachers 'interviews by seeing the languages used in classroom. According to Edwards and Talbot (1994), the use of class observation emerged from the fact that it might lead to new results that back up the study. This semi structured-observation included both predetermined checklist table and written notes; this combination facilitated the organization of my observations. The observation gave the researcher the opportunity to check:

- a. The language used by both students and teachers.

- b. Students' level.
- c. Language difficulties and its impact on their attitudes towards English.

The observation was based on the following checklist table:

Table 1.1: Classroom Observation Checklist Table

Teachers	Students
-What is the language used by teachers? -Do they oblige students to participate during lectures in English?	-Do students participate? _Which languages do they use? _Do students find difficulties when using English? Why?

2.6 Data Collection Procedures

It took about five months (November to April) to carry out the procedure of data collecting, which consisted of classroom observation, the questionnaire and the interview.

All the participants were encouraged to answer the questionnaire with the presence of the researcher who gave some students some clarification and explanations about some questions that they didn't understand. The majority of students took more time (about 10 to 15minutes),some of the participants found some open-ended questions quite difficult to answer; these questions were perceived as more time-consuming than close-ended questions. On the other hand the teachers 'interview was a set of six questions .They took a form of a conversation .The core of this latter was about teachers' observation in action, i.e. they provided an overview about students' reactions that were observed during the lecture, and the challenges they faced while

presenting their lectures. And the classroom observation was conducted with the same groups who answered the questionnaire. The table checklists were filled and prepared for the analysis.

2.7 Data Analysis and Interpretations

This part is a space for exposing our data. The results will be sorted according to the research instrument used.

2.7.1 The Interview Results ‘Analysis

Question One: Do you think that English is important for your students?

All the teachers agree that English is really important for students’ future carrier, while others consider that their students necessitate the English language for both further studies and future professions.

Question Two: How do teachers evaluate students ‘proficiency level in English?

Two teachers evaluate their students ‘proficiency level in English as being beginners and the other one as intermediate in the English language, i.e. their level varies between bad and average. Another teacher states that the majority of his students are beginners while another one classifies them as intermediate. But in general, it seems that they vary between beginners and intermediate.

Question Three: What are the difficulties that teachers face in teaching English?

This question was formulated to see the major obstacles encountered when teaching English in other departments and especially in French department, all the respondents affirm that the time allocated to teaching English (1 h and a half per week) is not sufficient and it should be more considered. One of the teachers

suggested that in order to develop students' communicative skill in English, they should study English for at least 4 or 5 hours per week.

Another problem cited by two teachers is students 'lack of motivation; they justify their answers that because English module has a low value as compared to the specialty modules. Whereas the other teachers affirm that his students are motivated, he justified his response by his students' regular attendance in classroom, and their accomplishments of their assignments and home works. Besides this one of the teachers mentioned that the number of students cause an obstacle in teaching English; they are almost one hundred and twenty one in the classroom, so it's difficult to control them and to have a quiet environment to learn.

Question Four: How do students seem during the English lecture?

The aim of this question was to elicit data on students' feelings towards the English course,

Two teachers stated that students seem so excited and interested during their sessions, and they added that they could see that in their behavior when they ask questions and try to know more. While the other teacher claimed that they feel bored and not interested during her lecture.

Question Five: Do students engage in classroom participation?

The answers obtained from this question indicate that the entire interviewees (100%) stated that students "**sometimes**" engage in classroom participation.

Question Six: How do teachers motivate students?

The two teachers said that they motivate the students by trying to spread curiosity among them and providing extra marks for students who answer the question given

by the teacher in a specific time in addition to that they use words like “good job” or “nice work” to make them feel important, on the other hand the other teacher prefer to praise

Question Seven: Which strategies do teachers use to avoid boring sessions?

As for the results, 33,33% of teachers indicated that they incorporate story telling into their lessons to avoid boring sessions, while 66,67 % use students interest to their advantage.

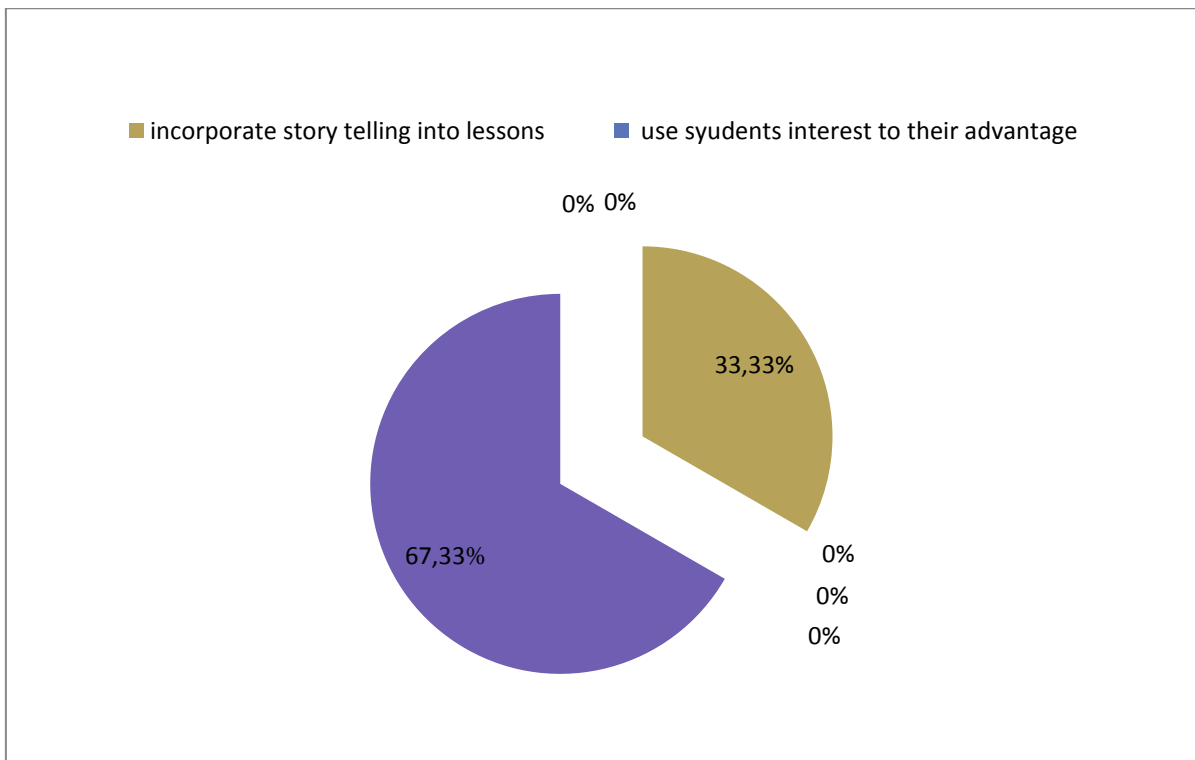


Figure 2.1 Strategies used by teachers to avoid boring sessions.

Question Eight: What can teachers suggest to raise students positive emotions?

This question attempted to obtain an idea about the techniques that are used by teachers in order to make students overcome their emotional barriers that may prevent them from learning English. Teachers invite students to attend English conferences and provide them with books and short stories. In addition, they suggested relating their social life to their studies in a humor way.

2.7.2 The Interview Results ‘Analysis: French version:

In order to cross-check the results achieved, a semi-structured interview was used as a second instrument.(Appendix 3). It was addressed to three responsible of the department of French. After a preliminary analysis of French students’ views towards English course and the situation of English teaching as far as their target needs are concerned (from the perspective of the learner), the following interview provides further explanation about the teacher’s experience in the field, their level in English as well as the attitude his/her hold towards the English language, besides the advices that they can give to students in French department.

Findings of the questions of each rubric were as follows:

Rubric 1: Teacher’s Profile

Teachers are two males and one female. Among them, two have a doctorate in French language, and one have a magister degree .Additionally their teaching experience vary between ten to fifteen years.

Rubric 2:Question One: Do you think that English is important for students in your department?

All the interviewed teachers agreed that English is important for students in the French department; they justified their answers that it is the international common

tongue; that is to say English is the language used in all over the world, in addition to that they have mentioned that English provides access to broader documentation.

Question Two: How do you evaluate your level in English?

All the participants from the interviewed teachers evaluate their level in English as being beginners; they stated that they have an A2 in English.

Question Three: Did you use bibliographic references written in English in your research?

All the teachers affirmed that they have used bibliographic references written in English, they added that all the data needed is written in English not in French because it is the international language, even though in conferences they use English this is why they had to learn English from the start to compensate what have missed during their years of study.

Question Four: Do you regret not giving equal importance to the English language?

The interviewed teachers regretted not giving so much importance to the English language because they thought that they will need only French and they added that in their academic research they have faced some difficulties because all the bibliographic references are written in English so they had to ask help from students who study English to help them which made some of them feel embarrassed.

Question Five: What can you give as advice to students in your department?

All the teachers agreed that English is really important and students should give it more consideration because they need it in their future academic research .

2.7.2 The Classroom Observation Results

The first remark that was observed when entering the classroom was that no more than 30 students attended English classes in comparison to other lectures. It shows that students do not take English seriously since it is not the language of instruction and is taught as a single module, once a week. During the lecture, it was noticed that only a couple of students were able to participate easily, the others were passive. In fact, English classroom participation depends on the topic they deal with. If the topic rings a bell and sparks students' attention, students would try to answer. Teachers sometimes provide their students with opportunities to practise and allow them to answer in English mixed with French words. It is also observed that some teachers of English focus their attention only on English grammar, students need to develop their vocabulary, especially the one related to their field of study.

2.7.3 Students Questionnaire Results Analysis

The results has shown that all students except six have chosen to answer in French rather than English because their level in English is weak

Question One: How do you consider English?

The results obtained from this question show that 39.13% of students denoted that English language is important for their academic research. Indeed, 52,18% considered English as a prestigious language; whereas, 8.69% perceived English as is not an important language. The results are presented in the figure below.

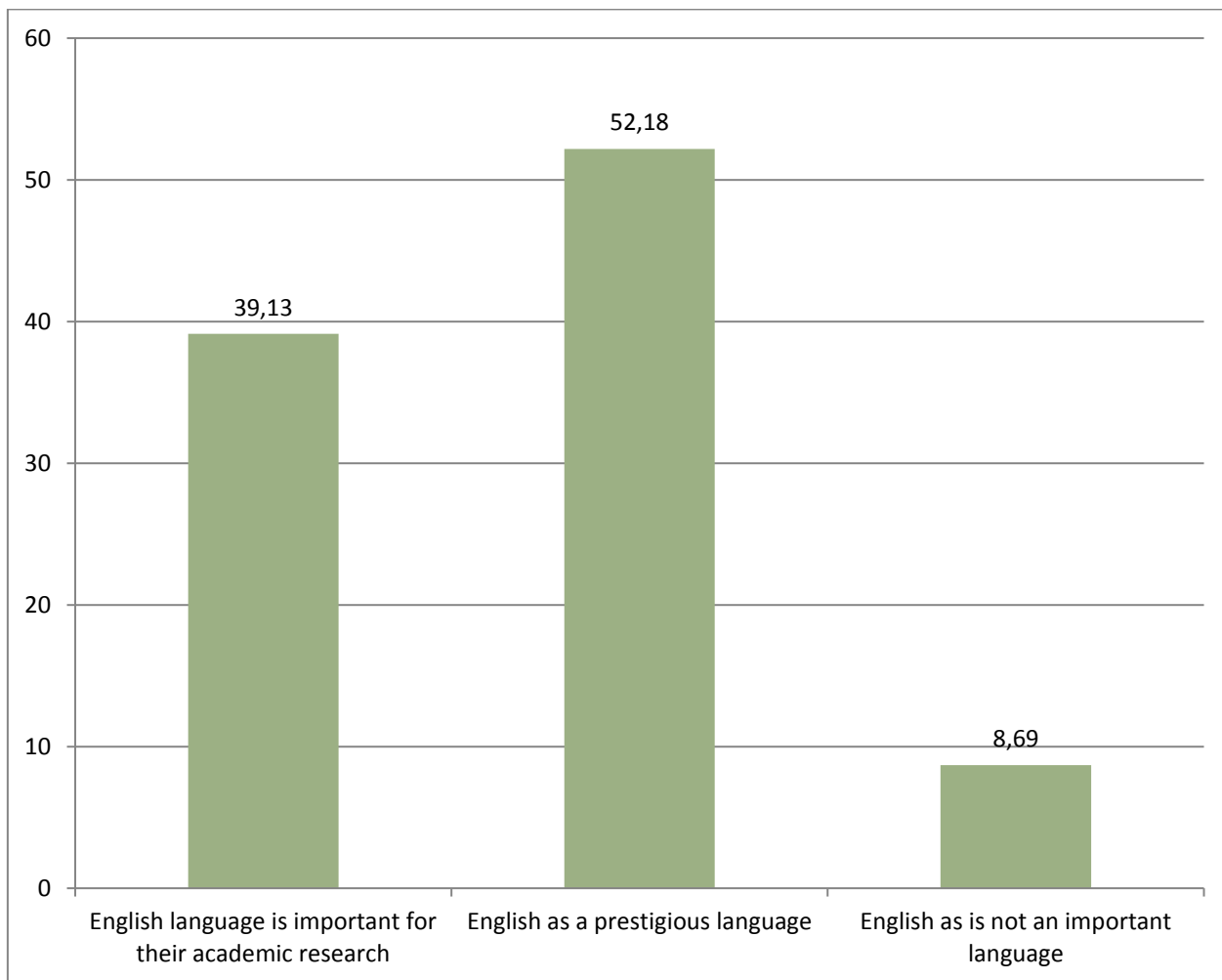


Figure 2.2 students' considerations about English language

Question Two: Which language do you use to participate in the classroom?

The results obtained from this question show that 44 of students use French to participate in the classroom because they don't master the English language, so they feel more comfortable and relaxed when using French, and the rest 24 students use English; they stated that they like to train themselves to talk in English during the lecture and if they make a mistake the teacher will correct them in addition to that they have mentioned that it is a session of English so they are obliged to use English not French.

Question Three: How do you evaluate your proficiency level in English?

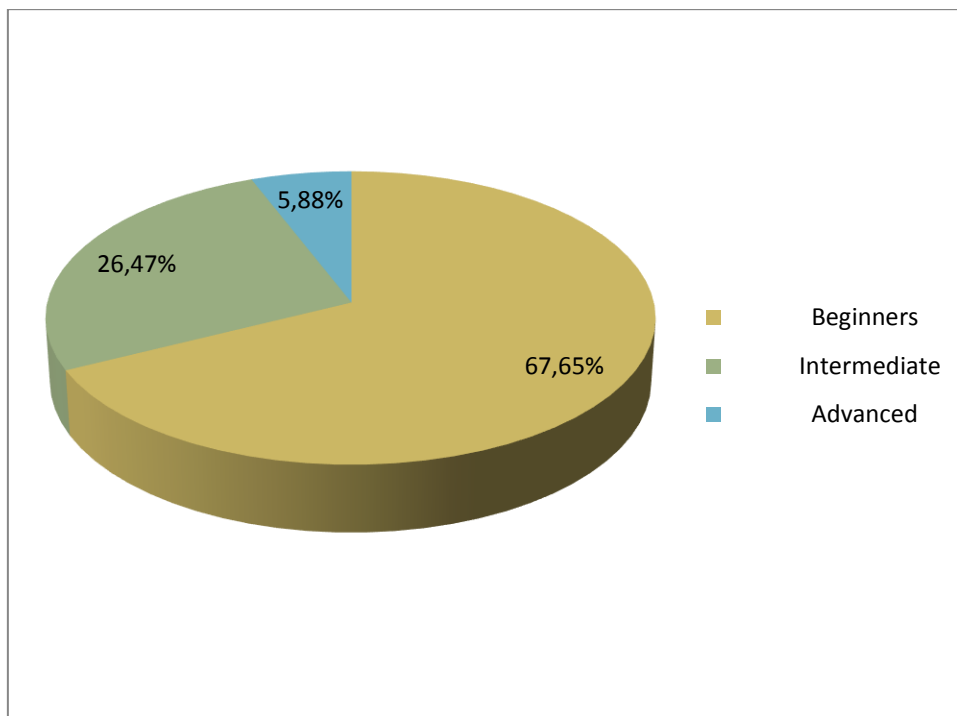


Figure2.3 Learners' Level of Competence

The results showed in the table and the figure above, according to students' answers, reveal that the majority of learners vary between beginners and intermediate in their level of proficiency in English (94,12%). While, only 5,88% of students have an advanced level in English.

Question Four: Do you like English course? Why?

The results obtained from this question show that 67,65% of students like the English course due to different reasons. Some of them justified their answers by saying that English is the global and the international language of communication, others claimed that their English course helps them to develop their English and the speaking skill in particular; the remaining stated that they need English for their academic achievement. Whereas, 32,35% of students answered with no; they do not

like the English course because they don't master the language so they face difficulties in understanding some concepts.

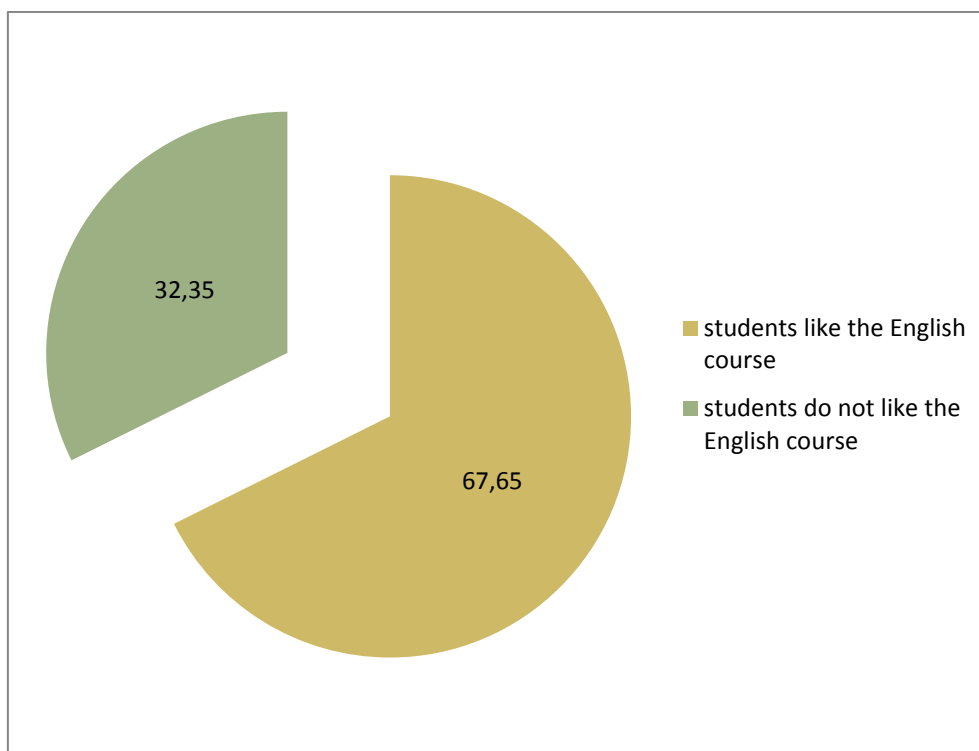


Figure 2.4 Students feelings towards the English course

Question Five: Do you like the teachers' way of presenting the lecture?

The target of this question was to elicit data on students' opinion concerning teacher's method of presenting lessons, and if it meets their needs. 42 of students answered with yes, that they like the teachers' way of presenting the lecture because the teachers try to motivate them and to facilitate the language learning process, the rest 26 answered with no; they justified their answers by saying that their teachers use traditional way of presenting the lecture which make the learning process boring and not interesting.

Question Six: When studying English how do you feel?

The target of this question was to identify the nature of students' feelings while learning English. It intended to demonstrate learners' emotions spread in classroom climate during the instruction. Indeed, only 26 informants stated that they feel happy, confident, trust, surprised, excited, satisfied, interested and relaxed. However, the remaining 42 informants claimed that they feel bored, nervous, anxious, sad and disgust.

Question Seven: What are the sources of these emotions?

This question has a tight relation with the previous one, because the sources represent, in other words, the reasons that evoke the mentioned feelings. The results obtained show that 61,76% of students stated that the sources of their feelings were driven from their fear of speaking English, fear of students mocking; unexpected results and they do not understand meanings. In contrast, 38,24%, claimed that they react positively due to positive learning environment, teachers' attitudes, obtaining good marks, dealing with motivating learning activities, being praised by teachers and feeling confident during the session.

Question Eight: How do you feel when you speak English

The results of this question show that 23,52% informants stated that they feel happy, interested and curious for knowing more. On the other hand, 76,47% informants said that they are not interested.

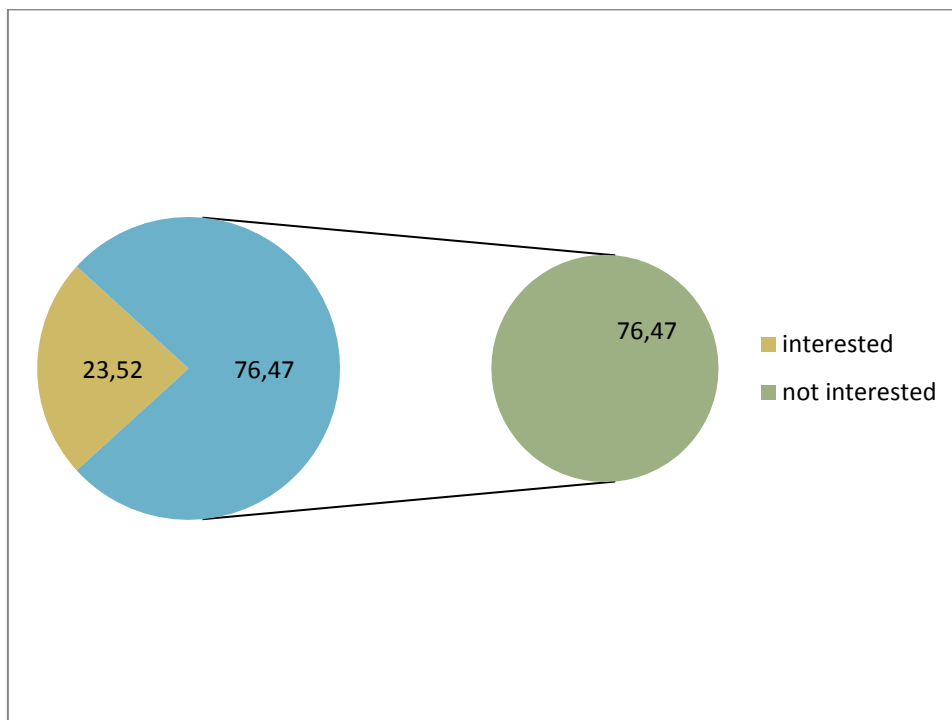


Figure 2.5 Students' feelings while they speak English

Question Nine: How do you feel when the teacher asks you to answer a question?

The results found show that 8,82% feel confident when they are asked to answer a question , and 61,77 % feel confused when the remaining 29,41 % feel worried .The figure below show that

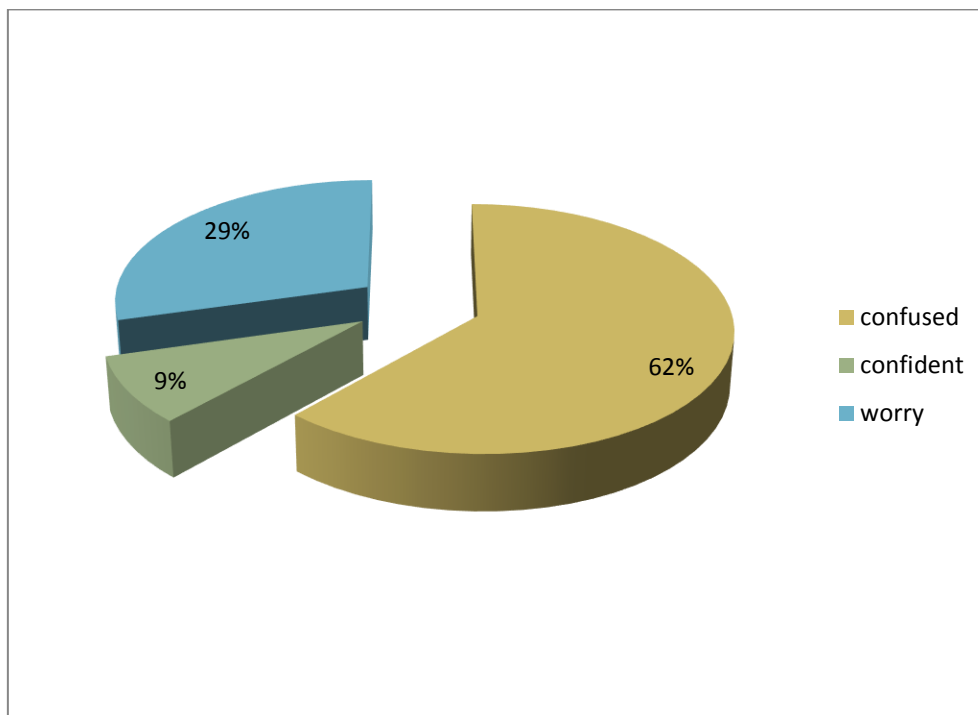


Figure 2.6 Students' feelings while they are addressed to participate in English

Question Ten: What kind of difficulties do you face when learning English?

When asking learners about their difficulties when learning English ,10,39 % of them claimed to have difficulties at the level of pronunciation, i.e. confusing words like :knife in which the “k” is not pronounced ,16,18 % of the informants pointed that their difficulty is at the reading comprehension level, that is to say not understanding some concepts . While the majority, 41,18% have difficulties at the written expression level because of their insufficient language vocabulary ,furthermore 32,35 % have difficulties when listening to the teacher and they added that because they speak American accent and students are not familiar with it.

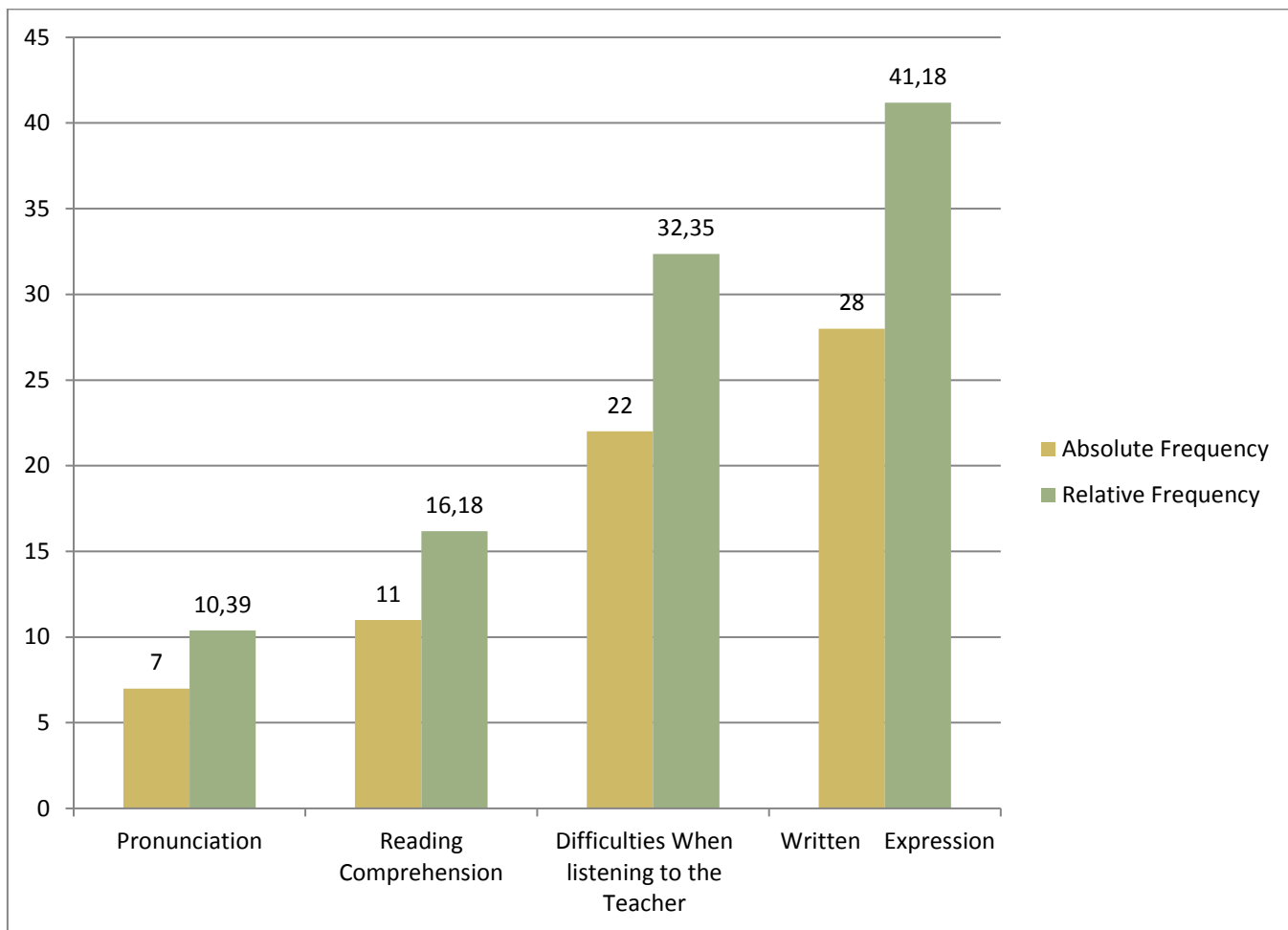


Figure 2.7 Students' difficulties towards learning English

Question Eleven: Do you think that technology will help students overcome their emotional barriers to use English?

All the respondents have answered with yes, that technology will help them overcome their emotional barriers ,because advanced technology offers tools for improving almost every facet of efforts to address barriers to learning and promote healthy development ; they mentioned that technology is expanding, and the possibilities seem endless so we should take advantages of.

Question Twelve: Do you think that technology will help you to improve your English?

All the students agreed that technology will help them improving their language; they stated that technology has become more central in our lives than ever before; so students can also benefit from the online distance learning industry , in addition to using iPads, tablets and e-readers like the Kindle so that students will be accustomed to a more interactive reading experience which is a wonderful future for English learners.

2.8 Discussion of the Results:

Consistent with the first hypothesis, research instruments findings revealed that the majority of students have negative attitudes towards the English course but they consider the language itself as an important language for their studies, an important tool for communication in social networks, and a prestigious language. In accordance with some teachers' opinions, students feel bored, not interested during the instruction. . As far as the questionnaire is concerned, students' negative feelings were inspired from teachers' attitudes, negative learning environment. Although teachers pointed out that they incorporate humour into lessons and use students' interest to their advantage in order to avoid boring sessions provide extra marks, in order to stimulate their interest and motivate their interaction. As it worth stating, some teachers indicated that a group of students are interested in the English course. This truth was supported by students' answers who claimed that they do not have a strong desire to learn this language and engage in classroom participation, because

they face difficulties in understanding meanings and manipulating grammar rules. They find them complex and difficult to be understood. This latter, thus, makes them fear of speaking that language because they are, in fact, fear of peers' mocking, or obtaining unexpected results. Consequently, they feel bored, disgust anxious, nervous and sometimes sad.

Regarding the second hypothesis, teachers' answers confirm that they promote students' motivation by writing honorific expressions on exam papers as remarks for those who gain high grades. Moreover, they provide extra marks for the first correct answer. In addition, they praise succeeded learners at the end of the term which makes them feel proud, as they use enthusiastic expressions in classroom communication in order to make them aware about their studies with a positive manner. Furthermore, teachers attempt to overcome students' negative feelings and bad stereotypes by treating their weaknesses positively, increasing remedial work and compensate students' knowledge gaps. In addition, they encourage group work which allows knowledge exchange among different intellectual capacities, as they focus on learners' positive side and try to improve it. To this end, by overcoming the barriers of negative feelings in the classroom climate, students can rebuild their self-confidence thank to their teachers' attempts.

The results achieved from the research instruments confirm and ascertain the two generated hypotheses successfully.

2.9 Recommendations and Suggestions

After discussing the main results obtained in the present study, the following part will deal with some suggestions and recommendations for a better understanding of

the topic. This part aims at providing suggestions to how to raise and stimulate students' motivation, since the relationship between attitude and motivation is so strong, in that one affect the other and one cannot exist without the other. This part consists of giving answers to the questions: How can materials be integrated to achieve success in English learning, and how can the teachers provide a motivational environment taking into account the methodology and the teaching materials.

One of the most difficult problems that English teachers encounter is how to capture students' awareness and stimulate their motivation. In fact, the learning process will be more effective when the materials are motivating and relevant. Audio visual materials are now integrated in educational programs; they can make the learning process more vivid and dynamic. English classes must be equipped with audio visual materials such as videos, data shows, computers, projectors...etc, thus, the teacher should include the appropriate material to use when planning their lessons. In addition, English teachers and learners have an access to a variety of materials; texts, articles, newspapers, magazines...etc. (Bouklikha, 2011) Thus, in addition to the formal lectures provided by the teacher, he can guide his students to accessible materials that can help them to find the appropriate materials, in this way, the students will be more autonomous about their leaning as a result, they come to classroom with background which motivates them and raise their awareness towards the course studied. In addition to the printed materials provided in classroom, there are some online websites which permit the learners to share their ideas with other learners from different parts of the world with whom they share the

same field of interest, thus this gives them the opportunity to access to different online materials, take responsibility in the interaction and develop independent learning skills. (E.g. Online interviews, Video clips, Video conferences, advertising...etc).

Video conferencing is a communication technological means used for lectures; it can be either two ways of communication, or more, linked together with sound and video. A definition by the British Educational Communications and Technology Agency (BECTA, 2003), video conferencing allows people from different locations to see and talk to each other, exchange files and share computer applications. Thus the term is applied to a wide range of situations devoted to a small or large size of audiences chatting over the internet using Skype, Yahoo or MSN. Other benefit that students may have from videoconferencing technology includes librarians who can use video conferencing to develop strategies and enhance the quality of their service and delivery. Moreover, video conferencing allows students to meet no matter how far they are from each other, therefore, some lectures may not be available in the living location, but they may be available in another which students can reach only through videoconferencing (Bensafa, 2015). In addition, a regular attendance in classroom can be a tiresome process by both learners and teachers, thus, video conferencing offers a chance for nontraditional students to attend lectures with their teachers from their home. Videoconferencing can appeal to a variety of students' learning styles, including; video, audio clips, graphics, animations, break out discussions...etc, students will have the benefit also to meet experts, to share their point of views and perspectives, and they can also

attend conferences on a wide range of topics which they may not have an opportunity to participate or engage in. In a word, the use of technology can increase students' motivation towards language studies by helping them to choose among the range varieties of sources, topic, and activities the most appropriate for them. Technology also contribute to the authenticity of the learning process, it paves the way for getting an access to authentic resources in English learning context.

Recommendations

The findings of this study suggest that it would be helpful if the institute adopted a more flexible, less intensive curriculum and reconsidered the teaching hours to arrive at three-hours in a week, in order to preserve students' positive attitude and render it effective in learning the language, and allow teachers' sufficient time for reflection, creativity and adjusting to their students' needs. These recommendations coincide with Bassyony and Cooper Jr.'s (2012, 149) advocacy of the use of "flexible course content" which allows "more creativity, more teacher observations, and more learning opportunities". They also agree with Zainol Abidin's (2012) recommendations as he believes that in order to rectify students' negative attitude, curriculum should be reviewed to accommodate the needs of the learners and teachers should adopt a more communicative approach and utilize more attractive teaching methods and supplementary materials. The researcher also recommends that more emphasis be given to teaching vocabulary and speaking, allowing the students sufficient time for practicing and recycling the new words. Helping the students build a solid base of vocabulary will hopefully not only give them more

confidence in speaking, but it will also improve their writing skill. The ELI has a forum for speaking and another for reading, in which students present a topic, or talk about a book, but what students need is more practice on realistic, everyday interactions. In other words, they need conversations, not presentations.

Nowadays, to qualify for teaching students, either LMD or license students, we require perfect teaching materials in order to develop the individuals' capacity; for instance, the

integration of the use of information and communication technologies (ICTs) in the classroom and mainly the use of the Internet is more in terms of specialization-focused teaching units as well the integration of ICTs in the current system, the LMD system, is also at the level of high quality teaching that could be reached through the integration of new technologies as teaching materials. These disciplines are so current and so focused, thus they are important as new teaching units that meet the needs of English studies under the LMD system.

They also agree with Zainol Abidin's(2012) recommendations as he believes that in order to rectify students' negative attitude, curriculum should be reviewed to accommodate the needs of the learners and teachers should adopt a more communicative approach and utilize more attractive teaching methods and supplementary materials.

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their writing skill. The ELI has a forum for speaking and another for reading, in which students present a topic, or talk about a book, but what students need is more practice on realistic, everyday interactions. In other words, they need conversations, not presentations.

Suggested Research

Further research can be conducted to compare the attitudes and perceptions of French and English students. Also, research can be done comparing the attitudes of samples of students as they progress from one level (module) to the other, or comparing the attitudes of different levels of students in one module. Such studies can help in identifying and differentiating the expectations and the needs of the students, and devising a suitable curriculum for them, a separate one for each major, if needed.

2.10 Conclusion

This chapter tried to give an insight to the context under investigation: the faculty of Foreign Languages, French department. Additionally, some lights were shed on the teaching and learning situation of English in the department of French. Then, an analytical study of the current research topic was provided. From the analysis of the three instruments of research, the researcher can arrive to the conclusion that students of French department have a negative attitude towards their English courses taking into account their awareness towards the task as well as their attendance which is a clear indicator for their negative view towards English language, that is to say that the provided course is not interesting to stimulate their

motivation. So, the students' motivation can be more raised and stimulated through the use of technological materials and the internet search which make students always updated to newly published materials in their field of interest and it leads to the speed and the facilitation of language learning, as a result, the teacher becomes a guide on a side whose role is to guide his students to a variety of websites for further widening their horizon.

For this reason, the preceding title was devoted to the provision of some suggestions and remedial practices that would improve English teaching in general, and raising learners' motivation towards English courses in particular. Those recommendations had been, largely, based on the data gathered through this work as far as learners' attitude towards English courses is concerned.

General

Conclusion

General Conclusion

General Conclusion

Language attitude is, in fact, such an important factor that may affect learners' level of achievement in learning English. Thus the current study has focused on the concept of attitude with an English context and provided also some workable suggestions that may have a positive impact on learners' attitudes towards English. English teachers can also benefit a lot from this investigation so that to improve the English teaching and learning atmosphere. Therefore, the objective of this research is to explore the English learners' attitude towards studying English and trying to find suitable solutions for improving the situation. Two research questions summarize the main issues of the present research which are:

- 1) What attitude do French students hold towards their English courses?
- 2) How can French students' motivation towards learning English be stimulated?

The work was divided into two chapters, the first chapter was devoted to defining the main concepts and highlighting the main elements related to them, it begins with the position of the English language in the world, then it shifted to language attitude and finally it ends with an overview of factors that affect learners' attitude. The second chapter started with a description of the context where the research was conducted. Then it describes the research methodology of the study, after that the data gathered was analyzed and interpreted. The chapter was concluded with some useful recommendations on the basis of the findings obtained.

General Conclusion

The research questions asked at the beginning of the research have been answered and important findings were achieved. Regarding the first hypothesis which assumed that French students have negative attitudes towards their English courses, it was found that the majority of French students at Tlemcen University are not motivated to learn English even they are aware of its importance in their field of study. They acknowledge about the status of this language and its relevance to their domain of research. This was also confirmed by the majority of English teachers when interviewing them. Thus, this hypothesis is not confirmed. Moving to the second hypothesis which stated that the application of ICTs might be helpful for English practionners to stimulate their English learners' motivation and have a positive impact on their attitudes towards the English course, it was confirmed from the results obtained from both research instruments that the use of new technologies of information and communication may improve the English teaching situation.

Through this paper, we look at to what extent the LMD system influences our understanding and learning. This will contribute to the improvement of the way of studying the process of learning and teaching English, the development of new curriculum, and the understanding of language in use pragmatically.

It is worth at this level indicating that the researchers have progressively faced two types of limitations, notably the participants and the instruments. Participants who have taken part in this study are Third year French Lisence students and English teachers, the difficulty lies in collecting the required sample since the

General Conclusion

majority of students are absent all the time in addition to the difficulty of finding experienced English teachers. This fact may lead to a negative impact on processing and collecting the data. Moreover, the following case study is an attempt to explore the students' attitude towards their English courses which called for both qualitative and quantitative methods, but because of the restriction of time and the disability to find participants, such method has not been conducted, as a result this fact may have some effects on the data gathered from the questionnaire and the interview in addition to the classroom observation which may not lead to a triangulation of the results.

On the other hand, the sampling used was a small group because the research instruments were used at the end of the term when most of students were absent. To this end, this work can be developed more in the future by other researchers and reach a considerable value.

All through the present paper, the main issue addressed was the way the LMD system English Studies at Tlemcen University. To conceive this influence, a research project was conducted on different groups involved in this educational system: LMD students, teachers and Licence students. Through their positive responses towards the LMD as a viable system, we come to argue that the has affected the teaching of English as a foreign language (EFL) in the Department of French ,the implementation of the LMD system in English studies will promote the teaching of EFL in our universities because, as presented in a previous section, the LMD, in essence, is a system which aims at bringing new ideas in terms of its

General Conclusion

innovated pedagogic practices that are meant to improve the output of the university system.

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Appendices

Appendix(A) Students questionnaire English Version

Questionnaire for the Students

Dear students, I would like to ask you some questions in order to know your opinions about English courses, and your attitudes toward it. Your answers will be very helpful for my research project, with my great thankfulness.

1/ How do you consider English? Important for academic research

A prestigious language

Not important

2/ which language do you use to participate in the classroom?

French

English

Why?

3/ How do you evaluate your proficiency level in English Language?

Beginner

Advanced

Intermediate

4/ Do you like English courses?

Yes

No

Why?

5/Do you like teachers' way of presenting the lecture?

Yes

No

Why?

6/ when studying English how do you feel?

Happy		Sad	
confident		fear	
Trust		disgust	
surprised		nervous	
Excited		angry	
Satisfied		Unsatisfied	
Interested		Bored	
relaxed		anxious	

7/ what are the sources of these emotions?

motivating learning activities		fear of students' mocking	
feeling confident		fear of speaking English	
teachers' attitude		not understanding English	
Obtaining good marks		Unexpected results	
positive learning environment		Teachers' punishment	
Being praised by teacher		Self-encouragement	

8/ How do you feel when you speak English?

Happy		Interested	
Curious for knowing more		Not interested	

9/ How do you feel when the teacher asks you to answer a question?

Confident confused worry relax

10/ what kind of difficulties do you face when learning English?

pronunciation	
Reading comprehension	
Written expressions	
Difficulties when listening to the teacher	

11/ Do you think that technology will help you to overcome your emotional barriers to use English?

Yes

No

How.....

.....

.....

.....

.....

12/ Do you think that technology will help you to improve your English?

Yes

No

How.....

.....

.....

.....

Appendix (B) Students questionnaire French version

Questionnaire pour les des étudiants

Chers/es étudiants permettez moi de vous adresser ce questionnaire afin de connaître votre opinion sur le cours d'Anglais. Vos réponses seront très utiles pour mon projet de recherches. Merci pour votre collaboration.

1/ Comment considérez-vous la langue Anglaise ?

Importante pour la recherche universitaire

Prestigieuse

Pas utile

2/ Quelle langue utilisez-vous pour participer en classe (cours d'Anglais) ?

Français

Anglais

3/comment évaluer-vous votre niveau en Langue Anglaise ?

Débutant

intermédiaire

avancée

4/ Aimez-vous les cours d'anglais ?

Oui

Non

Pourquoi ?.....

5/ Aimez vous la façon dont le professeur présente le cours ?

Oui

Non

Pour quoi ?.....

6/ Quand vous étudiez l'anglais comment vous vous sentez?

Heureux		Triste	
sur de moi		peureux	
confiant		dégouté	
surpris		furieux	
Excité		nerveux	
Satisfait		Insatisfait	
Intéressé		ennuyé	
détendu		anxieux	

7/ Quelles sont les sources de ces émotions?

Activités d'apprentissage motivantes		Peur des moqueries des étudiants	
Se sentir confiants		Peur de parler en anglais	
Attitude des enseignants		Ne comprenant pas l'anglais	
Obtenir de mauvaises notes		Résultats inattendus	
Environnement d'apprentissage positif		Punis par l'enseignant	
Récompenser par l'enseignant		Auto satisfaction	

8/ Comment vous sentez-vous quand vous parlez l'anglais?

Heureux		Intéressé	
Curieux d'en savoir plus		Pas intéressé	

9/ Comment vous sentez-vous quand l'enseignant vous demande de répondre a une question ?

confiant confus Inquiet détendu

10/ Quel sont les difficultés que vous rencontrez lorsque vous étudiez l'anglais ?

Prononciation	
Lecture	
Ecrit	
l'écoute	

11/ pensez-vous que la technologie vous aidera à dépasser vos problèmes émotionnels pour utiliser l'Anglais

Oui Non

Commentaire.....

.....

.....

.....

.....

12/ pensez-vous que la technologie vous aidera pour apprendre l'anglais ?

Oui Non

Commentaire.....

.....

.....

.....
.....

Appendix (C) Teachers interview English version

Rubric One: Qualification:

Teaching experience: Years

Do you think that English is important for your students?

Yes No

Why?

.....
.....

How do you evaluate your students' proficiency level in English?

Beginner intermediate advanced

Rubric two: 1/ what are the difficulties you face in teaching English?

.....
.....
.....
.....

2/ During the English course your students seem

Happy		bored	
-------	--	-------	--

excited		anxious	
curious		Not interested	
interested		Disgust	

3/ Do students engage in classroom participation?

-Always

-Sometimes

-Rarely

4/ How do you motivate them?

-Praise them -Spread curiosity among them

-Provide extra marks - Revisit previous questions

5/ which strategies do you use to avoid boring sessions?

Incorporate humor into lessons	
Incorporate story telling into lessons	
Use students interest to your advantage	
Show an interest in their lives outside of school	

6/ what can you suggest to raise students positive emotions?

.....

Appendix (D) Teachers interview French version

Interview des enseignants

Qualification:

Expérience en enseignement: Ans

1/Pensez-vous que l'anglais est important pour les étudiants de votre filière (Français) ?

Oui Non

Pour quoi?

.....
.....

2/Comment évaluer-vous votre niveau en Anglais?

Débutant intermédiaire avancé

3/ est ce que vous avez eu recours a des références bibliographiques écrites en Anglais dans vos recherches ?

.....
.....
.....
.....

4/ Regrettez-vous de ne pas accorder autant d'importance à la langue anglaise ?

Oui non

Pour quoi?

.....

5/ Que pouvez vous donner comme conseil aux étudiants de votre département ?

.....
.....
.....
.....