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**Exploring EFL Learners' Attitudes towards  
English Language Learning.  
The case of 3<sup>rd</sup> year secondary school students**

Dissertation Submitted to the Department of English in partial fulfilment of the  
Requirements for the Degree of Master in Linguistics

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## DEDICATION

*I dedicate this work to the precious people in my life*

*To my sweet and loving **parents** who have supported me throughout the process  
of this work,*

*To my **loving family, my sister, and my brothers,***

*To my best friends who truly loved me and honestly believed in me, **my friends**  
of secondary school,*

*To my friends who supported me to do this work, **my friends of**  
**university,** Thank you for being there for better or worse and for the  
honest, loving and precious friendship.*

*Along with all hard working and respected **teachers.***

***Khalil DILMI***

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*I dedicate this work to **my beloved family,** to **my friends** who supported me and  
encouraged me to do my best,*

*to **my teachers and classmates.***

*Special dedication to **Dr BOUAZID** who helped in the construction of this  
work to leave a mark whenever we mention his name  
and to **my parents** who still inspire me to be the best.*

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***Yahia NAIDJI***

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## **Abstract**

The study of attitudes to foreign languages learning has not a long history. The present study investigates what attitudes students in upper secondary school have towards the English language and their possible effects on learning it in terms of positive and negative preferences. The study is conducted through the descriptive method using the quest which is based on a questionnaire as a data collection tool. The sample of this study is a group ( 80) of eighty students aged between 17 and 20 . They have been studying English as a part of their school syllabus for 7 years. The study shows that the students have acknowledged the status of the English language in the world and its function as an international language as well as its function as a tool for communicative purposes. The study concludes with Learners' positive attitudes in general towards the English language as well as learning English.

**Keywords:** language attitudes, Learning English as Second ,Language, EFLStudents.

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# General Introduction

## **1. Introduction**

Nowadays, Language attitudes are very strong shapers of our opinions, our thoughts, and our behaviors. Since languages started to be studied in their socio-cultural contexts there has been an increasing interest in the languages users' attitudes towards the language being heard, spoken or learnt. It is sufficiently evident that dealing with attitudes is an efficient way to explain a large variety of language behaviors as well as to predict language change. The present study is a one attempt more to think about our language attitudes. It is to depict the way we make our linguistic choice and those of others. And what factors could influence our preferences for learning English as a foreign language with specific reference to English as a subject in the Algerian Secondary school.

The constructs that investigators have studied often concern affect, beliefs, and (overt) behaviors. Affect entails the feelings that people experience and may or may not concern a particular object or event (Berkowitz, 2000). Beliefs are cognitions about the probability that an object or event is associated with a given attribute (Fishbe in &Ajzen, 1975). Behaviors are typically defined as the overt actions of an individual. Each of these individual phenomena is central to the dynamic forces that form and transform existing attitudes. Similarly, attitudes have a reciprocal impact on affects, beliefs, and behaviors.

The impacts described above are fluctuating continuously, they need to be investigated in time and space, and Language attitudes are prone to be different from moment to moment and from place to place. Language learning is accordingly affected by language attitudes. How can it be possible to improve English teaching without knowing the learners' attitudes toward English as a language, in a very specific context. It is generally stated by the researcher that a specific attitude is the outcome of both past and present impacts with mutual interplays.

Eagly and Chaiken (1993) provided what may be the most conventional contemporary definition; specifically, an attitude can be defined as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

In such complexity of the components, the question which raises every time the language attitudes are investigated is the following: Is it possible to come out with a clear view about the double process language attitude – learning. If it is possible, how it is viewed by the learners themselves in during their most crucial stage of their school life.

## **2. Statement of the Problem**

Language attitudes are a key factor to learning a FL. They have been given a specific attention by scholars and researchers. The aim is always to propose descriptive models so as to identify, to classify and to highlight the potential and / or existing language attitudes impacting FL.

The ultimate aim of all those investigations is among others to raise motivation inside the class room. However, when it comes to language attitudes, which is the core issue, few researches have been carried out regarding the subject and there are several justifications that are supposed to provide clarification. One of others, language attitudes are person bound and therefore they differ from individual to individual, which from a classroom perspective as well as from a teacher perspective makes attitudes complex phenomena. This study aims to investigate what attitudes do students attending Algerian secondary school have towards the English language and what preferences do they have in learning English.

## **3. Research Questions**

This study stands to answer the following questions:

- 1- What are the attitudes of the EFL Secondary School students towards English learning?
- 2- What are the implications that lay behind each language attitude?

## **4. Objectives of the Study**

The current study intends to raise awareness of both learners and teachers to the importance of language attitudes, it aims at:

- 1- Investigating the language attitudes towards English languages in the 2 secondary schools located in the North part of the Wilaya of M'sila
- 2- Exploring the most substantial preferences of the students as what concerns their English learning.

## **5. Significance of the Study.**

Language attitudes are central explanatory variables. They are worth to be studied for three main reasons: First, the term appears to be part of a many systematic individuals' terminology. That is, it does not belong only to a register specialized psychologist or any other speech community.-

The second reason for the importance of attitudes as a concept is that any survey of attitudes provides an indicator of current community thoughts and beliefs, preferences and desires. Attitude surveys provide social indicators of changing beliefs and the chances of success in second language policy. In terms of teaching and learning, attitudes, like Censuses, provide a measure of the language expansion. The third reason why attitude is an important concept lies in its proven utility in ameliorating language teaching programs in most of the contexts.

Three reasons for the importance of attitude have been highlighted. However, demands a more detailed explication of as its close position to individual construct system has not been sufficiently clarified yet. Most of the conducted surveys do not provide deep insight about attitudes and remain not more than polls. The research done on attitudes proved that our attitudes receive daily messages from the environment and are fed by new values. theory and research for over sixty years attest that attitudes as a central topic are not self-clarified constantly. They are rather worth to be re-explored through time and space.

The present study is just one investigation that aims at exploring attitudes at an individual level, and community of the third year secondary school level of the north part of M'sila . It is supposed that the importance of attitudes is actually minor at this level as the participants are

under the pressure of the most important official exam. the supposition may be true in attempting to represent the 'views of the teaching staff'. However, attitudes do not prove what the surrounding people think. The present study may aid understanding of social processes. Consideration of how attitudes relate to the participants behavior and may provide insights into human functioning.

## **6. Research Methodology**

The study of language attitudes in language learning and language teaching has a long history. The present study investigates what attitudes students in upper secondary school have towards the English language and what are they favour / disfavor in learning English as FL.

The descriptive method is used as it is the appropriate method when accounting for the views and opinions.

The study is based on a questionnaire regarding language attitudes. Eighty students have participated to answer the different questions. The influence of the questionnaire administered is totally avoided. Each participant is supposed to answer the question alone to avoid peers' influence.

## **7. Hypothesis**

The hypothesis regarding the diagnostic questionnaire is that the majority of the students will score rather high on the questionnaire based on how English learning is being regarded as personal experience as well as the presence of English in the Algerian society in general.

## **8. Literature Review**

Attitudes have various aspects and uses in different contexts through prevailing approaches or technological renovations in the scope of learning / teaching language. Gardner (1980) has categorized attitudes into specificity, generality, social and educational. The first two categories, as the terms are indicating, were exemplified by attitude toward learning

English or learning a foreign language which is a rich area of research to be investigated. The other subsequent types referred to attitudes in educational context that includes teachers, classrooms, and classmates, beside attitudes toward social factors of target language, respectively.

Later on, Dornyei, Csizer and Nemeth (2004) precised what are factors which can modify language attitude such as gender, geographical area and Hungarian official language instruction. For the gender, the results of their research work highlight meaningful differences for languages such as English, German, and Russian in which boys were more interested in learning them compared to feminine who were interested more in Italian and French (Dornyei, Csizer, & Nemeth, 2004). The study detected signs of positive attitudes in relation to foreign languages due to geographical locations. Dornyei, Csizer and Nemeth (2004), state that the active learners score higher than the non-learners when involving modifying factors.

Other factor that became increasingly impactful in modern language-related studies is the usage of technology in official Language teaching. Although, its main weakness is that it is not applicable in every context as Ushida (2005) It is proved that the attitude towards online learning of Spanish and French which revealed is satisfactorily positive. The aforementioned study beside Kern (1995), Warschauer (1996), Ismail, Hussin and Darus (2012) and Tahriri, DanayeTous and Movahedfar (2015) all give the highest position to technology in language learning which results to positive attitude of learners.

In learner-centeredness approaches, particular attention is paid to the attitude of learners; at the same time, teachers' view of learning and learners different methods play a specific role. Salema (2005) has studied teachers and learners' attitudes through mixed methods in centered pedagogy in private and public schools. The main finding of the Salem study is that positive attitudes of teachers and learners are found to be a function of the significant difference between public and private attitudes. Teachers' perceptions of the different skills were reported to have a significant impact on the process as a whole.

In what follows larger studies on attitudes towards writing skills will be reviewed.

Jones found through interviews and observations that male writers held negative opinions about writing skills

One of the findings of the Jone's study (2007) is that there is weak evidence for supporting men as weak, but also that the structures of their writings are more similar to those of writers at hit. Besides gender, Cunningham (2008) found that classroom quality literacy had a significant impact on learners with respect to writing and reading.

The attitude of prospective teachers in plus possible effects of age, schooling, gender evidence for supporting men as weak, but also that the structures of their writings are more similar to those of writers at hit. Besides gender, Cunningham (2008) found that classroom quality literacy had a significant impact on learners with respect to writing and reading. Farrah (2011) conducted a research on attitudes towards collaborative writing and the result revealed positives towards writing.

Moreover, female students were more favorable to it than their male counterparts were. In addition, Erdogan (2013) explored the effect of creative drama on teachers' writing and attitude via different methods Creative theater has been shown to be impactful in terms of improving learners' writing skills and positive attitudes. Teachers also displayed positive attitudes when they identified themselves as writers or writing teachers.

Various teaching methods cause teachers to play various roles. Similarly, when we discuss the role of the teacher in different conditions; we are reminded of the power of teachers in the classroom; CLA tries to empower and liberate learners against possible transmittable attitudes from sources of power such as teachers, textbooks, peers, etc. Kumaravadivelu (2007) referred to teachers as suppliers and manipulators in language-centered methods, facilitators, interdependent participants in learner-centered methods, authorities in language-centered methods learning.

As a result, teachers could apply the banking model instead of that proposed by Freire, in all the mentioned or even in post-method classes. In other words, they might consider themselves as an authority or sources of power. Sahragard, Razmjoo and Baharloo (2014) conducted a study on the awareness of teachers in terms of critical pedagogy and points of view concerning the implementation of CP in the classroom through mixed methods.

Their results revealed that participants were aware of CP, which could hinder the impact of seeing themselves as the only one in the class.

They also found that PhD students reflected better familiarity to MA students and their views favored CP but were degrees of mismatch between their views and aspects CP.

Moreover, they found class size, top-down system and time major barriers in bringing CP into practice. Equally important, the findings of Anari and Zamanian determined positive significant relationship between teachers' effectiveness and critical pedagogical.

Kumaravadivelu (2006) divided vantage points towards language into three aspects language as system, language as discourse and language as ideology putting aside the system and discourse, ideologies in the textbooks along with the attitude of the learners in separate contexts and awareness of teachers toward those ideologies examined by Abdollahzadeh and Baniasad; in this study, the predominant ideologies in the textbooks focused on sexism, consumerism, and hegemony.

In order to empower learners and teachers to unveil ideologies, Rashidi and Safari (2011) introduced a model of development of EFL materials through which practitioners should take into consideration aspects such as process, culture, role of teachers and learner roles. To have a better understanding of the implementation of CP in language skills, Barjesteh, Nasroulahi Esmaili checked the contribution of the approach of criticism in writing ability and the attitude of learners to writing in the classroom. The results showed a significant

progress in writing processing and a positive attitude towards awareness

In respect to critical studies, Chaparro (2014) made CLA a must in the educational context of using pluralism and transnationalism as resources. Accordingly, the importance of CLA and its significant effect on raising critical thinking and motivation of learners have been highlighted.

## **9. Research Design and Methodology**

Qualitative research is concerned with qualitative phenomenon, i.e., events relating to or involving quality or kind. For instance, while investigating the reasons for human behavior, we tend to deal with research on motivation. This type of research divulge into discovering the underlying motives and desires using in-depth interviews for this purpose. Researches such as attitude and opinion are designed to find out how people feel or what they think about a particular subject or institution is also qualitative research.

Qualitative research is specifically playing significant role in the behavioral sciences where the objective is to discover the underlining motives of human behavior. This type of research analyses the various factors which motivates people to behave in a particular manner or which make people like or dislike a particular thing (Kumar, 2008, p.8).

The questionnaire is one of the most common methods of data collection on attitudes and opinions from a large group of participation. It has been used to investigate a wide variety of questions in L2 research. Questionnaires allow researchers to gather information that learners are able to report about themselves that is typically not available from production data alone. One of the primary advantages of using questionnaires is that, apart from being economical and practical, they can in many cases bring about longitudinal information from learners in a short period of time. Questionnaires can also collect comparable information from a number of respondents.

In addition, questionnaires can be administered in many forms, such as via e-mail, by phone, through mail-in-forms, as well as in person, allowing the researcher a greater degree

of flexibility in the data collecting process. Based on the structure, questionnaires can provide both qualitative insights and quantifiable data, and thus are very flexible for use in a range of research (Macky&Gass, 2005).

According to Dörnyei& Taguchi (2010), questionnaires are one of the most common methods of data collection in L2 research. Questionnaires are very popular since they are easy to construct, extremely versatile, capable of gathering a large amount of information quickly in such a way that is readily processable.

According to Brown, (2001, p. 6, cited in Macky&Gass, 2005), “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either bywriting out their answers or selecting from among existing answers.” Brown (2001, p. 2, cited in McKay, 2006) opines that language surveys are any studies “that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires”.

Dornyei (2003, cited in McKay 2006) points out that survey can provide three types of information: (i) factual information; (ii) behavioral information; and (iii) attitudinal information. Surveys also act as a veryuseful tool for researchers to gather a good deal of information in a short time with little cost. As a result, surveys are a particularly effective way for teachers to find out more about the background, habits, and preferences of their students and this kind of information can be used in curriculum development.

This current study employed a questionnaire to collect data on students’ points of view regarding their attitude towards English language learning at the lycée. The data of this study were collected through a questionnaire survey. The questionnaire survey method was preferred since (i) this method is suitable for empirical research; (ii) collection of data through this method is easily quantifiable; (iii) this method enables informants enough time to provide accurate and correct answers; and (iv) this method is cost-effective and time saving.

The research questionnaire was prepared based on a previous study by Hohenthal (2003)

after modifications according to the objectives of this study. While preparing the questionnaire, special care was given to ensure standard and quality of the questions as well as the reliability, clarity, practicality and administrability of the instruments (Al Mamun et al., 2012).

## **10. Chapters Division**

The present study is composed of two chapters. The first chapter, as a theoretical framework of the research, it provides a better understanding and a clear explanation of the variables of this study, which is divided into two parts. The first part is dedicated to definitions of the language attitudes, its definitions and categorization, namely, instrumental attitudes vs integrative attitudes. The second part is initiated with language learning and its styles and strategies, and then it provides different characteristics of the act of learning a foreign language,

The second chapter is devoted to the methodological framework, it comprises of two sections; section one involves a full description of the research methodology and design where it provides the research methods, the research population, sample and sampling design, the tools used to collect data, and the pilot study. The second one is considered as the section of the data analysis and the results discussions.

## **11. Definition of the key Term**

There are multiple levels of generality and almost all definitions could be represented at an even more abstract level. Consider the definition of beliefs as the perceived likelihood that an attribute is associated with an object (e.g., Fishbein, 1963). For instance, I may believe that Coca-Cola is sweet or that my country is now in a state of military alert. An examination of the deep structure of attitudes makes it clear that one could also define attitudes as beliefs (see Kruglanski & Stroebe, this volume; Wyer & Albarracín, this volume). Thus, a favorable attitude toward social psychology might be defined as the perceived probability that the object *social psychology* is positive or negative (Wyer, 1974).

# Chapter one: Language Attitudes

## **Part One : Language Attitudes**

### **1. Introduction**

In order to initiate the current study, this chapter is devoted for the theoretical part. It provides a better understanding and a clear explanation of this study's variable. This chapter is divided into two parts; in one hand, the first part initiated with a general view and definitions of language Attitudes, moving to its goals and theories,

Language has one primary function .it is a human means for communication. It is a strong social force that does more than conveying intended meaning. It also gives an idea about both personal and social status of the speaker. Regarding the observed listener, a speaker's accent, speech patterns, lexis, language variety etc. can serve as determinants for investigating that speaker's belonging, personality, social class and character, including other things. Obiols defines attitude as a "mental disposition towards something", it is considered as a bridge between opinion and behaviour (Obiols 2002).

Ryan define language attitudes as "any affective, cognitive or behavioral index of evaluative reactions toward different language varieties or speakers" (Ryan et al. 1982:7) The investigation of language attitudes is worthy to be conducted for sociolinguistic reasons because it can, as Marina S.Obiols writes: 'predict a given linguistic behaviour: the choice of a particular language in multilingual communities, language loyalty, language prestige...' (Obiols 2002).

Suzanne Romaine states that the basis of attitude evaluation is that there are hidden aspects through which individual attitudes can be categorized. However, she also hignlighted that "the translation of attitude from the subjective domain into something objectively measurable is a common problem in any research that involves social categorization and/or perceptual judgments" (Romaine 1980:213). A large part of research body has tried to simplify the complex relationship between speakers's attitudes and their behavioural aspect (see Wicker 1969 for an<sup>21</sup> overview), but the research findings remain

multifarious.

## 2. Language Attitude -Definitions

Language attitudes have always been debatable reactions through different languages. They demonstrate, partially, two one-after-one cognitive operations: social classification and stereotyping. First, listeners resort for linguistic hints (e.g., language variety .. ) to deduce speakers' social class membership(s). Second, on the ground of that categorization, they assign to speaker's stereotypic features associated with those inferred group membership(s). Language attitudes are structured along two measurable aspects: status (e.g.,clever , intellectual ) and solidarity (e.g., sociable , kind). Previous studies have basically targeted registering attitudes as standard and nonstandard language varieties.

Standard varieties are those that complied with standardized rules defining correct usage in terms of grammar, pronunciation, and vocabulary, whereas nonstandard varieties are those that occur differently as the rules set forth (e.g., pronunciation). Standard and nonstandard varieties provoke different judgmental reactions about the position and solidarity aspects. Status attributions are based mainly on the implications of socioeconomic status. Because standard varieties are accompanied with domineering sociocultural groups within a given society, standard speakers are typically attributed more status than nonstandard speakers. Solidarity attributions are meant to be based on loyalty to the group.

Language is a main component that constitutes social identity, and people are prone to assign more solidarity to the co-members of their own linguistic community, this principle is strongly hold when that community is characterized by high or increasing vitality (i.e., status, demographics, institutional support). On the other side, nonstandard language varieties can sometimes possess covert prestige in the speech community in which they are the speech norms. Language attitudes are socialized early in life. At a very young age, children tend to prefer their own language variety. However, most (if not all) children gradually acquire the attitudes of the dominant group, showing a clear status preference for

standard over nonstandard varieties around the first years of formal education and sometimes much earlier. Language attitudes can be socialized through various agents, including educators, peers, family, and the media.

Because language attitudes are learned, they are inherently prone to change. Language attitudes may change in response to shifts in intergroup relations and government language policies, as well as more dynamically as a function of the social comparative context in which they are evoked. Once evoked, language attitudes can have myriad behavioral consequences, with negative attitudes typically promoting prejudice, discrimination, and problematic social interactions.

## **2.1 Categories of Attitudes.**

The most influential theory in the field of language attitudes is the socio-educational model proposed by Gardner (1985). This model highlights the impact of attitudes towards second language (L2) communities on motivation and student achievement. According to this model, motivation includes three components: effort, want, and affect. This model also identifies two types of motivational orientation: integrative and instrumental. Integrative orientation is defined as “a sincere and personal interest in the people and culture represented by the other language group” (Lambert, 1974, p. 98), while instrumental orientation pertains to the potential pragmatic gains of L2 proficiency, such as to get a better job or to pass a required examination.

According to a meta-analysis that examined 75 independent studies involving 10,489 individuals, Masgoret and Gardner (2003) found that there was a positive correlation between both types of orientation and achievement. Both integrative and instrumental orientation had an indirect effect on achievement through motivation.

Many studies have shown the impact of integrative and instrumental orientations on student achievement through motivation, but less attention has been focused on the effects of learners' demographic and linguistic background on motivational orientation.

For example, according to Gardner's (1985) socio-educational model, social milieu as reflected in home environment plays an important role in motivation and thus impacts learner achievement. Other studies have found that learner variables, such as language of study and gender, significantly impact motivational orientation (see, e.g., Yang, 2003). Most previous studies explored the motivation models for a specific language, typically English or French. Whether these models are applicable to the learning of other languages or people with different background is not clear

## **2.2 Language attitudes models**

### **2.2.1 Attitudes theoretical approximations**

Attitudes models are constructs. Beliefs, affect, and behavior were frequently used to define attitudes. This raises several questions concerning the content and structure of attitudes. Understanding the internal structure of attitudes can provide answers related to how attitudes form and change. The three models of attitudes proposed in the last century are presented herein: the expectancy-value model (Fishbein&Ajzen, 1975), the three- component model (Rosenberg &Hovland, 1960), and the association model (Fazio,1989). These well-established models indicate how attitudes may express basic psychological constructs as beliefs and emotions (Olson & Maio,2003).

### **2.2.2 Expectancy-value model**

It states that attitudes emerge from the beliefs held about the attitude object. Beliefs are formed by associating an object with certain attributes. Each of these attributes has a value. Accordingly, an attitude represents a function of the subjective probability that the object has certain attributes and of the evaluation of these attributes ((Fishbein&Ajzen, 1975).

The expectancy-value model was criticized for ignoring the role of affect in the formation of attitudes (Eagly & Chaiken, 1993; Godin, 1987; Kim, Lim, & Bhargava, 1998). Fishbein and Middlestadt's (1995) defense of the model, which argued that attitude formation is due to cognitive factors and that the effects of noncognitive factors found by other researchers can be explained by methodological arte facts, was vehemently challenged (Miniard & Barone, 1997; Priester & Fleming, 1997; Schwarz, 1997). Thus, despite its popularity and widespread use, the expectancy-value model is often considered too restrictive.

### **2.2.3 Three - component model**

The three- component or tripartite model proposed by Rosenberg & Hovland (1960) assumes that attitudes are comprised of three components: affective (positive or negative feelings toward the attitude object), cognitive (beliefs held about the attitude object) and behavioral (overt actions and responses to the attitude object). Accordingly, positive attitudes are the result of favorable beliefs, feelings, and behaviors toward an object, while negative attitudes appear when the beliefs, feelings, and behaviors express unfavorability toward an object (Olson & Maio, 2003).

Nonetheless, attitudes are not equivalent to the affect, beliefs, and behaviors that influence them, as the whole is more than the sum of its components (Eagly & Chaiken, 1993; Olson & Maio, 2003; Zanna & Rempel, 1988).

There are several problematic assumptions of this model. First, the tripartite view indicates that, in order to exist, an attitude needs all three components. Second, the three classes of responses have to be consistent with each other and third, attitudes are assumed to always guide behavior (Fazio & Olson, 2007; Zanna & Rempel, 1988). Results obtained through various studies point to the contrary.

In this sense, it was demonstrated that attitudes could be based on any combination of the three components and that often there are inconsistencies between them. Moreover, the attitude-behavior relation is a complex one and the probability that attitudes determine behavior depends

on various factors. (Breckler & Wiggins, 1989; Fishbein & Ajzen, 1975; Fazio & Olson, 2007; Zanna and Rempel, 1988).

The tripartite model seems to be abandoned (Greenwald, 1989), as attitude is currently viewed as a general evaluative summary of the information derived from these [affective, cognitive, and behavioral] bases (Fabrigar, MacDonald & Wegener, 2005: 82) and can manifest as affective, cognitive and behavioral responses. Attitudes influence choices and direct actions, having consequences that impact the social world around which attitudes are organized. As a result, —attitude is not simply organized through experience, it organizes experience (Eiser, 2004: 341)

#### **2.2.4 Association model**

The association model, which viewed attitudes as object-evaluation associations in memory, was first proposed by Fazio, Chen, McDonel, and Sherman in 1982, and then strongly supported by Fazio (1986, 1989, 1990, 1995, 2001, and 2007).

Attitudes are defined as associations between a specific object and a summary evaluation of the object. The evaluation can be based on affective reactions, on cognitive inferences or on past behaviors and experiences (Fazio, 1986, 1989, 1990).

Being evaluative associations, attitudes are represented in memory and they constitute a form of knowledge. Fazio (2007) argues that being a form of evaluation knowledge means that attitudes —exist in memory, thus they cannot be described as hypothetical. Initially proposed within the associative network model of memory framework, the model is also consistent with the connectionist models developed later.

Thus, attitudes can be described as discrete and symbolic stored units that can be activated, as well as activation patterns generated by learned connections between units, since both perspectives imply that the encounter of an object activates its evaluation, which is a function of past learning (Fazio, 2007). The model also specifies that associations between the object and its summary evaluation can vary in strength, and, consequently, in their accessibility from memory. Precisely, attitudes are more accessible if the object - evaluation association is stronger.

The strength of an attitude, like any construct based on associative learning, can vary. That is, the strength of the association between the object and the evaluation can vary. It is this associative strength that is postulated to determine the chronic accessibility of the attitude and, hence, the likelihood that the attitude will be activated automatically when the individual encounters the attitude object (Fazio, 1990: 81). Accessible attitudes are closer connected to behavior and can also influence perception (Fazio, 2001).

Several researchers have argued that attitudes are more than evaluations. In this sense, Chaiken and her collaborators stated that —attitudes are represented in memory not only as mere object-evaluation linkages, but also in a more complex, structural form wherein cognitive, affective and behavioral associations also appear as object-association linkages (Chaiken, Duckworth, & Darke, 1999: 121). Moreover, attitudes may have a more complex structure that comprises an object-evaluation association and a knowledge structure linked to it (Fabrigar, MacDonald, & Wegener, 2005).

In conclusion, the debate regarding attitude structure and content continues. However, after reviewing the expectancy-value model and the three-component model, it can be observed that the relation between language attitudes and the three constructs - affect, cognition, and behavior - is bidirectional, as these can be input as well as output.

### **3. Language attitude in Algeria**

A piece of writing inspected language attitudes among Algerian first- and second-year designing understudies at an Algerian college. A test of 101 members reacted to a 51-item survey. The outcome of the survey appeared a solid inclination of Advanced Standard Arabic (MSA), English, and French by local speakers of Algerian Arabic (Derja). Local speakers of Tamazight (a Berber dialect) favored MSA, English, French, and Tamazight. Participants were separated on numerous questions with respect to MSA and Tamazight.

It was too found that respondents favored English as a valuable vehicle of financial opportunity and information exchange. An overpowering larger part of respondents seen multilingualism in Algeria emphatically. Interests, both Derja and Tamazight local speakers consistently rejected advancing Derja to an official political status, and they demonstrated bolster for the educating of English and French in school.

Conceivable thought processes behind attitudes are examined and suggestions are suggested by the researchers as follows:

English has the control to assist bring financial thriving and sociolinguistic peace to Algeria's progressively free showcase and complex multilingual circumstance. English may be utilized to get to more data and preparing openings. It is trusted that the spread of English, a dialect numerous Algerians appear to favor, may advance sociolinguistic peace and contribute to financial improvement.

### **3.1 Teaching English in Middle School in Algeria**

Learning English in the middle school aims at primarily developing communicative competence in English. According to the curriculum, we are shifting from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning. Focusing on the learner will enable him to be actively engaged in deeper cognition, acquisition of knowledge and development of a number of competencies. Competencies are interdependent and evolving. Any incomplete acquisition of one will hinder the acquisition of the others. In addition, an important role is given to strategies (strategic competence) in order to foster effective learning.

### **3.2 Teaching English in Secondary School in Algeria**

At this level the number of English courses is higher for the literary sections than it is for the scientific ones in the first year. In the second year all sections, have the same number of English classes (3 hours a week). The literature and foreign language sections attend a higher number of classes in English (5 hours a week).

## **4 .Language Learning Definition**

In general manner learning a foreign language subjects learners to the four skills that are listening, speaking, reading, and writing. Each skill has its own importance . It is generally supposed that each of the four skill is increasingly becoming a necessity in life, no matter what career one will embrace. Language attitudes remain influential in the choice of the skill learnt better.

If Fontana considers learning as a change in the potential behaviour of an individual that results from experience (142-3), Davis et al conceive learning as an active process of transforming

new knowledge and skills into behaviour (12). Ingram, on her part, views that an individual is learning if s/he manages to do what s/he could not do before (218).

#### **4.1 Learning strategies.**

Thorough authorial studies on language learning strategies for foreign language interests especially have been carried out worldwide. Their aim is to raise awareness of the use of learning strategies in relation to the desire to learn, and to achieve something. These researches focused on learners in different countries, but the need for such strategies has not been voiced out by our learners probably because being students of the compensation system, they could not see the strong relationship existing between strategy use and proficiency.

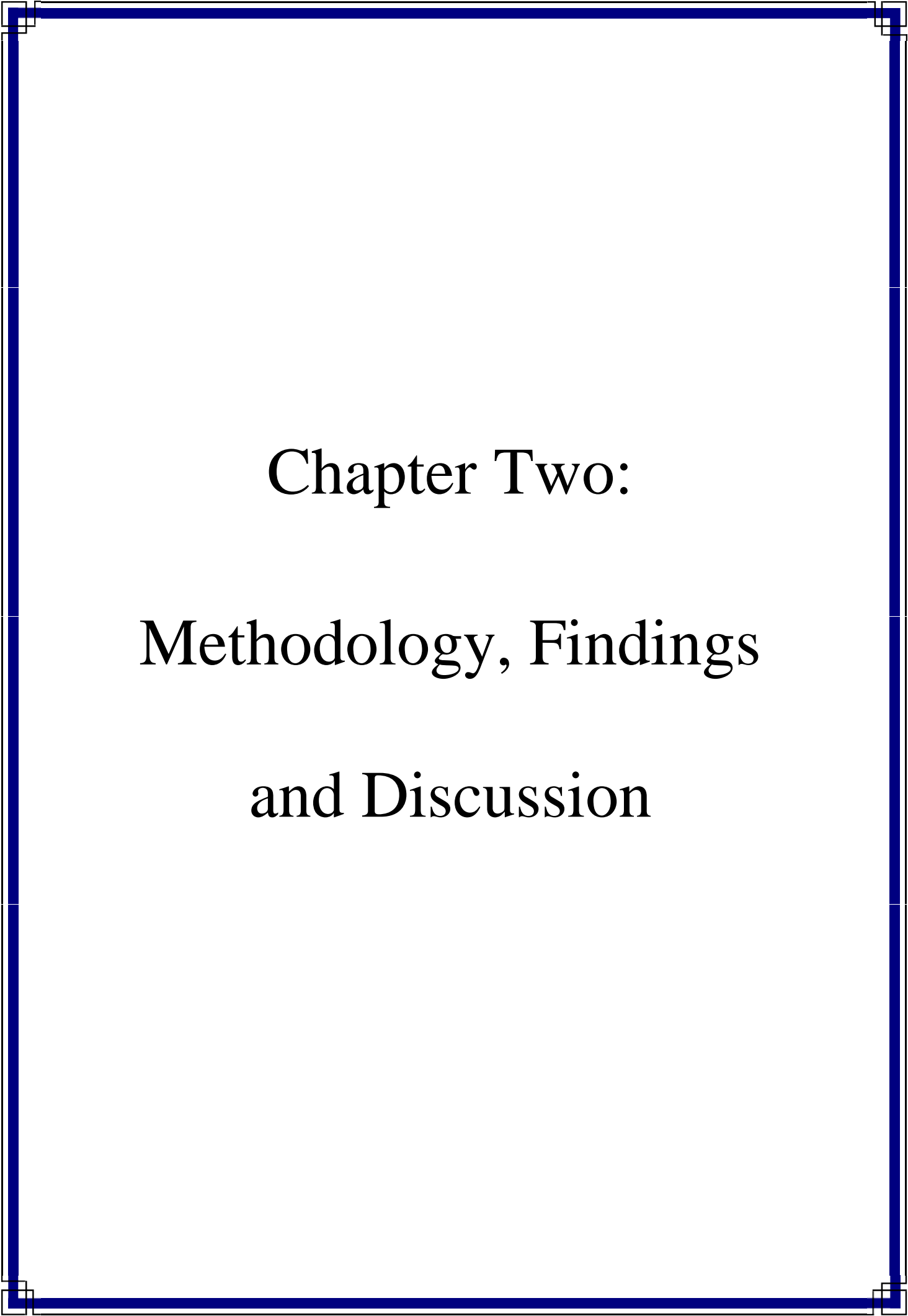
Multiple attempts are made to describe the existing learning strategies that have been developed by prominent researchers, and we will also try to describe the motivational outcomes of the use of such strategies in the learning effort of the student, and in general the effort in learning English as a foreign language.

A strategy means a plan put by conscious control and intention to tackle a difficult task to ultimately achieve success, to win and meet a goal. (Procter.1999). Learning strategies are personal behavioral attitudes and thoughts of processing information to facilitate comprehension, learning and to retain information employed by students learning a foreign language and using it (O'Malley et al.1990; Cohen.2003).

#### **4.2 Learning styles :**

The learners by the fact of their learning respond best to different styles of learning. That is exactly what the seven learning styles theory supports. All of the styles capture an individual strength that likely helps a person retain information more effectively. They each focus on one of the five senses or involve a social aspect. This theory is popular because, by finding an individual learner's style and tailoring teaching to it, it was thought their efficiency could be improved. The 7 styles of the theory are: visual, kinesthetic, aural, social, solitary, verbal and logical.





Chapter Two:  
Methodology, Findings  
and Discussion

## **Introduction**

This chapter is devoted to the methodological framework of the current study. Mainly, this chapter contains three sections; section one involves a full description of the research methodology and research design where it provides the research methods, the research population, sample and sampling design, the tools used to collect data, The second one is considered as the section of the data analysis and the results discussions. Section three is concerned with the limitations of the study and recommendations for future researches.

### **1. Research methodology and design**

This section involves a full description of the research methodology and research design, where researchers describe the adopted method and the main used tools in gathering data. Additionally, this section also contains parts of population, sample, and statistical tools.

#### **1.1 Methods**

This study took an advantage of descriptive method design (QUAN-QUAL) to provide a clear picture of various vantage points of the issues under the investigation. To achieve this goal, one research tool, namely, an opinionative was used to explore details of which will be discussed in the following sections.

#### **1.2 Research Setting**

The present study is an investigation conducted about the attitudes of the secondary school students towards English Learning. It is conducted at two famous secondary schools in the North part of the Wilaya of M'sila (**ABDELMADJID ALAHOUM and CHERIF IDRISSE**), the researchers conduct the study in normal conditions . the researchers study the participants in their natural setting.

#### **1.3 Population and Sampling**

A total number of 61 students (male 10 and 51 female) from Sherif Idrissi Lycée ,

Hamman D'alaa ,M'sila, and Abdelmadjid Allahoum Lycee In M'sila City . The Two Lycées were selected by lottery participated in the study. They were 2nd and 3rd year students aged around 16-18 years. Most of them have studied English language around 7 years. The participating learners were studying foreign languages: French, German in addition to English and some extra subjects as Arab Literature, Geography, History, Philosophy ..etc.

#### **1.4 Data collection procedure**

The first steps consisted in contacting the Headmasters after obtaining the necessary permits from the official institutions. The participant schools were selected on lottery. Only the schools of demographic density were considered as they are representative of the local reality. Afterwards, the selected schools were contacted to establish the schedule of application. The series of questionnaire were used and applied in a random order to avoid any possible order effect. On average a participant needed around one hour to complete all questions. As the participants were teenagers, special care was attributed to the administration of the questionnaire in order to avoid any influence that might bias the results.

#### **1.5 Data collection tool.**

The questionnaire used in this study is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents about the attitudes that lay behind the students to behave in a particular manner or which make students like or dislike English learning.

#### **1.6 Students' questionnaires- aims and description**

The survey questionnaire consisted of 02 Quantitative questions which are about the gender and the school performance of the participants and 19 multiple-choice questions. Among them, two items, question numbers 7 and 15, gave the choice of open-ended answers also. The first five questions were set to measure the attitude of the learners towards use of English. The answers of these questions would range from 1 to 4. 1 was counted as a positive attitude and 4 as a negative

attitude. Question numbers 6 and 7 are related to past experience of the learners regarding English language learning. The answer of the question number 7 gave a choice of common hurdles faced by a student in a classroom, and also the space to come up with own answers of the respondents. Questions from number 8 to 11 deal with the learners' preferences of teaching methodology.

The questions were set in an indirect way, but they can be interpreted as learners' preference for a particular methodology. Question numbers 12, 13, 14, and 15 are questions regarding the focus of language skills in teaching curriculum. Questions from number 16 to 19 are direct questions regarding the learners' choice of language skills.

### **1.7 Limitation / delimitation related to the questionnaires**

This study is limited to two lycées in the North of M'sila , therefore, it provides only a partial picture of the frame of mind of teenager learners' attitude towards learning English as a non-major subject. It is assumed that students answered the questions honestly and sincerely. This current study was done with the hope that a much comprehensive research would be undertaken in the future to shade more light in this specific area.

## **2. Data Analysis**

Statistical analysis of the data will give a general picture of learners' attitude towards English language learning in all its aspects. The following table gives a quick glance at the overall total of the respondents:

Table 1: Min, Median and Standard deviation of the data

Question No.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Min	Median	Standard Deviation
1	5,00	2,00	13,00	16,00	25,00	<b>2,00</b>	<b>13,00</b>	<b>9,15</b>
	8,19%	3,27%	21,31%	26,22%	40,98%	<b>0,03</b>	<b>0,21</b>	<b>0,15</b>
2	3,00	4,00	6,00	17,00	31,00	<b>3,00</b>	<b>6,00</b>	<b>11,90</b>
	4,91%	6,55%	9,83%	27,86%	50,81%	<b>0,05</b>	<b>0,10</b>	<b>0,20</b>
3	4,00	1,00	8,00	8,00	40,00	<b>1,00</b>	<b>8,00</b>	<b>15,82</b>
	6,55%	1,63%	13,11%	13,11%	65,57%	<b>0,02</b>	<b>0,13</b>	<b>0,26</b>
4	0,00	2,00	9,00	10,00	40,00	<b>0,00</b>	<b>9,00</b>	<b>16,13</b>
		3,27%	14,75%	16,39%	65,57%	<b>0,03</b>	<b>0,16</b>	<b>0,28</b>
5	1,00	10,00	8,00	15,00	27,00	<b>1,00</b>	<b>10,00</b>	<b>9,68</b>
	1,63%	16,39%	13,11%	24,59%	44,26%	<b>0,02</b>	<b>0,16</b>	<b>0,16</b>
6	9,00	5,00	10,00	13,00	24,00	<b>5,00</b>	<b>10,00</b>	<b>7,19</b>
	14,75%	8,19%	16,39%	21,31%	39,34%	<b>0,08</b>	<b>0,16</b>	<b>0,12</b>
7	4,00	8,00	15,00	12,00	22,00	<b>4,00</b>	<b>12,00</b>	<b>6,87</b>
	6,55%	13,11%	24,59%	19,67%	36,07%	<b>0,07</b>	<b>0,20</b>	<b>0,11</b>
8	10,00	6,00	14,00	15,00	16,00	<b>6,00</b>	<b>14,00</b>	<b>4,15</b>
	13,39%	9,83%	22,95%	24,59%	26,22%	<b>0,10</b>	<b>0,23</b>	<b>0,07</b>
9	8,00	1,00	10,00	9,00	33,00	<b>1,00</b>	<b>9,00</b>	<b>12,15</b>
	13,11%	1,63%	16,39%	14,75%	54,10%	<b>0,02</b>	<b>0,15</b>	<b>0,20</b>
10	6,00	3,00	9,00	11,00	32,00	<b>3,00</b>	<b>9,00</b>	<b>11,48</b>
	9,83%	4,91%	14,75%	18,03%	52,45%	<b>0,05</b>	<b>0,15</b>	<b>0,19</b>
11	19,00	19,00	13,00	5,00	5,00	<b>5,00</b>	<b>13,00</b>	<b>7,01</b>
	31,14%	31,14%	21,31%	8,19%	8,19%	<b>0,08</b>	<b>0,21</b>	<b>0,11</b>
12	4,00	3,00	3,00	9,00	42,00	<b>3,00</b>	<b>4,00</b>	<b>16,84</b>
	6,55%	4,91%	4,91%	14,75%	68,85%	<b>0,05</b>	<b>0,07</b>	<b>0,28</b>
13	4,00	4,00	11,00	4,00	38,00	<b>4,00</b>	<b>4,00</b>	<b>14,74</b>
	6,55%	6,55%	18,03%	6,55%	62,29%	<b>0,07</b>	<b>0,07</b>	<b>0,24</b>
14	16,00	12,00	19,00	9,00	5,00	<b>5,00</b>	<b>12,00</b>	<b>5,54</b>
	26,22%	19,67%	31,14%	14,75%	8,19%	<b>0,08</b>	<b>0,20</b>	<b>0,09</b>
15	18,00	16,00	15,00	7,00	5,00	<b>5,00</b>	<b>15,00</b>	<b>5,81</b>
	29,50%	26,22%	24,59%	11,47%	8,19%	<b>0,08</b>	<b>0,25</b>	<b>0,10</b>
16	16,00	19,00	17,00	5,00	4,00	<b>4,00</b>	<b>16,00</b>	<b>7,12</b>
	26,22%	31,14%	27,86%	8,19%	6,55%	<b>0,07</b>	<b>0,26</b>	<b>0,12</b>
17	18,00	16,00	15,00	7,00	5,00	<b>5,00</b>	<b>15,00</b>	<b>5,81</b>
	29,50%	26,22%	24,59%	11,47%	8,19%	<b>0,08</b>	<b>0,25</b>	<b>0,10</b>
18	16,00	19,00	17,00	5,00	4,00	<b>4,00</b>	<b>16,00</b>	<b>7,12</b>
	26,22%	31,14%	27,86%	0,08%	6,55%	<b>0,00</b>	<b>0,26</b>	<b>0,14</b>
19	15,00	8,00	12,00	12,00	13,00	<b>8,00</b>	<b>12,00</b>	<b>2,55</b>
	24,59%	13,11%	19,67%	19,67%	21,31%	<b>0,13</b>	<b>0,20</b>	<b>0,04</b>

## 2.1 Analysis of the results and Findings – Table One-

Whereas the middle values are enlightening, the least values don't demonstrate tremendous insight into distinction within the demeanor. A nitty gritty investigation with the number of respondents, their rate is fundamental for that matter. For address number 1 the mean is 0.21 and the standard deviation is 0.15. The number of respondents who gave an awfully positive reaction by tick checking the 'agree' box is 25, i.e. 40.98 % of the overall information run. Out of the rest, 26.22% to some degree concurred with the suggestion (16 respondents), 8.19 % oppose this idea with it (05 respondents), and 3.27% (02 respondents) to some degree oppose this idea with the suggestion, a few 21.31 % were impartial (around 13 respondents).

For address number 2 the rate of the concurred reactions is 50.81%, i.e. 31 respondents out of 61. 40.91 % respondents oppose this idea with the suggestion (3 respondents), whereas 27.86% (17 respondents) to some degree concurred with it. 65.57 % (40 respondents) concurred with the address number 3, and as it were 6.55% oppose this idea with it (4 respondents).

The number of people to some degree concurred and oppose this idea are moreover few in address 3, they are 13.11% (8 respondents) and 1.63 % (1 respondent) separately. For address number 4, the concurred reaction is 65.57% (40 respondents), to some degree concurred are 16.39% (10 respondents), to some degree oppose this idea and oppose this idea are 16.39 % and 3.27 % individually. 44.26% (27 respondents) concurred with the address number 24.59% to some degree concurred and 16.39% oppose this idea with it. The table underneath gives a comparative see of the information examination.

**Table 2: Percentage and Number of respondents according to responses**

Question No.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Do you think that learning English will help the growth of your mind?	5 8.19 %	2 3.27 %	13 21.31 %	16 26.22 %	25 40.98 %
2. Do you think that learning English will improve your personality?	3 4.91%	4 6.55%	6 9.83%	17 27.86%	31 50.81%
3. Do you think that learning English will open more job opportunities for you?	4 6.55 %	1 1.63 %	8 13.11 %	8 13.11%	40 65.57 %
4. Do you think that learning English will help you in higher academic achievement?	00	2 3.27%	9 14.75%	10 16.39%	40 65.57%
5. Do you think that learning English will help you in promoting business?	1 1.63%	10 16.39%	8 13.11%	15 24.59%	27 44.26 %

Question numbers 6 and 7 (Did learning English at your school or college donate you any fear or repulsive sentiments? /In case, Yes or A few, the source(s) of the fear was/were) were set to recognize issues in learners' past learning involvement. For number 6, 60.7% said they had unsavory sentiments within the past. 22.9 % said they did not have any obnoxious involvement. But one curiously thing was uncovered whereas the information was being processed. Very a

couple of numbers of respondents who replied within the negative for number 6 moreover replied the address number 7, that's, they distinguished a few issues from the choices given there as theirs.

Through a few inputs from a few of the respondents made it clear that the state 'unpleasant feeling' made the perplexity, something else nearly all of them had issues in learning English within the past. In distinguishing the issues 55.7 % distinguished the classroom instruction as risky. Because it gave a choice to specify any other issue that will not specified within the survey, a few curiously issues came up. For illustration, disposition of the educator, exceptional questions, not curiously lessons, not down to earth course readings etc.

Questions from number 8 to 11 were set to scale learners' demeanor towards educating technique. These questions had a five-point reply range. For address number 8, 26.22% (16 respondents) checked agreed, 13.39 % checked oppose this idea, 5.983 % stamped to some degree oppose this idea, 14.2% remained impartial, and the rest 24.59% to some degree concurred with the address. For address number 9, 54.10% concurred with the suggestion, 13.11 % oppose this idea with it, 16.39 %, remained unbiased and the rest are either to some degree concur or to some degree oppose this idea markers.

For question number 10, 52.45% said that they concur with the question, 18.03% to some degree concurred with it, 14.75% remained impartial, and 14.7 % oppose this idea with it. 62.3 % concurred with the recommendation in address number 11, 21.31% remains unbiased and 17.4% oppose this idea with it. A comparative see is given within the taking after table:

**Table 3: Rate and quantity of participants regarding their responses /**

Question No.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. You believe that being able to actually speak to the foreigners in English is a very basic aim of English.	9 14.75%	5 8.19%	10 16.39%	13 21.31%	24 39.34%
9. You prefer to learn English through 'grammatical rules' and 'vocabulary memorisation'.	4 6.55%	8 13.11%	15 24.59%	12 19.67%	22 36.065%
10. When you speak English, You fear making pronunciation mistakes	10 13.39%	6 9.83%	14 22.95%	15 24.59%	16 26.22%

Questions from 12 to 19 were all set to degree learners' demeanor towards inclinations of dialect aptitudes. Address number 12, 13, 14, and 15 are backhanded questions, which can be deciphered as learning inclinations. Address number 16, 17, 18, and 19 are coordinate questions demonstrating learners' choice. 83.6% respondents concurred with the address number 12, 13.1% oppose this idea with another address. For address number 14 and 15 concur rates are 22% and 19.7%. The taking after table gives a detail and comparative see of the information:

**Table 4: Percentage and Number of respondents according to responses**

Question No.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. You prefer to be able to listen to and understand common English.	6 9.83%	3 4.91%	9 14.75%	11 18.032	32 52.45%
13. You believe that it is sufficient to be able to read in English	19 31.14%	19 31.14%	13 21.31	5 8.19%	5 8.19%
14. You think that 'listening, speaking, reading, writing' are all indispensable in learning English.	4 6.55%	3 4.91%	3 4.91%	9 14.75%	42 68.85%
15. If you have to select the most important skills or your favourite skills, what do you think is the best choice?	4 6.55%	4 6.55%	11 18.03%	4 6.55%	38 62.29%

Questions from 16 to 19 (In English learning you need to center on, 'listening' as it were/ In English learning you need to center on 'reading' as it were/ In English learning you need to center on 'writing' as it were/ In English learning you need to center on 'speaking' as it were) were coordinate questions with respect to learners' choice of learning skills. Surprisingly exceptionally small rate of the respondents needed to put push on a specific ability. Most of the learners needed to memorize all the abilities in a pleasant way. For address number 16, the positive respondents are only 14.7% (9 respondents), whereas 57.4% (35 respondents) oppose this idea with the suggestion. For 17, 18, and 19 negative (oppose this idea) reactions are 55.7% (35 respondents), 55.7% (35 respondents), and 37.7% (23 respondents) separately. The unbiased respondent for the three questions is 24.59%, 27.86% and 19.67 % which can be included to those who need to memorize all the dialect skills.

## 2.2. Implication of the analysis

It is observed that the questions are divided into 5 categories to measure learners' attitudes towards 5 different areas of language learning and teaching. Attempts will be made to provide information on possible implications of the attitudes in those areas and try to make suggestions in that regards. The first set of questions was set to measure attitude of the learners towards status of the English language. From the information examination it can be seen that the state of mind is greatly positive in address number 3 and 4. For numbers 1, 2, 5 the result is once more positive, as both the min and middle are 1. This demonstrates to a ideal air of learning and instructing English for the learners. Understudies are moreover more likely to adjust to the bilingualism that's likely to be the result of English learning. This is often a really positive figure in moment dialect instructing.

Question numbers 6 and 7 were inquired to know around any repulsive encounter that the learners might have confronted within the past with respect to English learning. Most of the respondents who replied in positive stamped the ways of classroom instruction as a source of obnoxious feeling. Numerous of them stamped both the ways of classroom instruction and fear of examination as practical sources. Classroom instruction alludes to classroom interaction. The measure of a expansive classroom at the auxiliary level is quite common wonder. There's small question the instructors gotten to be coercive in conveying the lessons, deliver less time for person issues, and care less around person learning methodologies of the learners. So, indeed in case the educator is well talked in hypothetical and commonsense perspectives of language teaching, s/he comes up short to apply it within the classroom.

To resolve the issue, one way is to form speedy choices around the teacher-student proportion, more classrooms, more instructor preparing, and take off it there. The other way is to utilize anything implies accessible at hands. TV programs can supplement classroom instructions. Moreover 'Self-Access Centers' can be created in schools and colleges, and make the post of Educating Colleagues, who can help the understudies in understanding their problems.

The other set of questions was set to degree the learners' state of mind towards instructing strategy. Here the choices of the learners are running in all heading. In one hand, 68.8 %of the respondents concurred with an all English educating environment, 70.7 % concurred that the communication with the nonnatives is the vital point of learning English, which can be interpreted in support of Communicative Dialect Instructing strategy. But, on the other hand, as it were 19% respondents went against the Grammar-Translation strategy.

A fast look over the history of the instructing strategies will uncover that the strategies have continuously been obliged by educating instead of learning needs, and other additional phonetic variables like, modern social circumstances, yield desires etc. For case, Coordinate Strategy was born out of a ought to educate American officers distinctive European dialects at the time of Moment World War. No one afterward addressed the appropriateness of the strategy in peacetime classroom.

A strategy ought to be built keeping in intellect the nearby setting and the essential dialect educating parameters.

Questions from number 12 to 19 are questions with respect to abilities inclinations. It has been seen prior that the generally state of mind of the learners is persuaded more by integrator constrain instead of by instrumental one. Really, the dialect circumstance all over Algeria has continuously been multilingual all through the three thousand yearsof composed history. Confirmations from close history will moreover appear that information of a moment dialect has continuously been treated as an extra quality. So, it isn't astounding that the customary understudies will be energetic to memorize the dialect as a entire, i.e. without putting push on any specific expertise. Since the respondents are all from normal instructive institution, it is possible that there are moreover a huge number of understudies who have to be create a specific aptitude for their employments.

A large-scale study is required to cover all the fragments to form any comment with respect to the ability inclinations. Consolidating tuning in or talking aptitudes to the common school and college syllabus will require extra reading material, electrical gear, uncommonly prepared instructors etc. Here, TV programs can help in modifying the curriculum.

# General Conclusion

## General Conclusion

In this paper, the comes about of a consider on learners' demeanor towards English dialect have been talked about. Of uncommon intrigued was the positive state of mind of the learners who, in spite of having English courses in their instructive institution still discover the require for additional care and need to visit private dialect centers for learning English. Several recommendations have been made to bring back the learners into their lesson, which can spare working hours and cash as well. It has too been found that the learners are interested to memorize all the dialect aptitudes with equal accentuation, so, it is fundamental to put lessons on tuning in and talking within the standard English dialect curriculum.

The think about clearly appears that the learners are not confounded as to what they need or anticipate from a dialect course. They are mindful of their needs exceptionally much and prepared to go to any length to meet their needs. It is, presently, an obligation of the organizers and approach producers to come up with practical and learner delicate educational modules, educating materials and strategies.

Victory or disappointment plays a crucial portion within the motivational drive of a understudy. Both total disappointment and total success may be de-motivating. It'll be the teacher's work to set objectives and errands at which most of his or her understudies can be successful. Much of the teacher's work within the classroom includes handling the challenges in a right way: this entails the setting of sort of errands in agreement with the right pace from the understudy, etc.

Ultimately, the students' victory or failure is in their claim hands, but the teacher can impact the course of occasions within the students' favour. An instructor or instructor has got a really enormous role to play here. In this respect, Harmer (2002) points out that one of the most errands for instructors is to incite intrigued and inclusion within the subject indeed when understudies are not at first fascinated by it. It is by their choice of point, action and phonetic substance that they

may be able to run a course successfully and effectively. It is by their state of mind to lesson interest, their principles, their humor and their reality that they may impact their understudies. It is through their claim behavior and enthusiasm that they may motivate. Be that as it may, instructors are not eventually dependable for their students' inspiration. They can as it were empowering by words and deed. Genuine inspiration comes from inside each person.

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## Appendices:

### Appendix01: Questionnaire

#### Dear participant( students)

- We are English linguistics master students, we are conducting a research work on language attitudes on English learning, we need your precious contribution. Thanks for your time taken to answer our questions. We promiss you to keep everything confidential.

– نحن طالبة ماستر في اللسانيات الإنجليزية ، إننا في حاجة الى مساهمتكم لكي ننجز عملنا بنجاح. يدور موضوع بحثنا حول تأثير اتجاهات المتعلم من اللغة الإنجليزية على تعلمه لها. نفضل بالإجابة عن الأسئلة الآتية فإنها لن نأخذ إلا بعض الدقائق من وقتك الثمين، ونعدك بعدم الكشف عن هويتك.

#### General information: معلومات عامة

1- Gender الجنس  female أنثى

2 What is your highest mark in English course you have achieved since the beginning of your English learning?

(أعلى علامة تحصلت عليها خلال كل مسارك في تعلم اللغة الإنجليزية)

- From 0 to 5 (من 0 الى 5)
- From 6 to 10 (من 6 الى 10)
- From 11 to 15 (من 11 الى 15)
- From 16 to 20 (من 16 الى 20)

1- **QUESTIONS:** You are kindly asked to put a mark(√) in the right box which express your opinion

تفضل بالإجابة عن الأسئلة بوضع علامة في الخانة التي تعبر بصدق عن رأيك.

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1. Do you think that learning English will help the growth of your mind? هل تعتقد أن اللغة الإنجليزية تنمي مهاراتك الذهنية.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think that learning English will improve your personality? هل تعتقد أن اللغة الإنجليزية تحسن من شخصيتك	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you think that learning English will open more job opportunities for you? هل تعتقد أن تعلم اللغة الإنجليزية يفتح لك مجالات أوسع في الشغل؟	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you think that learning English will help you in higher academic achievement? هل تعتقد أن تعلم اللغة الإنجليزية يمكننا التقدم بعيدا في دراستك	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Do you think that learning English will help you in improving future expected income?

هل تعتقد أن تعلم اللغة الإنجليزية يحسن دخلك المالي مستقبلاً

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**Question 6** Did learning English at your school or college give you any fear or unpleasant feelings?

Yes

No

/If yes, Is it due to bad past learning experience?

إذا كانت إجابتك على السؤال السابق بنعم هل كان ذلك بفعل تجربة تعلم سابقة

**Question 7** Specify among the following any other problem that may be a source of your unpleasant feeling :

Mood of the teacher. مزاج الأستاذ.






Uncommon questions. الأسئلة المطفوحة.

Not interesting lessons. الدروس المقترحة.

Not practical textbooks. الكتاب المدرسي.

etc. شئ آخر.

حدد من بين النقاط التالية ما كان سبب المشاعر السيئة تجاه تعلم اللغة الإنجليزية

Question No.	Strongly disagree 	Disagree 	Natural 	Agree 	Strongly agree 
8. You think that being able to actually communicate with the foreigners in English is a very basic purpose of English ? هل تعتقد أن القدرة على التخاطب مع الأجانب هو الهدف الأساسي من تعلم اللغة الإنجليزية					
9. You like to learn English through 'grammatical rules' and 'vocabulary memorization' ? هل تفضل تعلم اللغة الإنجليزية عبر تعلم القواعد النحوية وحفظ الكلمات ؟					
10. When you speak English , does the fear of making grammatical mistakes have great influence on you ? هل الخوف من ارتكاب الأخطاء النحوية يؤثر عليك عندما تتكلم اللغة الإنجليزية ؟					
11. You like to learn English in an 'All English' environment ? هل تحب أن تتعلم اللغة الإنجليزية في بيئتها الطبيعية – مثلاً في أسرتك برطانية؟					

Question No.

Strongly  
Disagree

Disagre  
ee

Natural

Agree

Strongly  
agree



12. You like to be able to listen to and understand everyday English?

هل تتفضل الاستماع للغة الإنجليزية العامية التي يتكلمها العوام وتتناول المواضيع اليومية؟

13. You think that it is enough to be able to read in English?

هل تعتقد أن قراءة النصوص يكفي لحد هدف تعلم اللغة الإنجليزية؟

14. You think that 'listening, speaking, reading, writing are all important in learning English?

هل تعتقد أن السماع والقراءة مع الكتابة مع التكلم كذلك مهم لتعلم اللغة الإنجليزية؟

15. If you have to choose the most important skills or your favorite skills, what do you think is the best sequence?

هل تعتقد أنهم المهارات التي تركز عليها المهارات اللغوية الأربعة ( سماع - قراءة - كلام - كتابة ) وذلك حسب أهميتها لتعلم اللغة الإنجليزية؟

Questions	Strongly Disagree	Disagree	Natural	Agree	Strongly agree
16. In English learning you want to focus on 'listening' only? هل تركز في تعلم اللغة الإنجليزية على السماع فقط؟					
17. In English learning you want to focus on 'reading' only هل تركز في تعلم اللغة الإنجليزية على القراءة فقط؟					
18. In English learning you want to focus on 'writing' only هل تركز في تعلم اللغة الإنجليزية على الكتابة فقط؟					
19. In English learning you want to focus on 'speaking' only هل تركز في تعلم اللغة على التكلم فقط؟					

**Thank you!**

## Appendix02

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

مدير التربية  
إلى  
السيد /  
- مدير ثانوية عبد المجيد علاهم  
- مدير الشريف الادريسي  
( للتنفيذ )

مديرية التربية لولاية المسيلة  
مصلحة التكوين والتفتيش  
مكتب التفتيش  
الرقم: 2022/1.7/2022  
demsila.sfi@gmail.com  
الهاتف / الفاكس : 035/35/72/29

### ترخيص بإجراء دراسة ميدانية

بناء على مراسلة جامعة محمد بوضياف بالمسيلة كلية الآداب واللغات " قسم الإنجليزية بتاريخ .../.../2022  
يرخص للطلبة :

الرقم	التقب والاسم	تاريخ ومكان الميلاد	رقم التسجيل	التخصص
01	ديلي خليل	1990/05/01 بالمسيلة	181835078279	الإنجليزية لسانيات
02	نعيجي يحي	1976/09/13 حمام الضلعة	/	الإنجليزية لسانيات

بالدخول :

الى المؤسسات المذكورة أعلاه ابتداء من: 2022/05/11 الى غاية 2022/05/12 لإجراء (دراسة ميدانية)  
باستثناء فترة الفروض والاختبارات وأيام العطل.

مع احترام الشروط التالية :

- ✓ العمل وفق ما يسمح به القانون وعدم التطرق إلى ما يمس السر المهني .
- ✓ استغلال المعلومات المتحصل عليها خلال الترخيص في خدمة الجانب العلمي لا غير .
- ✓ وضع رزنامة عمل الفائدة المترددين من طرف المسئول الاول للوزارة المستقبلية خلال الفترة المحددة.
- ✓ مراعاة السير العادي لأنشطة المؤسسة .
- ✓ احترام اجراءات البروتوكول لصحي.
- ✓ المطلوب من مسئول مؤسسة الاستقبال اتخاذ كل الترتيبات اللازمة لانجاز العملية في ظروف عادية طبقا للتوجيهات الأنفة الذكر.

عن مدير التربية  
رئيس مصلحة التكوين والتفتيش  
إيسالمي المهدي





تم إجراء الاستاذ بالمؤسسة  
الطالب د. يحيى خليل  
في الفترة الممتدة من 14 إلى 17 ماي

مدرسة سيدي يوسف

تتناول هذه الدراسة الاتجاهات اللغوية وتدرس بالتحديد مواقف تلاميذ المستوى النهائي من التعليم الثانوي من تعلم اللغة الانجليزية . وقد تم اختيار ثانويتين من شمال ولاية المسيلة ( ثانوية عبد المجيد علام -حي لاروكاد - وثانوية شريف الادريسي حمام الضلعة ) وقد بينت الدراسة عدم وجود اختلافات كبرى في الجانب التفضيلي بين المتمدرسين حول تعلم اللغة الانجليزية كلغة رائدة في كثير من المجالات . كما بينت الارادة الواضحة للمتمدرسين للتحكم في مختلف المهارات اللغوية ( سماع - تكلم - كتابة - قراءة - ) . ولوحظ نوع من التوازن بين الاتجاهات اللغوية من حيث رؤية اللغة كوسيلة لتحقيق اهداف نفعية ورؤية اللغة كوسيلة لتناقل مع مجتمعات ناطقة بتلك اللغة . ويبقى الدور على مصممي المناهج والعاملين في الميدان لتبني سياساتناجعة لاستثمار الاتجاهات اللغوية التي كشفتها الدراسة .