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Learner's Attitude towards The English language

The Case of Abou Dhar El Ghifari Middle School Pupils,Tiaret

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment of
the Requirements for the Master's Degree in Linguistics

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Dedications

To my **father**

To my **Mother.**

To my **SISTERS.**

To my **Brohters.**

To my dear young sister **HAYET.**

Tomy so dear and special friend **DJamila.**

By: Bouchera Thamer and Fattouma Daham.

Acknowledgements

Abstract

The present work attempts to explore learners' attitudes towards learning the English language as it plays a significant role in learning/teaching language environments. The aim of this study is to find out the nature of Algerian EFL learners' attitudes towards learning English language and which foreign language they prefer; English or French language. For this purpose, the current study is conducted with learners of Abou Dhar El Ghifari Middle school as a case of study in Tiaret city. Thus, thirty two (32) learners participated in this investigation and were selected randomly from different levels. To collect data on the present issue, two research tools are used; a questionnaire were designed for learners and a semi- structured interview designed for teachers. The main results obtained reveal that learners show positive attitudes towards learning English and most of them prefer English to French language. Also, teachers show positive attitudes towards English and confirm that their learners have positive attitudes towards learning English as well.

Key words: English Language, language attitudes, Learning English, Teaching English.

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List of Abbreviations

MSA   The Modern Standard Arabic

LA   Language Attitude

EFL   English as Foreign Language

TEFL   Teaching English as foreign Language

TSL   Teaching English as second Language

WTO   World Trade Organization

CBLT   Competency- based Language Teaching

MNE   Ministry National Education

PHD   Philosophy Doctor

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GENERAL INTRODUCTION

General Introduction:

Many studies in sociolinguistics and psycholinguistics shifted attention to the concept of attitude as social factor that plays a significant role in learning language In general language attitude reflects the feeling or opinion of people toward language or the speaker of the language. Attitude can be acquired and changed, it can be positive or negative. recent studies stated that success in learning a language depends largely on the learner's attitude ,and the importance of attitude lays in the great motivation it gives to learners.

In the Algerain context, the issue of attitude has been investigated by many scholar's as Bouamrane and Taleb-ibrahim towards languages in general whereas ,in this study, the focus is narrowed down to the English language only as second foreign language.

It is noticeable that the Algerian learners are influenced by many social factors that cause unsuccessful English learning; attitude is one of these factors. This research work is meant to study the nature of attitude that learners have toward learning English language.To well investigate the problematic of this research, two research question are formulated as follow :

Q1-What is the learner's attitude towards learning English language in middle school?

Q2- What foreign languages do they prefer ?

With regard to the above question two hypotheses are formed:

H1- The learners have positive attitude towards learning English language in middle school.

H2-Most of the learners prefer English rather than French language.

The aim of the research work is to find out the nature of attitude that learners have towards learning English language .In strict sense, to know the attitude of the learners of Abou Dhar el Ghifari middle school towards learning English language, and the preferable language for them.

The research work consists of three chapters; the first chapter is divided into two sections, the first section is about definition of the terms that are related to the topic attitude: language, attitude, language attitude,learning language ,teaching English as foreign language, the second section reviewed some related studies that examined learner's attitude in EFL countries, the second chapter presents the context of the research work. It covers five titles that deal with teaching English as foreign language in Algeria and the attitude of learners towards it ,the third chapter presents the data collection and analysis with general conclusion that summarize the whole research. At the end of research, some recommendations suggested to exploit the attitude in learning English language.

CHAPTER ONE
Attitude Towards English Language in EFL Countries

Introduction

This chapter presents a summary of the literature relevant to the research purpose, including a review of concepts of language, attitudes, language attitude, EFL,and learning language and attitude In addition to learners' attitude towards English in EFL countries .

1-Definitions of terms

-1 .1 Language

Noam Chomsky defined language as a set (finite or infinite) of sentences,each finite in length,and constructed out of a finite set of elements.Chomsky (1957 :13)

1.2- Attitudes

Attitudes have been and indeed continue to be the focus of great deal of research through the social science.In particular, attitude has been a central explanatory variable in the field of social psychology more than in any other academic discipline.

According to Backer (1998), attitudes are learned predispositions, and are not inherited. They are relatively stable and affected by experience. The attitudes of people hold towards different language varieties and the people who speak them are important to sociolinguistics, whereas studies in language and social interaction investigate actual language interaction. Language attitude studies explore how people react to language interactions and how evaluate others based on the language behavior they observe .also Lambert (1967), attitude consists of three components: the cognitive, effective and conative components. Obols indicates that attitudes is as a mental disposition toward something ,it acts as a bridge between opinion and behavior (Obiols 2002) .in addition to the mentalist view point ,attitudes are mental and state readiness which cannot be observed directly, there are also three types of attitudes ,which are positive, negative and neutral.

1.2.1-Positive Attitude:

Nadeem (2016) states that persons who have positive attitudes, they have many benefits, which affect out other behavior, who will be possessing positive behavior, they will explore good things in others and will not go after negativity. This type of attitude is comprised of the following things;

- ❖ They remain happy and cheerful.
- ❖ They are blessed with sense of responsibility.
- ❖ They are the most reliable persons.

❖ They move forward with confidence and optimism.

1.2.2-Negative Attitude :

Negative attitude is something that every person should avoid. Such type of persons will always be searching weaker elements of others personality and are not inclined towards positive elements. Their focus remain on bad people and avoids good people.Also, they are likely to complain about changes, rather than adapting to the changing environment. Also, they might blame their failure on others.(ibid)

1.2.3-Neutral Attitude:

This is another type of attitude that is common. Persons who are very balanced in their approach. They remain in different to problems and wait for others intervention regarding resolutions. Such type of persons remains self satisfied and complacent. Their attitudes is composed of in difference and detachment. An other strikingelement of their attitude isserene and unemotional type of posture which makes them very balanced.(ibid)

1.3- language Learning and Attitude:

According to Kimble (1961:133) learning is a relatively permanent change in behavioral tendency and is the result of reinforced practice.in other hand Reid (2003.33) said that attitudes are important to us because they cannot be separated from study,it is achievement in target language relies not only on intellectual capacity,but on learner's attitudes towards language learning,which means learning language should be approached primarily as social and psychological phenomenon.

1.4-Language Attitude (LA)

-language attitudes are the feelings that people have about their own languages and the language of others. Language attitude is central concept in sociolinguistics that helps us to learn more about a given society'languageprofile.Ryan defines language attitudes as any effective or behavioral index of evaluation Romaine (1995)describe different facets as language attitudes i.e.languagepreference, languageevaluation, attractiveness of learning particular language and self reports about language practice.

1.5-English as a Foreign Language (EFL)

EFL is an abbreviation for "English as a Foreign Language"; refers to learning and using English as an additional language in a non-English speaking country. This is mainly used to talk about students whose first language is not English and learning English while living in their own country. For example:a Chinese student learning English in China; or teaching English in

Algeria. Diaf (2017.p.8.).A traditional term for the use or the study of the English language by non-native speakers in countries where English is generally not a locale medium of communication, English as a foreign language (EFL) correspondent roughly to the expanding Circle described by the linguists Kachruin Standard Codification and Sociolinguistic Realism :'the English language circle'.(1985).

1.6-Teaching English as Foreign Language (TEFL)

Teaching English as a foreign language, as it is commonly refer to ,involves teaching language in the countries where English is not the mother tongue. Also, it is a complicated process because it comprises a number of elements where the absence or the weaknesses of language would affect the whole process, AlAkhdar. (2001:1).Teaching English as foreign language, known as TEFL or TSL (English as second language),has become one of the largest education industries in the world.

2.-Related studies of Attitudes:

The spread of English as foreign language in many countries led some researcher to investigate attitude of the learners toward English language; for example in Japan English is foreign language(Castro,1996).learners in junior high school study between three to five hours of English per-week(kitao&kitao,1996;1996) ,and study lectures in witting and spoken English, learners programed to be taught 1,000 word in English classes (Goold,Madeley&Carter,1993) as cited in Jacqueline(2000),while the text book that used in junior high school about five text one of which used in half of all junior high school (Innuran,1978) recently have only seven text books selected by the ministry of education applied the Yakudoku which is grammar translation method.

Junior high school learner's attitude towards English is positive at the beginning, they have eager anticipation(Kitao,1995),student in JHS study general topics in English to develop their communicative skills, most of the topics related to their daily life. English is important part to the entrance examination of senior high school; this is way learner's in JHS oblige to have positive attitude towards English but English still unpopular subject in JHS (Honna, 2005). In general, Japanese have negative attitude towards English due to the big difference between the two language,(Clark,1998)claimed that the Japanese brain prevent them to acquiring English.

In Turkey the first contact between the English language and the Turkish society during period of the Ottoman Empire(1299-1922). It considered superpowers of that time ,in this period the foreign languages was encouraged to learn it, the Turkish people interested in western languages because they need it in their commercial relation. The English language take

instrumental value in the Ottoman Empire as the Arabic and Persian has value due to religious reasons, the need of new technique in many domains such as military, commerce, navy oblige the Turkish people teach and learn foreign languages, French was the dominant language in the Tanzanite period, later the Ottoman Empire ameliorate the relation with British empire this relation reduce the dominance of French, the Ottoman Empire make relation with USA another country that speak English through investment.

2-1 Learners Attitude Towards English language in Turkey

When we speak about English language in Turkish context ,English is the most useful foreign language, according to Anatolian high school, English medium universities that Turkish people learn English in different setting using different materials, many Turkish scholars(Eknekci,1995;Saritosun,1994;Sinanoglu,200) claimed that English in education make obstacle's to the development of Turkey and it can be a barriers to the development of Turkish language especially the scientific terms, also the use of English in everyday life of the Turkish people make the Turkish cultural norms in danger.

In Turkey there are two types of high school public(state) and private ,it is classified as standard(general),vocational(technical, commerce),these schools does not give preparatory English courses, parents of the students of Anatolian high school want to provide preparatory English to better achievement, parents believe that graduating from a foreign high school give their children high status in their society and good job ,the third language is elective in all types of high school, in public school English language teaching start with four periods a week in fourth grade.

Kiziltepe (2000) found that learner's in high school show positive attitude towards the British and American English, the study also show the high level of instrument of motivation in learning English as foreign language, student believe that English help them to get good job, and the knowledge of two languages make them a good person, the impact of Hollywood films and the MTV Turks influence on the attitude of learner's towards English ,most of the middle class teenagers imitate the British people, they have positive feeling towards their English courses ,this finding cannot be generated other areas in Turkey learners have negative attitude towards English because they belong to conservative family.

Most of the studies emphasize the strong relation between attitude and motivation as said by:

Gardner and Lambert (1972) cited in Seddi (2017)*"his learners motivation to learn is thought to be determined by his attitude toward the other group in particular and by his*

orientation toward the learning task itself. «so attitude has a direct influence in learning language.*Lifrieri (2005: 14) state 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."*

2-2Learner's Attitude Towards English Language in Indonesia:

Also there was an investigation about attitude of learners towards English language from two different classes : science class and social class. The study was the form of questionnaire to 72 students ,40 from science and 32 from social class, the focus was on students in two different major programme in senior high school ,science and social class students ,which means that leaners from these different classes have different perceptions and dimensions even if they study the same English curriculum. The questionnaire was set in Indonesian language in order to help the learners understand the questions.and the questions were about their attitudes towards s the English language ,their interest to learn English and their motivation to master the English language .furthermore to difficulties and their view in considering the importance of English for their future.

The results of this study detects that there was no statistically difference between the science and social learners in their interest to learn English as a language.

Gardner (2001.5) cited in Lamb (2004) refers that '' a desire to learn a a language has become a base principle in language learner motivation.''

Concerning motivation to master English learners science class were very motivated whereas, the learners of social class were quite motivated.

Another result shows that most of science class thought that English grammar was easy , in other hand ,the social leaners thought English grammar was difficult .Finally the importance of English language for the future ,statistical indicate the difference between the two classes .

-One of the studies was conducted by Bunch Enhofen (1998) cited in Alkaff (2013.108) compares attitudes toward English between 12 years old and final year of university students ,and this investigation points out that the two groups have generally positive attitude towards English.In there is another research by Lamb (2004). In the Indonesian EFL context that investigate the motivation of Indonesian children aged 11-12 years old in learning English in urban junior high school ,the study shows that '' changes in individuals motivation to learn the language may there for be partly explained by reference to ongoing process of identification

,especially during the formative years of adolescent.'(Lamb,2004).

2-3 Learner's Attitude Towards English In China :

Scholars have reported that china has the largest English-learning population in the world (Bolton&Tong .2002 ;Crystal,1997),deterding,2005, Yenkis2007 Ng&Tong 2001).

-After China's entry to the world trade Organization (WTO) and Bejjing's hosting of 2008 Summer Olympic Games ,increasing contact with foreign countries has required more knowledge of foreign language,specially English.

Some studies have been conducted to investigate attitudes of learners towards the English language in diffrent parts of the world.

The need to learn English is to give chine's strengthnes to its economic development to become a full member in the modern globalized world.The rise of English in chines education due to the active participation of china in the International affairs, and as Bolton (2002) indicate ''in the minds of many inside china, English seems inextribely liked to the nation's continued economic grouth''(p.182).

Learning English is extremly famous and has achieved a new peak goverment policy-makers, educationist, and the Chines publicin the past two decades. Language schools are prosperous in big cities and regions which are near to coast as well ,chines Tv programs and native teachers who teaches English in China. Although English used to be just required subject from middle school to college ,nowadays it is learned beyond the school's programme study, even kindergarten –age children and senior people who look for motivation and English instruction. English learning has became widespread that include people of all ages.

China is one of the greatest number of English learners ,and big population in the world.one of the survey in china shows that more students prefered English use in the classroom while, others were in favor of student use of English in the Chines language classroom. and another perspectives are related to how confident they are toward the use of target language .

Attitudes toward learning are believed to influence behaviors such as :selecting and reading books ,speaking in foreign language etc…One of the researcher has made an attempt to study the level of students attitude toward English ,it has become as an important subject in education system. high school period is an important stage to the students ,so they are conscious of the importance of English.

The investigation see that the classroom activities in the study of English should develop the pupils' attitude.

2-4 learner's Attitude Towards English in Chile

Many countries have performed educational policies to include English as foreign language in their national curriculum. Chile is one of these countries, which included English as the compulsory foreign language to be taught at school from 5th grade (primary) to the secondary school with the average of three hours per week. English was implemented in 2004 by the ministry of education and it called English Opens Doors, also the ministry of education called for the review of the programme of study and has presented a proposal to introduce English in early stages.

According to the last report given at number 44 of 60 participating countries far from neighboring countries like Argentina, Uruguay, Brazil, Peru and Mexico.

Attention has been paid to the student's attitude towards learning English, particulary the students' attitude towards learning English as a subject at school, the methodology of teachers and how it is taught in classroom.

The study was about collection of data and analysis given by questionnaire, which measure the range of students' attitude toward the target language, the participants were 154 learners from two different secondary school.

After the analysis of participants' responses to the questionnaire, they found that learners have positive attitude toward English as foreign language in general .both of schools agreed on the use of L1 Spanish and the use of translations positive strategy in the classroom; however, the statements about English as a subject at school, more than half responders a favorable attitude in other hand some of them think that English is an unnecessary subject at school .also learners showed their favorable attitude towards English as global language ,and it could be helpful for their future .

I. Conclusion

Language attitude refers to perspectives or the feelings of the learners towards languages particularly English language. It can be positive or negative, it depends on the learners and their opinions .This chapter shows that learners in EFL countries have positive towards English languages.

CHAPTER TWO
Learner's Attitude Towards Learning English Language In Algeria

II.1 Introduction

The upcoming chapter tries to shed light on attitude towards English in Algeria and linguistic situation, English in general and teaching English in Algerian schools, also the status of English in the country in many fields, moreover to learners' attitude to learning English language.

II.2. The Linguistic Situation in Algeria

The Algerian society consists of two main distinct groups, Algerian Arabic speakers and Berber speakers. Among the Berbers there are Chaouia, the Kabyles, the Mozabites and the Tewareg ethnic groups. Though there are less variation amongest them compared with variation among the Berber varieties, about 30% of Algerian speakers are Berber native speaker (Chaker, 2007).Most of Algerian speakers use Daridja in their daily life as means of communication or Berber variety or French. Modern standard Arabic language (MSA)is the official language of the country and it is used in instructions and media. The French language is first foreign language in the country and in education while English is considered as second foreign language.(Belmihoub,2017)

II.3. The Algerian Educational System

The education is very important to the development of any nation; the Algerian government confers higher attention to this sector because the success in the education system leads systematically to the success in other sector like health, economy…ect

The Algerian education system witnessed many changes from the Independence in 1962. The Algerian ministry of education was created in 1963.it is the authority who design, and supervise the whole educational system such as: curricula, textbook, teachers training. (Garzib,2014)

II.3.1 The Main Reform of the Education System:

The present structure of school system is based on (5+4+3 model: five years of primary school, four school of middle, and three years of secondary school. At the end of primary school studies after an official exam pupils who succeed can go to the middle school study four years and taught more subject like: Arabic, mathematics, natural science, technology, Islamic education, French, English, history, geography and physical education. At the end of the fourth year middle school, pupils sit for an official examination, viz, ;BEM .The pupils who get the average 10 or more can move to the secondary school where they study for three years learners are orientated to either experimental sciences or letters and Human sciences or letters and foreign languages according to their averages. Three years later, they can join the tertiary education

provided that they succeed in their Baccalaureate examination. Once enrolled, students are split up into specialties to prepare BA degree in three years. Classified according to their averages, the best students are enrolled to master degree for two years, those who undergo master studies successfully can sit for doctorate contest. A new system ,viz, BMD, that has been implemented since 2005.The difference between them is in the duration of studies (Lakhal 2008) .

Benrabeh (2007: 225) divided the development of the Algerian education history into three main steps, the first is the influence of French colonization, of the educational system in Algeria by the French colonization, the second, lasted from the independence to the 1990 s where a policy of Arabization was implemented and the third one began in the early 2000 characterised by the transition to globalized pedagogy or the free market economy.

During colonization, Arabic was considered as foreign language where the Algerians were obliged to learn French as a national language, Benrabeh (2007: 226). After the Independence 1962, Arabic language was taught in all educational levels.

II.3.2 The Education Reform Policy in 2000

This reform focus on three major matter ,the first is about the low level of teachers and their proficiency ,the second the improvement of curriculum content ,the third foreign language status by created the national commission for the perform of education system (CNRES) ,it consist of 153 teachers and scholars ,it responsible to find the deficiency of the educational system, and to modernize the educational sector, also responsible about the vocational training.(Chemami,2011)

II.3.3. The Educational Reforms Before 2001

The educational reforms before 2001 in Algeria after the Independence can be globally classified under two major periods

1-Bilingualperiod (use of French and Arabic from1962 to1970)

2-monolingual in standard Arabic or the majority of population (from1970 until now).(Rezig.2015)

II.3.4. Fundamental School

The schooling reform was transition from six years in primary school to five years and four years instead of three years in middle school, where all subjects were taught in Arabic language except for the foreign languages .in the secondary school, the learners had the choice to study one of two branch: general, technical. In 1993, English established in primary school. (ibid).

1.4. Teaching English as Foreign Language:

The high connection with united states and Canada help to the spread of English in Algeria as foreign language ,many efforts has been done to replace French by English ,in1993, English has been introduce from the 4 year in primary school. The main point of views of this party, who support teaching English rather than French is that English is the language of technology and science, it is difficult to find reasons psychological ,pedagogical or social for the inclusion of English as the first foreign language in primary school..(Miliani,2000)

English in primary schools has not been success, which shows the gap between the decisions taken and the expectation of the people .in 1995 -96 there were 3197 pupils who resisted in classes of English as a first foreign language, and 834 in 1997-98. (Ibid)

In1996 ,three years after the decision to establish English as an alternative choice to French .there were 60.000 resisted over 4 years against 2 million pupils .(ibid)

1.4.1 EFL and The Middle School:

The educational reform give the EFL special status ,it is begin to teach at the first year of middle school ,EFL is compulsory for the four level of middle school ,but with less coefficient compared with other subject like : Arabic ,mathematic, the learners study EFL three times a week with a specialized teacher in EFL they take two test and one exam each trimester.(Benadla,2012)

1.4.2. Objectives Of English Teaching In Middle Schools:

The decision makers see that English important for the learners future and their career, they confirm that English became necessity for the Algerian people, because it the language of the world and help the to contact with other societies.

The mains objectives for teaching English in middle school are: linguistic objective, methodological objective which relates to the development of the strategies and skills, and the cultural objective that aim to develop the awareness of the learners about other culture.(Ammour,2006)

1.4.3. The Approach and Methodology of Teaching English:

The most important element in teaching English is the methodology ,the grammar translation method which is prepared already by French colonization syllabi ,the audio lingual method .In EFL classroom teacher use the competency based language teaching (CBLT) as a methodology of teaching a foreign language ,the purpose of this method that the learners should be able to use it to communicate and not to keep their linguistic knowledge, learners are trained ,since their first year of middle school education ,they learn to communicate orally as well as the

written form .the English syllabus for the middle school four years aims at achieving linguistic ,mythological and cultural objectives.

The learners should achieve a certain communicative competence that enables him to communicative effectively .the learners at first year are trained on listening and speaking including pronunciation the different English sounds ,they are also exposed to written texts ,they became responsible for their own learning so that they manage how to learn. The EFL syllabus during the four years within the educational reform established to enable the learners to learn English effectively if the teacher know how to monitor his classroom and present his material attractively to raise his learner's motivation .(Benadla,2012)

1.4.4 English Textbooks:

The textbook is important materiel in teaching, textbook as define by the oxford advanced learners dictionary (2000) is "A book that teaches particular subject and that is used especially in school and colleges…" (P.479).

In the Algerian context, text book production generally falls under governmental agencies, the ministry of national education (MNE) detains supremacy over text book production .two branches are responsible for the production of textbook : the national institute of research in education (INRE) or institute national de la recherché education ,and the national authority for school publication(ONPS)or office national des publication schoolaire ,responsible for publishing and printing of text books and the former, the national center of pedagogy documentation or center national de documentation pedagogic responsible for the distribution of text books across the country .(Grazib,2014)

1.4.4.1 Content of Textbooks:

Tomlinson said that the text book content contain activities in grammar, vocabulary, pronunciation, to develop the skills of reading, writing, listening and speaking.

1.4.4.1.1.Grammar:

Teaching Grammar, for Larsen-freeman (1991)"means enabling language student to use linguistic forms accurately ,meaningfully and appropriately "(P.280).there are many approaches that used in teaching Grammar in the context of English Grammar learning depending in the selection and presentation of materials and use pedagogical practice.

1.4.4.1.2. Vocabulary:

Vocabulary as knowledge of words and word meanings gained ground in language learning with regard to the importance role it plays .Zimmerman (1997) views that vocabulary learning is of great importance to EFL learners.

1.4.4.1.3. Listening:

Listening is one of the important skills that should learners take it especially EFL learners; it is to understand what the speaker said. Mendelson (1994) views that listening account for 40%-50% of communication.

1.4.4.1.4. Pronunciation:

According to Seidhover(2001) is the production and perception of significant sounds of the language where meaning is targeted when using language .

1.4.4.1.5. Speaking:

is the way the speaker produce verbal communication to be understood by the hearer in EFL context have special attention for two reasons ,first ,English is rarely speaking outside the out the classroom the case of Algeria, the second many learners believe speaking as the measure of mastering the language.

1.4.4.1.6. Reading:

Is very important skill specially EFL context in the Algerian context the text or passage selected to ensure an interaction between the text and the reader.

1.4.4.1.7. Writing:

It is the product that produced by the learners and controlled by the teachers to reduce the possibility of errors.

1.5. Status of English in Algeria

-The presence of English in the former French colony of Algeria has been dramatically increasing ,the prevalence of English in Algeria in different areas which, English becomes an important language ,a language of foreign affairs such as : local policy makers-could take stack of such a synthesis and better understand the extent of presence of English in society beyond business and education to help continue making informed decision .Also the political business and educational implication of political leaders' languages policy decisions could raise awareness among the political elite about their choices. Belmihoub (2018,p,1)

-The British council reports, a comprehensive sociolinguistic profile of English in Algeria described English as third language (British Council 1984).The profile was needed for those

involved overseas training ,Technology ,Transfer and lesser extent primary and secondary education, besides to higher education and some fields seeked for reading knowledge.

In addition of universities requirements for a PHD degree. Furthermore, to many organizations taught English to their employees to facilitate communication with colleagues, such as Radio, Television Algerians, Ministry of Defense and Institute of petroleum studies. Francophones individual argued to make English as first language to be taught and it believed to have possibility to help develop the quality of education in Algeria and promote social progress since English were recognized as the language of science and technology.

-The government argued that English was an international language ,a language that allowed access to science and technology and ,thus, it needed to be affered as early a fourth grad (Benrabah,2007,p,24).

1.5.1. Algerian users of English:

1.5.1.1. English in Algerian industry

Algeria is known with oil and gaz industry, Hassi Masouad and Hassi R'mel in the Sahara Desert in the south of Algeria are home to grate deal of advanced ,English users ,the employee who work in the Oil and Gaz industry are from different nationalities .

Major companies in this industry where English is important ,include Sonatrach (Algerian Company),Anadarko(American Company),and total (French company) besides of English in large companies with such as secretary ,manager ,and director tend to earn more than non-English users for the same job (Euromonitor,2012) ,but English is not necessary as it is in the Oil and Gaz industry.

1.5.1.2.English in The Internet

In Algeria makes the connection process easy, it is global system, which links worldwide. The appearance of social media spaces Facebook and YouTube are programs for Algerian youth to express themselves in English. Blemihoub (2018, p,7).

1.5.1.3. English in Algerian Journalism

Another use of English among Journalists in Algeria journalists use MSA, French language and English for example :Algerian Press Services ,it is used and reading the English news articles they publish, in addition to private newspapers using MSA also tend to employ journalists with an intermediate to advanced .English proficiency to run an online version of their newspapers in English, Echorouk and El Nahar newspaper are prominent in this areas Belmihoub (Ibid).

1.6 Language Attitude in Algeria:

English has become the most dominant language in the world, many governments have adopted different policies that promote English teaching and Algeria is no exception. At present English is considered as foreign language that is a mandatory subject taught from the first year in the middle school. In addition to learners 'attitude is considered a key motivational component and an important nonlinguistic factor that influence foreign language learning.

Attitudes towards English language can be positive or negative, there are researchers saw that the absence of correlation between attitudes and language learning .that is, negative or positive attitude do not necessarily mean failure or success in language learning.it is showed that students in Algeria are much influenced by different sources of attitudes, like parents some times ,they have negative attitudes towards foreign languages English and French ,they relate foreign languages to historical events, these languages are still considered by some people to be the languages of enemy Learners also influenced by their teachers who insert language from time to time, in their teaching. Believing that these teachers are closer to them and more confident .Derraz (p13).

1.6.1. Learners 'Attitude Towards English:

Attitude towards learning English in Algeria, Chemami (2011) said that learners respondents in their first year in studying English in Middle school like a diversification of witting activities and encouragement of reading to improve their English communication. Also language attitude can be either favorable or unfavorable feeling's some people associate with a given language or language variety towards other language, which has proved to be important to predicts people reactions toward the languages and resulting effects on speaker's linguistic behavior.

Some of the results of attitudes towards English: Benrabah (2013) indicated that the majority of students either agree or strongly agree to the replacement of French with English as a second language in the Algerian educational system and 4.8 wanted their kids in the failure to master French. Students hold negative and positive attitude towards French at the same time

In Algeria the issue of attitudes towards languages have been investigated by many researches such as Bouamrane (1986) and Taleb –Ibrahimi (1995),however ,as noticed by Benali –Mohamed.(2007),few studies were undertaken on this subject in comparison with other areas sociolinguistics ,in addition ,the issue of lunging negative language attitude by deliberate interventions has received very little students in language attitudes indicate that English is ganging more positive attitudes then the locale language.

Other searches have done by researchers about attitudes towards English in middle schools of Algeria, which shows the positive attitude towards this foreign language

The work was in form of questionnaire, and there were many questions, for example; 88.88 answered that English is important.35 wanted to learn English to understand films in English.30.40 selected to visit English speaking countries and the fourth year pupils their answers were 52.50 for using the internet.

All the participants 1st, 2nd, 3rd and 4th year pupils are academically inclined to learn English and assimilate it i.e they presented different reasons for learning English. The top reason for learning English for all the surveyed learners involves English as an important language.

II .Conclusion:

-In this chapter, we have dealt mainly with learner's attitude towards English in Algeria, and the structure of system in education reform policy 2000, in addition to uses of English in many Domains ,.which shows that English is language of technology and knowledge.

CHAPTER THREE

Data Collection and Analysis

3.1.Introduction

-This chapter discusses the research design, research approach and also presents the the research instruments that used in this investigation.semi-structured interview with teachers and questionnaire with learners.

3.2.Research methodology:

In any academic research ,the researcher must followed by plan that ensure the organization of the work ,and use a technical tools to collect data qualitative data and quantitative data .

Research Method: it is a descriptive study

3.3 Research Instruments:

To reach the objectives of this study and collect more data, two research instruments are used; a questionnaire and an interview.

3.3.1 Questionnaire

Questionnaire is an instrument for collecting data, which almost always involves asking a give subject to respondent to set of oral or writing question " Bebois 2019.".

3.3.1.1Advantages of Questionnaire:

-Questionnaire provide fast result.

 -it is practical .

 -easy to analyze.(Debois,2019)

3.3.1.2 Disadvantages of Questionnaire:

❖ skipped answer

❖ dishonest answer –l

❖ lack of personalization.(ibid)

3.3.2 The interview:

The interview is a qualitative research, it is conversation between the researcher and the interviewee, the researcher ask question to the interviewee about the topic of his research

To obtain information.(ibid)

3.3. 2.1advantages of interview:

❖ the researcher can ask more question

❖ the researcher can practice the language –

❖ the interaction between the researcher and the interviewee .

3.3.2.2 -Disadvantages of Interview:

❖ the restriction of time

❖ the insufficient information

❖ no record

3.4.Data Analysis and Interpretation:

After collecting data the researcher should analyze the information that obtained and presented it in graphs and tables

3.5.Quantitative Data:

It is empirical research where the data are in form of numbers and it is concerned with the collection and analysis of data in the numeric form; as Best and Khan(1989:89-90) stated "quantitative research consist of those studies in which the data concerned can be analyzed in terms of numbers … is based more directly on its original plans and its results are more readily analysed and interpreted ."while Creswell (1994) define quantitative approach as an approach based on testing objectives theories among variables which can be measured in numbers and analysed using statistical procedures in order to generalize the finding.

3.6.Qualitative Data:

According to Hoepfl (1997),qualitative research seek instead illumination ,understanding and extrapolation to similar situations and its is more open and responsive to its subject .Creswell (1994) states that qualitative approach is related to the human problems and the data is gathered from the real world setting and analysed inductively which enable the researcher to collect reliable data to help better understanding of the topic and gives more opportunities for better treatment.

Population of the study:

3.7.Learner's Profile :

-the participants are learners in Middle school Abou Dhar el Ghifari in Tiaret city ,they are from 12 to 16 ages ,they are all have class in English language and all of them have English books in each year, the sample are 32 from different level first year, second year, the third year ,the fourth year. The aims for choosing the middle school learners 'attitude, because it is represent the first contact between English language and learners.

3.8. Teacher's Profile

-The participants of the interview were three EFL teachers, two of them working in Zian Cherif Abed El Hamid ,and the other one in Abou Dahr el Ghifari .The interview is semi-structured ,the researcher was smooth in asking questions .the present interview is designed in the form of two sections ,section one about teacher's profile and the second one discovering teachers 'attitude towards English language .

3.9. The Design of Questionnaire:

The first part gives space to the learners to fill personal information about themselves (city, school, Age level ,gender) The second part aims to know the respondents' attitude towards English language ,the respondents were asked to select the appropriate answer from many choices ,18 questions in English language and translate them to the Arabic language in order to ensure the understanding of the learners ,the questions are short and simple. The type of questions are yes/ no, multiple choice and close –ended.

Table 1: age of Larners :

Frequencies	Responses l 32	Percentages % :100
10-12	2	6,25%
12-14	22	68,75%
14-16	8	25%

-This 'able is about learner's age who are aged between 10-16.learners from 10-12 are around 6,25%,and learnerd who are from 12-14 are 6,75%,moreover to learners aged from 14-16 who are about 25%

Table 2: Gender of Learners

Frequencies	Responses 32	Percentages % :100
Male	17	53,12%
Female	15	46,87%
Total	32	100%

-In This table the learners divded to Male and Female ,53,% are male and 46,87 % are female

-Q :6-Do you like English language learning ?

Table 3 learners like English language learning

Frequencies	Responses 32	Percentages % :100
Yes	29	90.62%
No	3	9.37%
Total	32	100%
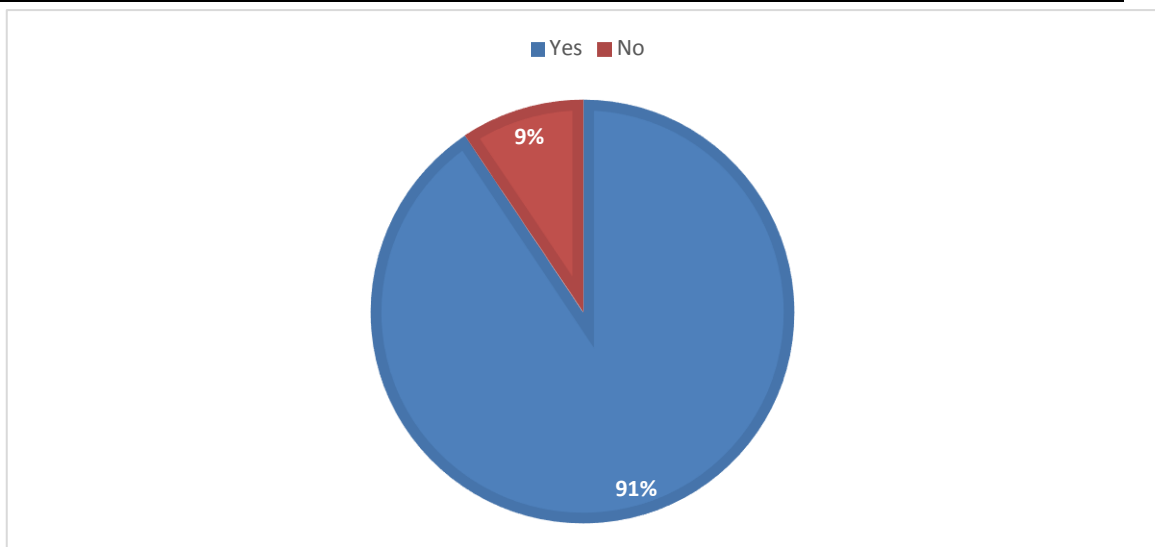
Figure 1: learners like English language learning

The above figure shows that the majority of learners like English language learning, it is about90.62% learners who like Englishwhile just 9.37 %represent learners who do not like English language learning.From the answer of the learners you can understand that most of learners have positive attitude toward English language learning,learners who said yes represent positive attitude towards learning English language .According to this results,majority of pupils accept English language as any other subject in their syllabus.

Q :7-How many hours do you study English during the week ?

-All the pupils have lectures in English language, and they study from three hours and more per- week ,,during these hours pupils have lectures in Grammar ,and activities in listening ,speaking and writing,from these questions you can get that the English language subject has less time in comparison with other subjects.

Q :8-Is English language learning :

Table 4 English language learning is *:*

Frequencies	Responses 32	Percentages% : 100
Easy	14	43.75% :
Normal	14	43.75%
Difficult	4	12.5%
Total	32	100%
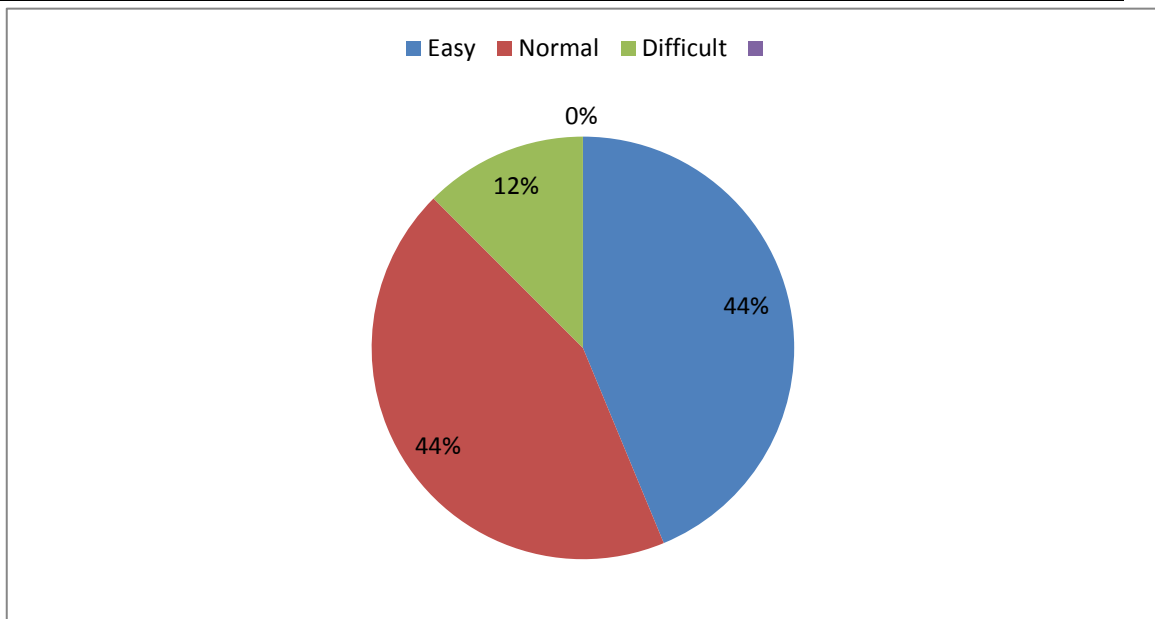
Figure 2English language learning is

    -The learners who find learning English language is easy are about 43.75% and ,43.75% find English learning language is a normal,while just 12.5% find English learning language is difficult .The aims of this question is to know learner's attitudes towards English language, it is clear that pupils who find English language learning is easy have positive attitude towards English language also the pupils who answer that learning English language is normal have positive attitude too ,whereas others who find that learning English is difficult have negative attitudes towards English language .

Q :9 Do you agree with learning English language via traslation to Arabic ?

Table 5 Learning English language via translation to Arabic

Frequencies	Responses 32	Percentages% :100
Agree	18	56.25% :
Disagree	1	3.12%
Totallyagree	9	28.12%
Totallydisagree	4	12.5%
Total	32	100%
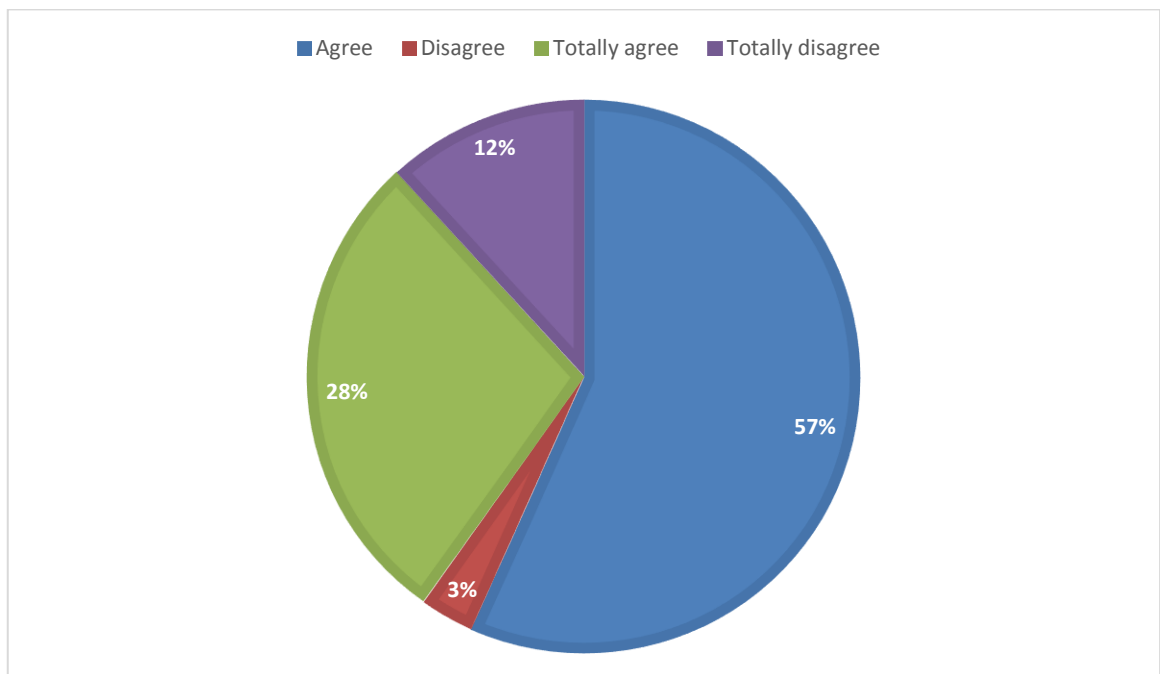
Figure 3: English via translation to Arabic.

As shown in the table, most of the   respondents   agreedwithlearningEnglish through translation to Arabic are56.25% and about 28.12% totally agreewhile only 3.12% disagree to learn English through translation to Arabic language ,There were also some learners (12.5) who are against learning English through translation to Arabic and they totally disagreed.

Q :10-Which language do you prefer English or French ?

Table 6 the preferablelanguage:

Frequencies	Responses 32	Percentages % :100
English	23	71.87% :
French	9	28.12%
Total	32	100%
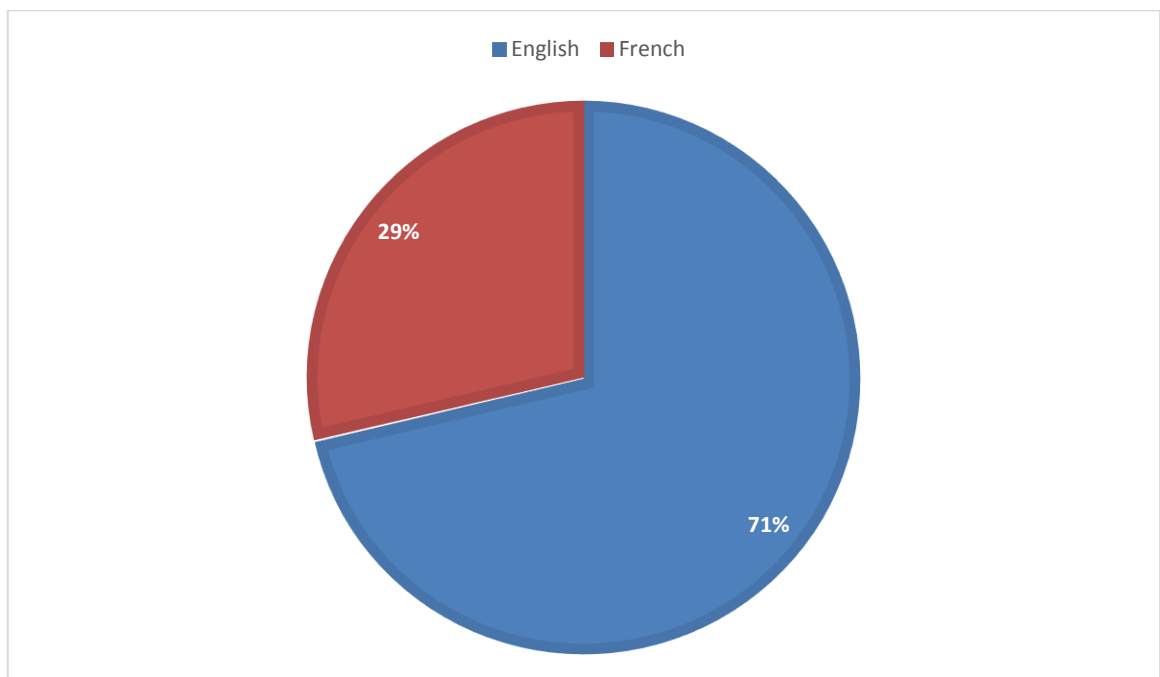
Figure 4: the preferable language

-As shown in the graph, pupils who prefer English language are about 71.87% ,it represents the majority of learners ,however the pupils who prefer French are just 28.12% ,the aim of this question is to recognize the attitude of learners towards learning English language,it is very clear that the majority of learners have positive attitudes towards Englishlanguageandthey prefer it rather than French.

Q11 :-According to you which language is easy

Table 7TheEasiestlanguage:

Frequencies	Responses 32	Percentages % :100
French	6	18.75% :
English	26	81.25%
Total	32	100%
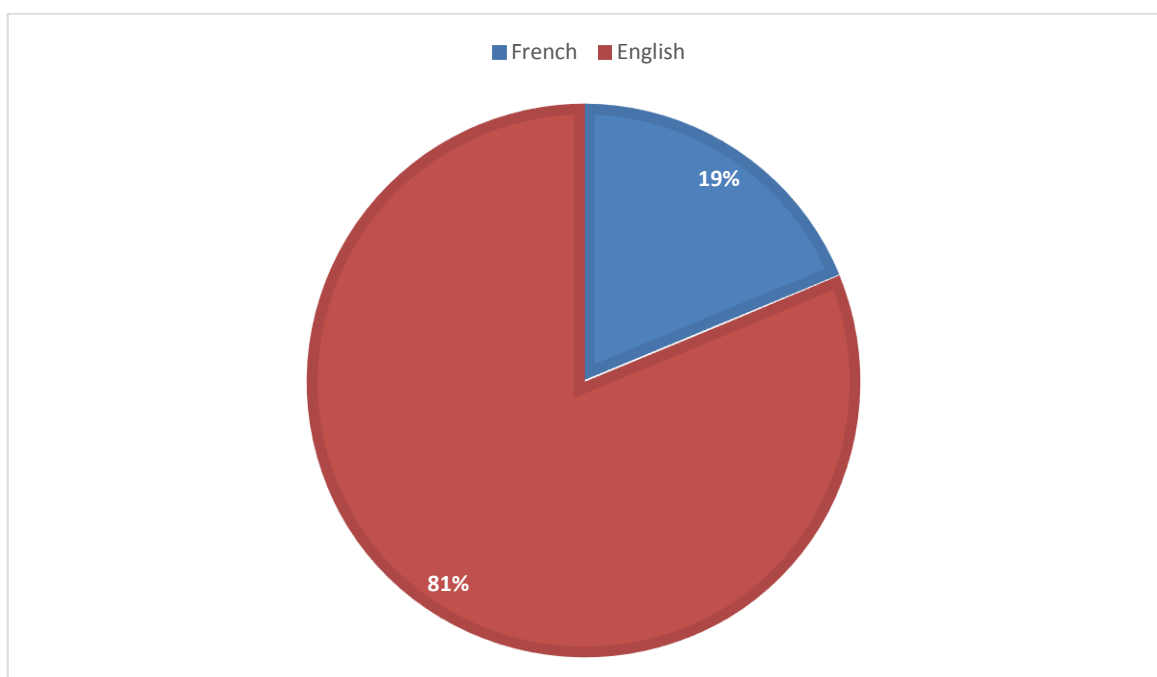
Figure 5: the easiest language

-In this question, pupils asked to choose which language is easy, High percentage of pupils (81.75%) stated that English is easy for them whereas only 18.75%of them choosethatFrenchlanguage is easy for them ,with regard to this question, we notice that most of the pupils have positive attitude towards the English language ,this means the number of learners who seeEnglish easier than French ,they have positive attitude towardsEnglish ,and they are the majority.

Q 12-with regard to teaching methods ,how do you find teacher performance ?

Table 8Methods in teaching English:

Frequencies	Responses 32	Percentages % :100
Bad	2	6.25% :
Good	9	28.12%
Excellent	21	65.62%
Total	32	100%
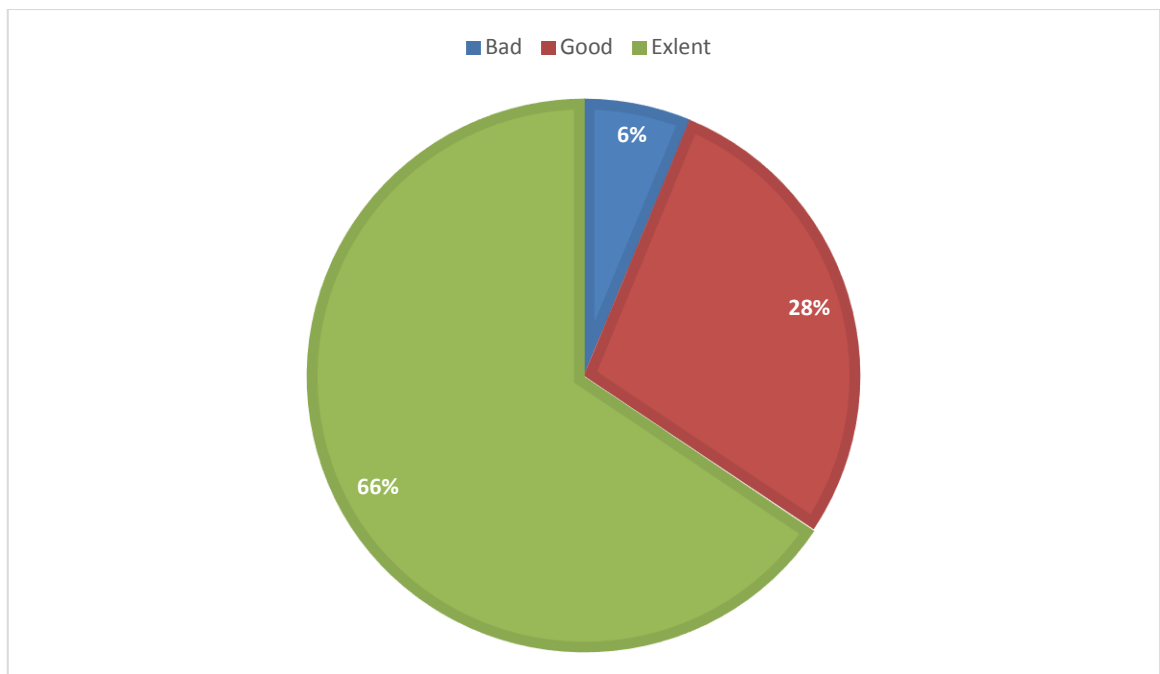
Figure 6:Mothods in teaching English:

-The graph shows that learners (65.62%) are satisfied with the teaching methods used by their teacher and find it excellent, and others 28.12%find their methodofteachingisgood while only (6.25%) find the method of teaching bad. .

Q : 13-What skill causes problem for you ?

Table 9 what skill cause the problem for learners:

Frequencies	Responses 32	Percentages % : 100
Listening	7	21.87% :
Reading	5	15.62%
Writing	10	31.25%
Speaking	10	31.25%
Total	32	100%
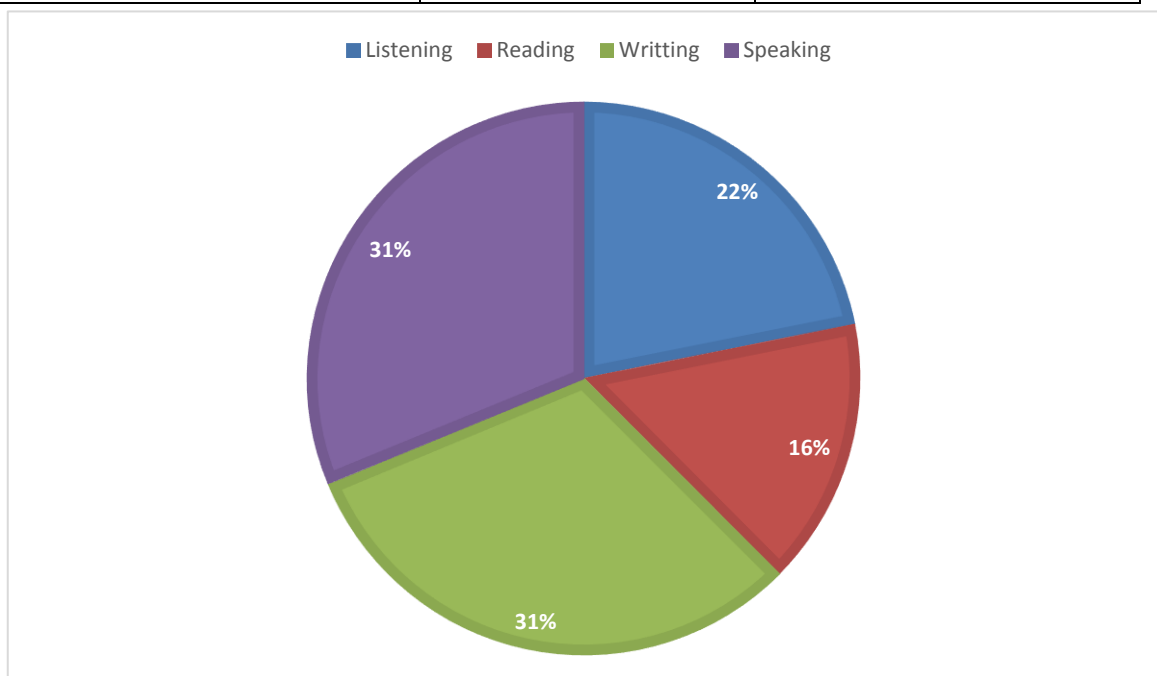
Figure 7: the skill causes problem for learners

- the learners who find difficulties in writingabout 31.25 % ,speaking is about 31.25% while,listeningis around 21.87% andreading 15,62% ,so the most difficult skill for them is witting and listening

-Q :14 Are there other difficulties ?

Table 10Anyotherdifficulties

Frequencies	Responses 32	Percentages :100%
Yes	30	93.75%
No	2	6.25%
Total	32	100%
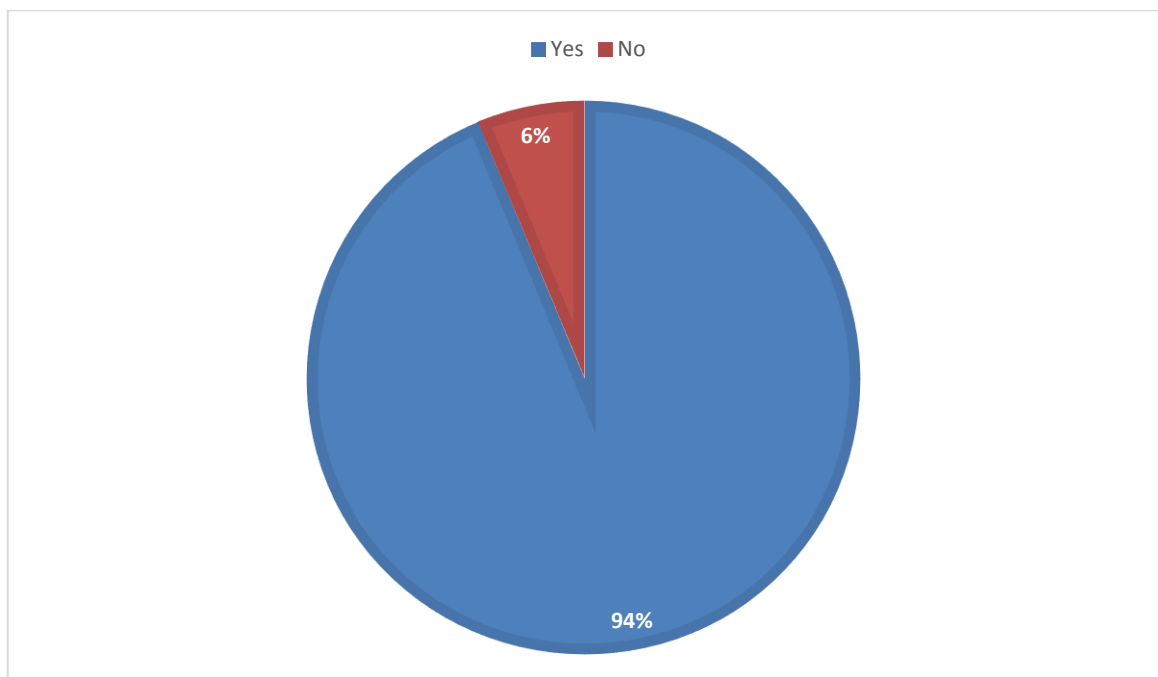
Figure 8: Other difficulties of learners

-The graph here shows that learners who do not   have any other difficultiesare about93.75%,and 6.25% answered by nowhich means that their level in English is somehow good.

-Q : 15 Do you do extra school activities to learn English ?

Table 11 Extra school activities to learn English

Frequencies	Responses	Percentages % :100
Reading books	4	12.5% :
Listen to music	8	25%
Watchingmovies	10	31.25%
Through application youtube	10	31.25%
Total	32	100%
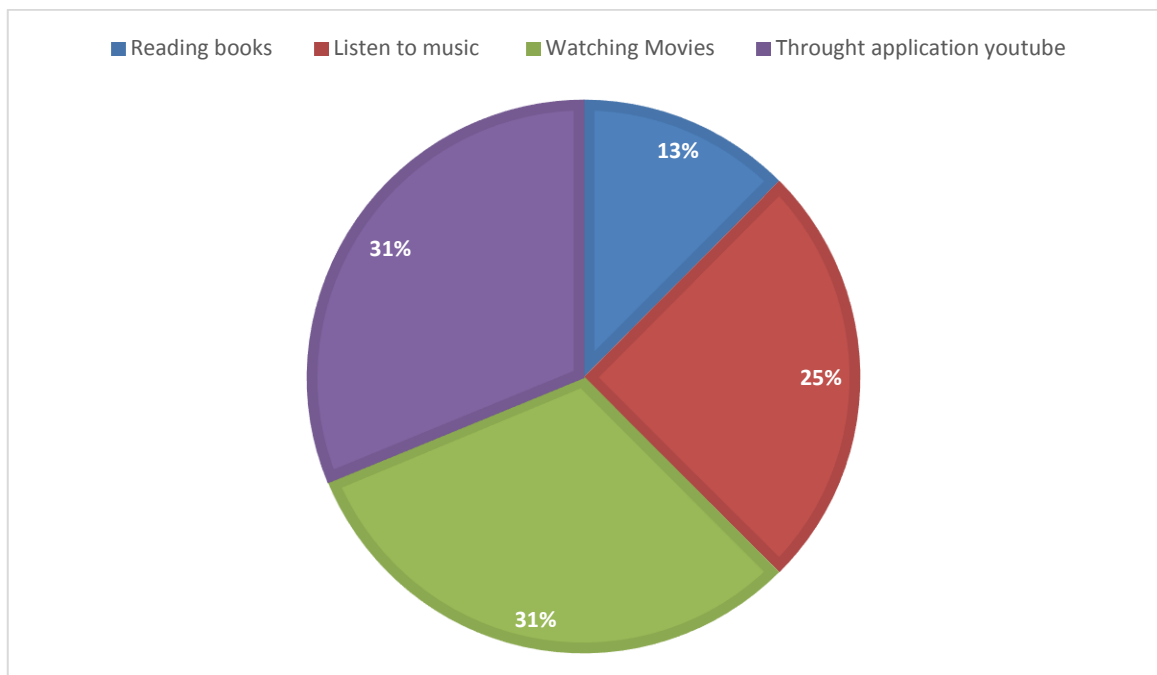
Figure 9: Extra school activities to learn English

-The aim of this questions to know the pupil's motivation to learn English outside their school ,and their curiosity to learn more vocabulary in English through watching movies andprogramsin order to ameliorate their pronunciation ,these extra activities done outside school prove that pupils like to learn more vocabulary in English language

-Q : 16 Do you think English learning is useful in Algerian education syllabus ?

Table 12: English language is useful Algerian education syllabus

Frequencies	Responses32	Percentages % : 100
Yes	30	93.75%
No	2	6.25%
Total	32	100
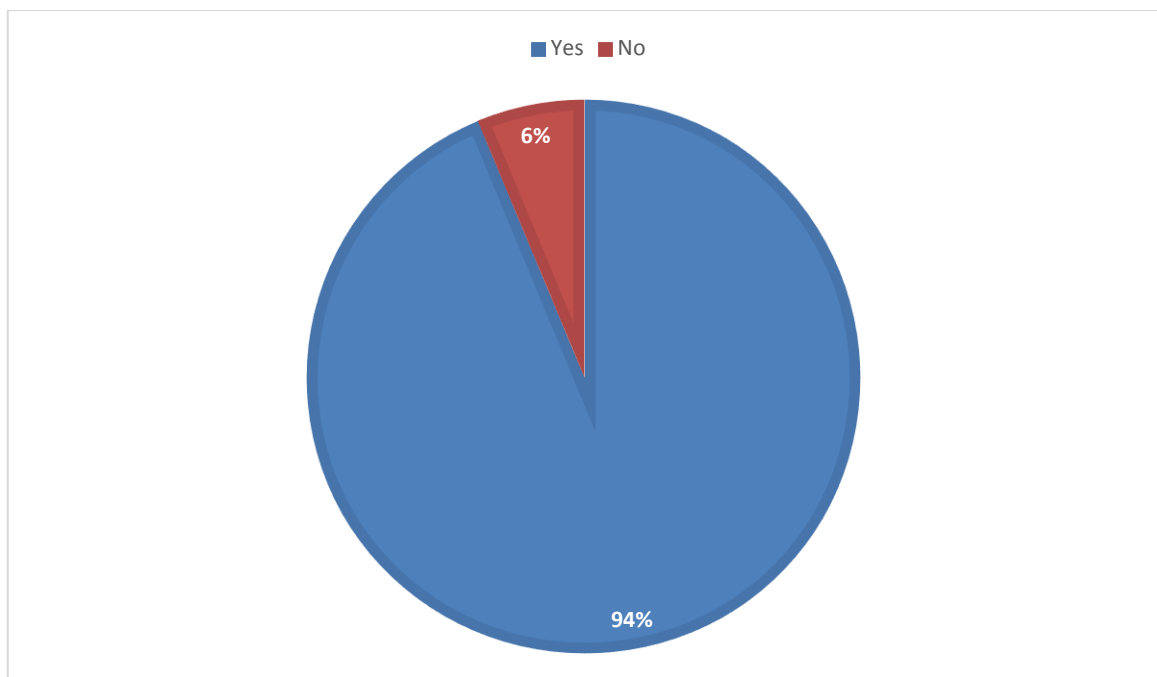
Figure 10: English language is useful in Algerian education

-Learnersview that English learningis important and useful in their education syllabus as more than (93.75%) stated yes and only about 06,25 % of them said no. so pupils like English learning, and they have positive attitude English language.

-Q :17- How often do you enjoy studying English ?

Table 13How often do you enjoy studying English

Frequencies	Responses32	Percentages % :100
Always	20	62.5% :
Sometimes	9	28.12%
Never	3	9.37%
Total	32	100%
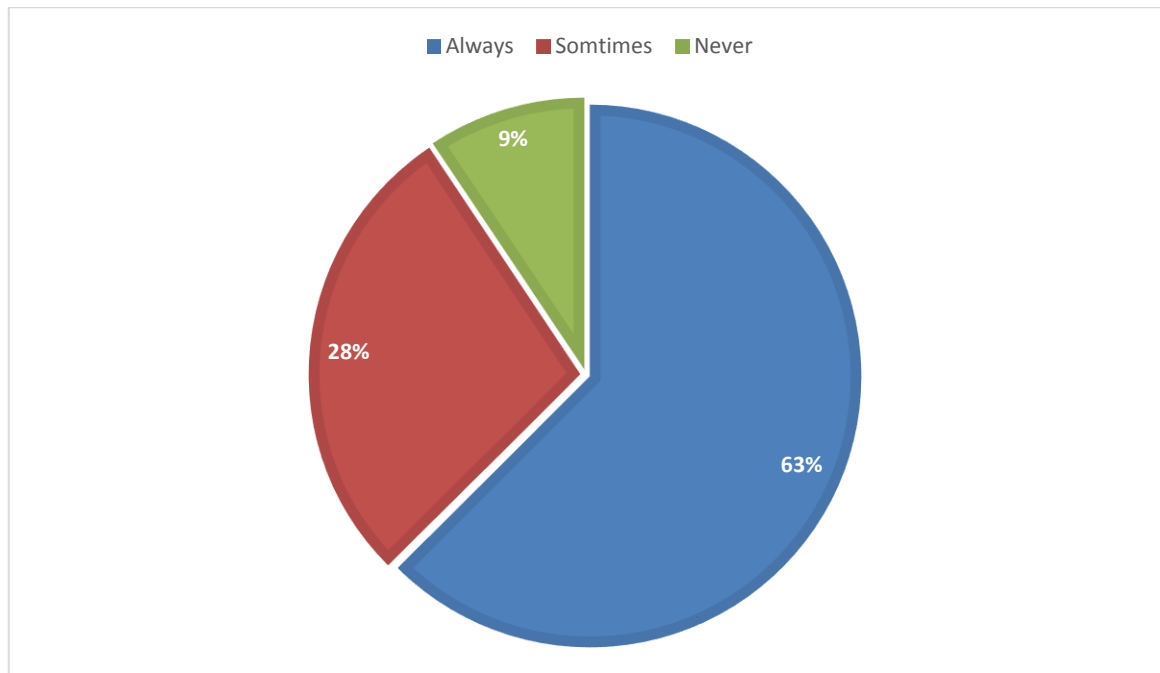
Figure 10: learners' Joy in studying English

-The learners in this question prove that they have good feeling towards English language as about 62.5% pupils stated that they always enjoy studying English which means they have positive attitude towards English while pupils who answered sometimes are just 28.12%,and the rest answered by never with 3.9%,so they have negative attitude.

-Q18 :-do your teacher motivate you to learn English ?

Table 14: motivation of teachers

Frequencies	**Responses 32**	**percentages % :100**
Yes	25	78.12% :
No	7	21.87%
Total	32	100%
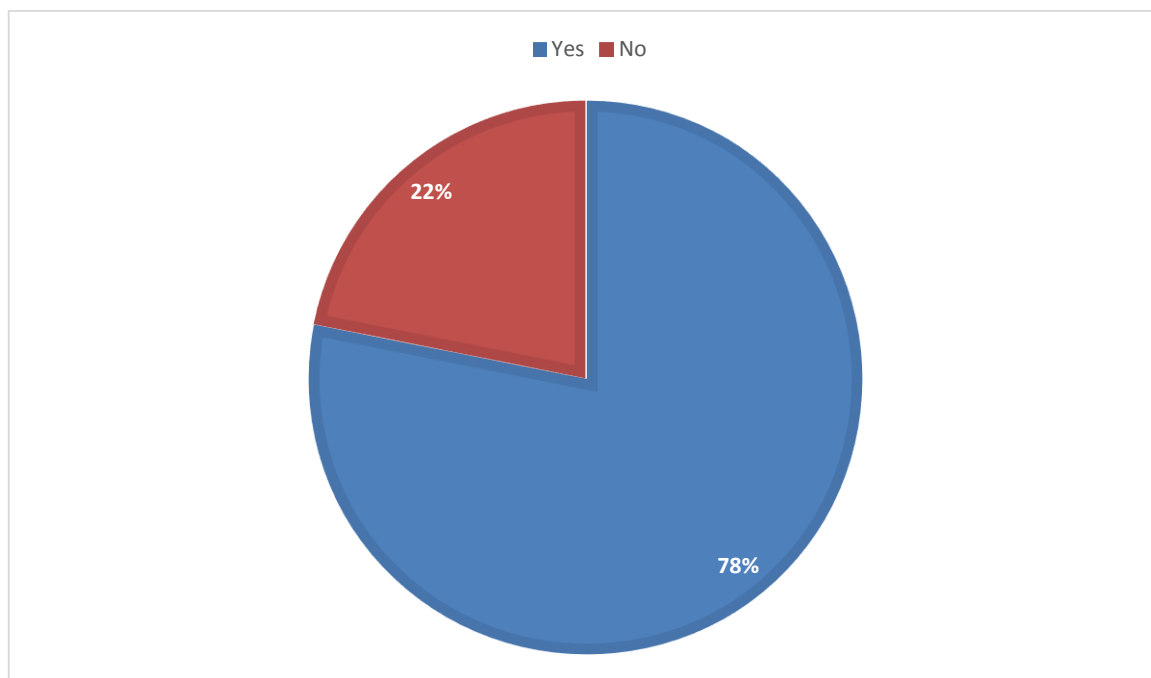
Figure 11 motivation of teachers

-The respendents'answers show that teacher help their learners and motivate them in their classroom. As motivation gives the learners opportunity to change their attitude from negative to positive, a large majority 78.12 % of the learners like their teacher who motivate them to learnEnglish whereas just21.87% of them answered by no.

9-The analysis of the Teacher's Interview

Section one :Teachers'Profile

Question1 :how many years have you been teaching English ?

Table 15Teachers'experience

Teacher one	Teacher two	Teacher three
15 years	8 years	5 years

-This table reveals that each teacher has adequate years of experience in teaching English

- **Question 2 :**Which classes have you taught ?

All teachers said that they have taught all levels in middle school (from the first year to the fourth year) that means they have reasonable experience in teaching English

Section two :Teachers 'attitude towards English language

-**Question 3 :**What is your attitude towards English language ?

-The aim of this question is to know the opinion of teachers and their attitudes towards English language ,whether it is positive or negative The answers were positive, and reflect their feeling towards this language .The answers stated are as follow : one of the teacher said she loves this language , the second one said that English is global language ,and the third one answered ,it is flexible ,moreover it makes her adopting new behavior and attitude.

-**Question 4**: To what extent English language, could it be useful in middle school classes ?

-The aim of this question is to know the useful of English in school classes, All the teachers answered that it i is useful in school ; teacher number one, said English is international language in the world ,teacher number two, said it is motivating since every interesting thing is done by this language ,teacher number three,answered,English helps creating a natural environment to children.

Question 5 :Can we assume that English should be a compulsory subject in middle school ?

-The aim of this question is to figure out the situation of this language in Middle school .Teacher number one disagree that English is compulsory , not obligatory to be learnt in middle school ,and the second one answered that it is a need not compulsory subject ,and third teacher said that, it is necessary to teach and learn it, because it is language of science and technology .

Question 6:do you agree with school's subjects being taught in middle school ?

-Through this questionthe researcher tries to know the opinion of teachers about other subjects taught in middle school. In this question, the researcher received different answers about subjects which taught in middle school, teacher number one and two answered that they are not suitable to their level and culture, and teachers number three said that it must include subjects concerning their religion and principles like Arabic language.

Question7 : Teaching English should start at early age as the first grade ,what do you think ?

-The aim of this question is to know teachers' point of view, if English should start at early age. All of them answered by yes ,and they want English to be taught at early age in primary school .

Question 8 : what are learners 'attitude towards English language ?

The aim of this question is to discover learners 'attitude towards English. In general, teachers answered that learners like this language ,and it is admired by the majority ,it depends to each one, but they prefer English, more than French, because for them it is more easier than French.

Question9 :Are they in need for English language learning ?

If yes, how do you evaluate their levels ?

The aim of this question is to know the need of learners to this language, and how teacher eveluate their level .All teacher responded by yes, their answers were rich ,meaning that learners need to study English language ,especially in their age, teacher said that it is language of invention and they evaluate their learners levels orally by speaking ,and written through tests.

Question10: Have you ever tried to motivate your students to improve their skills in the English language ,or simply encourage them to learn this language ?

The aim of this question is to know if teachers motivate and encourage the learners to study this foreign language. All answers were yes, they motivate them ,and they give them the best to love this language in order to study without anxiety and stress.

Question11 : What is your impression teaching a new language to pupils who have no idea about ,and how difficulties it is ?

The aim of this question is to figure out the impression and situation when teacher teach for the first time in addition to their difficulties. Teacher number one said that she has a positive opinion when she teaches a knowledge, whatever it is,these condteacher said that the impression when teaching new language is the self confidence ,like she feels doing things to help others in touch with all the world, the third teacher answered that she had problem in speaking with learners. The difficulties of the teachers when they first met ;is how to make them familiar with a new language and new pronounciation.

10-Data iterpretation(results)

-This part will shed light on the discussion and interpretation of the main results collected from the pupils 'questionnaire and teachers 'interview.

The obtained data from questionnaire especially Question 1 shows that pupils like to study English and more than 50% answered by yes, this means that the majority of them have acceptable English knowledge.Meanwhile,the data gathered from question 1 and 3 in the

interview reveal that all teachers have great experience in teaching English, and have a positive attitudes towards English language .

The aim of present study is to know the attitudes of both teachers and students towards English language .The data gathered from questionnaire mainly question 4 and 5 reveal that learners study English easily and they have enough time to improve their level.Similarly,results obtained from teachers 'interview particularly question 4 and 5 show that all teachers have positive opinion about the usefulness of English in the classand they are with the idea that English should be a compulsory subject in middle school .Moreover,question 16 from questionnaire which shows that English is useful in education system is strong evidence to the strong desire for learning more this language. Furthermore, data gathered from question 18 in questionnaire and question 8 in the interview about motivation is another evidence to deduce that this positive attitude is practically applied in the classroom by motivating and supporting English language learning. To sum up, the findings collected from learner's questionnaire confirmed first hypotheses that learners of middle school have positive attitudes towards English language, and the majority of participants have shown their interests for English language. In addition, the second hypothesis is also confirmed by respondent's answers about their preferable language, that most of them prefer English language more than French.

III.Conclusion

This chapter dealt with research methodology used to accomplish this work. In addition, it focused on the methods used, and the qualitative and quantitative approaches used to analyse datail this work.Furthermore,the results collected from both the questionnaire and interview. The results have shown that both learners and teachers have positive attitudes toward English language.

Limitation of the study :

The study conducted as any academic research faces some limitations including :

1. The learners were selected for the research they hesitate to answer.

2. The teacher refused to be recorded

3. The lack of resources.

4. Time restriction.

5. Teacher's strike of middle school

ROCOMMENDATIONS

Recommendations:

The positive attitude that learners have towards learning The English language is tiding that the future of English in Algeria will be better .at the end of the research some suggested given to exploited the results obtained:

- Teachers should give more importance to the attitude as social factor that help learners to succeed in learning English language

- This positive attitude can be exploited not only to enhance the learner's level but also to increase the user of English outside the classroom.

- This positive attitude towards English should be turning point for the English language from second foreign to first foreign language instead of French language.

- It is time to give English language place between the important subjects in the syllabus .

- The results of the research work should exploited   to eradicate the idea that Algerian society prefer English language better than other foreign language.

General Conclusion

General conclusion:

The current work is about investigating the Attitude of learners towards English Language in Middle school. Attitude is one of the reasons that leads to the successful in learning language. In this work, the main point is to find out attitudes of learners in Middle school towards English, and to know which language they prefer as foreign language in their classroom.

school, also the definitions of terms that are related to the study .we noticed that learners in first chapter we have looked on learners' attitudes towards English in different places in the world, which have English as foreign language in middle school, in addition to which language they use it at other countries have high positive attitude towards English language, we can say that positive attitude push many learners to love this language ,and to have positive point of view towards English.

As far as, second chapter, which include different languages coexisting in the Algerian landscape, that used by the society .moreover we mention education system in Algeria and its reforms , Also we gave a brief explanations about the status of English in Algeria and its users in different domains. In addition, in this chapter we focus on learner's attitude towards English in Algeria and, how learners of middle school see this foreign language. Consequently English in Algeria has an importance in schools, and learners have positive attitude towards this language as well as ,they prefer to learn English more than French

In third chapter, the generated data reveal that both learners and teachers at middle school have positive attitudes toward English. Learners especially who have positive attitude assert their favorite language between French and English besides to their enjoyment when they learn this language. In addition to teacher's interview shows that they have positive attitudes towards English, andtheir learners have good level at English and, they like the replacement of English instead of French as foreign language .In addition to lecher's motivation to their learners.

The finding demonstrate that the findings that the hypotheses, which were couched in the general introduction. Are true and valid, they are confirmed by most of the questionnaire by learners as well as, the interview by teachers, since the learners prefer English language more than French so, they have positive attitude towards English language. This means the two hypotheses are valid.

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Appendices

APPENDIX

Appendix 1

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Teachers'interview

1-How long have you been teaching English language ?

2-Which class have you taught ?

3-what is your attitude toward English language ?

4-To what extent English language, could it be a useful in middle school ?

5-Can we esume that English should be a compulsory subject in middle school classes?

6-Are you agreed about being school's subject taught in middle school ?

7-Teaching English should be start at early age as the first grade, what do you think ?

8-What are learner's attitudes towards English language ?

9-How do you evaluate their level ?

10-Have you ever tried to motivate your students to improve their skills in English language, orsimply encourage them to learn this language ?

11-What is your impression and you are teaching new language to pupils have no idea ,and how difficulties it is ?

Appendix 2

Learners' Questionnaire

Thank you for agreeing to take part in this Master research to investigate learners' attitude towards English Language learning in the middle school education. Your contribution is of utmost importance for shedding enough light on such opaque issue. Be assured that your answers will be kept in the strictest confidentiality. Thank you for your cooperation.

يشرفني أن أطلب منكم المساعدة على الإجابة على الأسئلة التالية، فيما يخص موقف التلاميذ من

اللغة الإنجليزية، الذي أجري من طرف الماستر السنة الثانية من جامعة تيارت. هذا ليس امتحان، إذن أنت

لست مجبر على كتابة اسمك، نريد فقط رأيكم وإجابتكم بمصداقية. شكرا لكم على المساعدة.

I Section One: Personal Data الجزء الأول:
- معلومات شخصية:

Q1. City: _____ المدينة .1:
Q2. School: _____ المدرسة .2:
Q3. Age: _____ السن .3:

From 10-12 (من) ☐   from 12-14 (من) ☐   from 14-16 (من) ☐

Q4. _____ الجنس .4:

Gender: ☐

Male ☐   Female

ذكر   أنثى

.5

Q5.Level_____ المستوى

- First year ☐   - Second year ☐

- Third year ☐   - Fourth year ☐

- السنة الأولى متوسط ☐   - السنة الثانية متوسط ☐

- السنة الثالثة متوسط ☐   - السنة الرابعة متوسط ☐

II Section Two/Respodndent'saatitudes towards English language :الجزء الثاني

2- هل تحب دراسة اللغة الإنجليزية؟؟ Q.7 :Do you like English language learning ?

Yes [ ]   No [ ]

نعم   لا

3-كم عدد الساعات التي تدرس فيها اللغة الإنجليزية Q 8 : How many hours do you study English ?

during the week ?

[ ]   [ ]   [ ]

One hour   two hours   three hours and more

ساعة واحدة   ساعتين   ثلاث ساعات فما أكثر

4- كيف تجد دراسة اللغة الإنجليزية Q9:How do you find English language learning ?

Easy [ ]   normal [ ]   difficult [ ]

سهلة   عادية   صعبة

Q 9: do you agree learning English via translation ?

5- هل توافق بدراسة اللغة الإنجليزية من خلال الترجمة إلى اللغة العربية؟

| Agree | Disagree | Totallyagree | Totallydisagree |
موافق	غير موافق	موافق تماما	غير موافق تماما

Q10: which language do you prefer English or French ?

6- هل تفضل اللغة الإنجليزية أو الفرنسية كلغة أجنبية؟

English [ ]   French [ ]

انجليزية   انجليزية

Q11:According to you,which of these two languages is easy?

7- أي منهما نجدها سهلة في نظرك، الإنجليزية أو الفرنسية؟

English [ ]   French [ ]

انجليزية   فرنسية

Q12:with regard to teaching methods,how do you find teachers' performance?

8- كيف تجد طرق الاساتذة في تدريس اللغة الإنجليزية؟

Bad ☐   Good ☐ Excellent   ☐

سيئة   جيدة   ممتازة

Q13:what skill causes problems to you ?

9- أين تجد صعوبات في اللغة الإنجليزية؟

listening ☐   reading ☐ writing ☐ speaking ☐

القواعد   القراءة   الكتابة   التحدث

Q14: Are there other difficulties ?

10- هل تجد أي صعوبات أخرى؟

Yes ☐   ☐

No   نعم

Q15: Do you do extra school activities to learn English ?

11- هل تقوم بأي نشاطات خارج المدرسة لدراسة اللغة الإنجليزية؟

Reading books ☐   listen to music   ☐

الاستماع الي الموسيقي

قراءة الكتب

Watching movies ☐   through application YouTube   ☐

مشاهدة الأفلام   من خلال اليوتيو

Q16: do you think English learning is useful in Algerian Education Syllabus?

12- هل تعتقد أن الإنجليزية مهمة في البرنامج الدراسي؟

Yes ☐   No ☐

لا   نعم

Q17:how often do you enjoy studying English ?

13- هل تستمتعون بدراسة اللغة الإنجليزية؟

Always ☐   Sometimes ☐   Never ☐

دائما   أحيانا   أبدا

Q18: Does your teacher motivate you to learn English?

14- هل يقوم أستاذك بتحفيزك لدراسة لتعلم اللغة الإنجليزية؟

Yes ☐   No ☐

Thank you

ملخص:

البحث المقدم ركز على موقف التلاميذ حول تعلم اللغة إنجليزية لما يلعبه من دور مهم في تعلم وتدريس اللغة هدف الدراسة هو إيجاد طبيعة موقف التلاميذ تجاه تعلم اللغة الانجليزية وأي لغة اجنبية يفضلونها. الدراسة التي أجريت فيها اختير تلاميذ أبو درى الغفاري كعينة من مدينة تيارت. حوالي 32 تلميذ شاركوا في البحث إختروا عشوائيا من مختلف المستويات. لضمان نجاح البحث استعملت وسيلتين لجمع المعلومات. اسئلة للتلاميذ وحوار مع الأساتذة. النتيجة المحصل عليها تبين أن التلاميذ لديهم موقف ايجابي تجاخ تعلم اللغة الانجليزية وأغلبيتهم يفضلونها على اللغة الفرنسية. الأساتذة أيضا لديهم موقف ايجابي تجاه تدريس اللغة الانجليزية. في نهاية البحث بعض التوجيهات مقترحة لإعطاء اهمية للموقف في تعلم وتدريس اللغة الانجليزية.

كلمات المفتاحية :اللغة الإنجليزية ، مواقف اللغة ، تعلم اللغة الإنجليزية ، تدريس اللغة الإنجليزية

Résumé :

Le présent travail attire l'attention sur l'attitude des apprenants vis-à-vis de l'apprentissage de la langue anglaise, les attitudes jouant un rôle important dans l'apprentissage / l'enseignement des environnements linguistiques.Le but de cette étude est de déterminer la nature des attitudes des apprenants ALP algériens à l'égard de l'apprentissage de la langue anglaise et de la langue étrangère qu'ils préfèrent ; Langue anglaise ou française. À cette fin, la présente étude est menée auprès d'apprenants d' Abou. Collège Dhar El Ghifari comme cas d'étude dans la ville de Tiaret . Trente-deux (32) apprenants ont participé à cette enquête et ont été sélectionnés au hasard à différents niveaux. Pour collecter des données sur la présente question, deux outils de recherche sont utilisés pour collecter desdonnées; un questionnaire fermé conçu pour les apprenants et un entretien semi-structuré conçu pour les enseignants . Les principaux résultats obtenus montrent que les apprenants manifestent une attitude positive à l'égard de l'apprentissage de l'anglais et que la plupart d'entre eux préfèrent l'anglais au français.Enoutre , les enseignants manifestent une attitude positive à l'égard de l'anglais et confirment que leurs apprenants ont une attitude positive à l'égard de l'apprentissage de l'anglais.

Mots-clés: langue anglaise, attitudes linguistiques, apprendre l'anglais, enseigner l' anglais.