



**Dedication**

*To the light of my life, my mother*

*To my father*

*To my brother, and sisters and to all the members of my family*

*without forgetting any one*

*To my friends*

*I dedicate this work.*

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## Abstract

Attitudes in Foreign Language Teaching greatly influence the learner's outcome in class. The present research work is conducted at investigating the students' negative attitudes toward learning English as a Foreign Language (EFL) module within specialties at Algerian university. The focus of the study is put on the reasons why the majority of students are not interested in learning English as a module within their specialties. The study aims to discover the main causes behind the lack of interest of students toward their English tutorial, and also to identify the major factors that could influence their attitudes negatively. In that sense, the study hypothesizes that the majority of students believe that they do not need English in their future jobs, and the dominance of French language as the language of higher educational system of most specialties at Algerian university influences the students' attitudes toward learning English. In order to reach the set up objectives and aims, the research is conducted quantitatively and qualitatively. In the sense that this study employs two different tools: a questionnaire and an interview. The participants are students and teachers of different specialties and departments randomly selected from the University of Mostagnem. As a result, the study shows several reasons and factors which drive the students to skip English class and care less about learning English as a Foreign Language module, among which, they think the module is considered as one of the modules of secondary units and the coefficient is not high. Moreover, they learn general English which they find boring and not English related to their specialty, that is the ESP. In addition to students' mastery of English which is poor, as well as the fact that students learn all their lessons in French and most of them agree that they do not need English in the future.

**Keywords:** Attitudes, EFL module, negative views, ESP

## List of Abbreviations

**EFL:** English as a Foreign Language

**ESL:** English as second language

**ELF:** English as a Lingua Franca

**EGP:** English for General Purposes

**ESP:** English for Specific Purposes

**L1:** First Language (Mother tongue)

**L2:** Second Language

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# General Introduction

## General Introduction

English language nowadays is considered as the most essential language of communication in the world, because it is the most common foreign language in educational settings. In the sense that, English is being taught throughout most countries around the world as a foreign language in educational institutions and Universities. Recently English language has acquired a large status in Algeria, particularly in the field of education. English is available in most educational institutions, and it occupies an important part at universities. It is available as a specialty or as a Foreign Language module within other specialties. Furthermore, the process of learning English as a foreign language could be affected by many factors, such as, attitudes which play an important role in this area.

Being an Algerian student of English language, many personal observations are taken as motivation to work on the topic in foreign language learning arena and investigate it. It has been noticed that the majority of students are uninterested in studying English as a foreign language module within their specialties. So, that is the impression behind the choice of the present research topic. Through the current study, there is a desire to find out the main reasons and factors behind ignoring English as a tutorial within the other specialties at university.

The aim of this study is to identify and shed light on the causes and factors behind the negative attitudes of students toward learning English as a foreign language module, and what makes them show lack of interest in academic Algerian specialties. The focus is set on the following problem of why the majority of students are indifferent towards learning English as a tutorial in various specialties.

The present research raises the following questions,

- What are the main reasons behind the lack of interest of students toward learning English as a Foreign Language module within their specialties at University of Mostaganem?
- What are the factors that could impact students attitudes negatively toward learning English as a tutorial?

In order to answer the research questions, the research hypothesizes that,

- The majority of students believe that they do not need English language in their future jobs.
- The dominance of French language as the language of higher educational system, in most specialties in Algerian Higher Education, influences the students' attitudes toward learning English as a foreign language module.

The study adopts a mixed method research quantitative and qualitative researches. In the sense that this research employs two different tools: a questionnaire and an interview. The participants are students and teachers of different specialties and departments randomly selected from the University of Mostagnem. This research consists of three chapters. The first chapter is devoted to the theoretical framework of the topic. It presents an overview about attitudes and their importance toward language learning, followed by the different concepts concerning English as a foreign language and its status in Algeria. The second chapter deals with the practical part of the study where the hypotheses are tested through analyzing the questionnaire's and interview's replies. The third chapter is devoted to discussions, findings, limitations of the study, as well as, recommendations for further research.

# ***CHAPTER ONE***

**(An Overview of Attitudes and Language Learning)**

- **Introduction**

The present chapter is a review of the correlated literature with the area of study. It represents the theoretical part of the work, and it deals mainly with some definitions of the important concepts like language and attitudes. Moreover, the importance of attitudes towards language learning is tackled, and then the process of learning English as a foreign language in a bilingual context, within this point, the difference between the key concepts and the role of bilingualism in foreign language learning is explained. This chapter includes English as a lingua franca, the situation of English in Algeria and the main objectives for teaching and learning English in Algeria. In addition, this chapter provides an overview about the attitudes and their relation to language learning.

## **1.2. Attitudes and Language**

### **1.2.1. Attitudes**

The word attitude has been widely discussed in the area of language learning. According to Smith (1971), an attitude is a set of beliefs and thoughts relatively organized toward an object or a situation, in order to replay in some preferential way. It is relatively organized because it could be learned, and it could be unlearned. In another way, it is learned, it can be taught (as cited in Nasser Oroujlou and Majid Vahedi, 2011, p.04).

Brown claims that, “Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents’ and peers’ affective factors in the human experience”, (2000, p.180). It seems clear that there are many stimulants that lead to positive or negative attitudes of an individual. Furthermore, all individuals could have several attitudes toward objects, which can be divided into three categories, positive, negative or neutral (Heidi Pirskanen, 2009, p.09).

However, the Macmillan English Dictionary (2002) defines the word attitude as opinions or feelings of an individual about something, especially as shown in their behavior (as cited In Heidi Pirskanen, 2009, p. 09). In other words, attitude is a set of thoughts of a person toward something.

### **1.2.2. Language Attitudes**

There have been several studies in the field of sociolinguistics that dealt with the concept of language attitudes. According to Rayan et al. (1982), language attitudes refer to the effectiveness of any behavior that comes under reactions toward different language types and their speakers, in which feelings and values are closely related to them. Through learning processes, language attitudes or perceptions could be developed, and the language learner could acquire either positive or negative attitudes toward the target language (Ammara, 1999, p.167)

Korth (2005) claims that language attitudes are comprised of reflections of someone’s actions as a part of his perception toward language. It is important to investigate whether the attitudes of a learner help him to reach his goals toward a target language or not Korth (p.25).

According to Van Hout and Knops (1988), “ In the study of language attitudes, it is possible to account for the active and dynamic interaction of the individual because language attitudes have mediating or intervening function linguistic variables on the one hand, and social and situational variables on the other hand.” (p.03). In other words, the active reaction of the individual could be taken into consideration according to different variables. Attitude includes two main types which are instrumental and integrative orientations.

### **1.2.2.1-Instrumental Attitudes**

According to Baker (1992), Instrumental attitudes deal with the process of learning languages, it is quite related to motivation toward a given language, in which it might be learned under different factors as achievement, personal success, self ability, enhancement, personality building or maybe for basic security and survival (p.32).

In the same study concerning types of language attitudes Baker and Jones (1998) state that instrumental attitudes are concerned with second language learning. For useful purposes, learners may acquire a language for social life purposes, more than that, they may have tests and pass exams in order to complete their demand for a job (p176).

Moreover, the instrumental attitudes of a language come as a reflection of motives, through knowledge of a given language where socio- economic status could be developed. Most of the time, instrumental attitudes are associated with individuals rather than groups as a whole (Okes, 2001, p.31).

### **1.2.2.2 Integrative Attitudes**

Many studies have been done to deal with the concept of integrativeness and its relation to attitudes in EFL learning in order to have a clear idea about the concept. Gardner and Lambert (1972) define integrative attitudes as a willingness to be like a representative member of another language community. In such a way, integrative attitudes toward a particular language could be related to an interest into a language group of other language talkers or for lacking friendship with that group which needs to be established. In this respect, English as a foreign language (EFL) becomes the language learnt for the purpose of participating in the life of the community that speaks it (Baker, 1992, p.32).

According to Gardner and Lambert (1972), in the same study concerning attitudes and language, integrative attitudes or orientation could be raised at the case when a student is

interested in an open-minded way to get knowledge about other cultural communities, in which, the point of eventually being accepted as a member of that other group (Kellerman, 2001, p.109).

### **1.2.3. The Importance of Attitude toward Language Learning**

Student's attitude plays an important role within the process of learning languages. Weinburgh (1998) claims that there are different reasons in which students' attitudes toward language learning are very important to discern. Among them, attitudes toward learning could be influenced by different behaviors, like using foreign language for communication and representations, as well as, selecting and reading books. Another important reason is that the relationship between attitudes and achievement, either positive or negative attitudes, may influence the student's performance of the target language. That means there is support for the proposition that attitudes could be an effective factor for success or failure (as cited in Eshghinejad, 2016, p.13).

On the other hand, Gardner (1980) explains that students' outcomes, which are related to attitudes toward language learning, could be influenced by different social contexts. That is to mean, the influence of attitude might be much stronger in the area where there is much more of an opportunity for contact between learners and target language speakers than in a foreign language context where learners are not in a close contact with the target cultures and beliefs (Dehbozorgi, 2012, p.42).

## **1.3 Learning English as a Foreign Language in a Bilingual Context**

### **1.3.1 ESL vs. EFL**

The use of English in a non-native situation often ranges between whether it is used as an ESL or EFL. According to Brown (2000), English as a Second Language (ESL) and English as a Foreign Language (EFL) have distinct meanings. On one hand, ESL is the process of learning English that takes place within a culture where English is spoken natively (L1), as the case of Arabic students English in the UK, but not where English is accepted as a second language as in the case of India. On the other hand, learning EFL considers English with a given culture with a few abilities to use language in the environment of that culture as the case of an Algerian learning English in Algeria (Brown, 2000, p.195).



In another study concerning the differences between the terms EFL and ESL, Jerry (2006) claims that,

EFL is an acronym for English as a Foreign Language and is studied by people who live in places where English is not a first language such as in Italy, Saudi Arabia and Vietnam. ESL is an acronym for English as a Second Language, people who study ESL speak other languages, such as Spanish, Arabic, Chinese, or Swahili as their first or native language (p.39).

EFL is an abbreviation for English as a Foreign Language, and it is learnt by students within the areas where a given language is the mother tongue and not English, as the case of Morocco. In contrast, ESL is an abbreviation for English as a Second Language, and it is concerned with the students who learn English as a second language after the mother tongue as the case of Egypt as Arabic is the mother tongue.

Moreover, Marckward (1963) was interested to mention the distinction as well. This distinction was according to his observation common in Britain, and he argued that English is a foreign language if it is taught in the educational area as a subject or to enhance students' competency for using language in one of several ways as reading books, listening to the radio, understanding movies, or for communicational purposes. By contrast, it is a second language when English becomes the lingua franca between language users of a large size of languages. In the same study, Christopherson (1960) states that a foreign language is utilized for the purpose of getting knowledge or the culture of another country, whereas, as (L2) is the expression of the culture of one's own. Cited in (Chrestha,1983, p46)

In general, English as a second or foreign language is the use of English by speakers with different native speakers. The given studies show that there are differences between the acronyms ESL and EFL, in which , EFL refers to the learning of a non-native language outside of the environment where it is commonly spoken, whereas ESL refers to learning English as a second important language after the mother tongue .

### 1.3.2. ESP vs. EGP

English as a foreign language in teaching and learning processes includes two types. They are general English and English for specific purposes. Several authors come to define the terms and a few are selected in order to illustrate the distinction between the two.

Hutchinson and Waters (1987) come to define ESP as “ the English needs by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialist area of work or study. “ Tell me what you need English for and I will tell you the English that you need’ became guiding principles of ESP” (p.10). Meanwhile, EGP refers to the English language education at faculty stages where the students are more familiar with the structural and grammatical elements of English language to sit for the tests (Hutchinson and Waters, 1987, p.10).

Following the same thought, Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one, whereas ESP offers the opportunity to learners and guides them to a given known destination in order to attain specific objectives. “The emphasis in ESP in going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavour” (Basturkmen, 2006, p.9). It means that English for specific purposes most of times may be considered as the language of employment.

According to the needs of students from the entire world toward learning English language, it is clear that there are major differences between ESP and EGP. According to Ayecha Tarik (2016) most of times, ESP learners are adults, in which, they are already familiar with English language, and they are considered as highly motivated learners according to their needs. In this area, the purpose for learning the language is to communicate in a professional way and for their future jobs needs.

Additionally, an ESP course may include a specific syllabus related to a given purpose of language learning like learning English language for medical purposes where, in this case, students may receive English courses related their specialty to complete their needs in the field. In that sense, ESP is taught to accomplish professional tasks, whereas, EGP students could be either children or adult learners of English language as a subject of the courses; mostly EGP courses put much focus on grammar and vocabulary, and it is considered either for second or foreign language acquisition. It complete the English language needs as a

language itself (cited in ([www.academia.edu](http://www.academia.edu))). In a nutshell, it is clear from the above distinctions that ESP and EGP are different in term of aims and objectives of the courses.

### **1.3.3. Bilingualism**

In sociolinguistic studies, the concept of bilingualism has seen many definitions; so, according to Bloomfield (1933), bilingualism is considered as a higher level of proficiency of two languages by a native speaker. In contrast, Meckey (1968) claimed that bilingualism refers to individuals who can express more than one language. It means the person who can use two or more languages (Lee, 2012, p.79).

In other words, bilingualism is the ability of using two languages by an individual or a group of people, and the concepts bilingual and bilingualism takes a large place in communities and situations, in which bilingualism consists only of two languages ,while multilingualism implies making use of more than two languages. A country like Algeria may be referred to as a bilingual country with spoken Arabic and French languages (as cited in Farah Hassaine, 2011, p.10)

### **1.3.4. The Role of Bilingualism in Language Learning**

. Bilingualism plays an important role within the process of learning foreign languages, in which it could influence students' learning process. According to Sugunasiri (1971),

Each language is unique and distinctive. But every language has the same basic components, namely sound, meaning, structure and vocabulary; thus what one has to learn to attain linguistic mastery, whether in his mother tongue or in a second language (S.L. hereafter) is the same. The difference lies in the how of it, both in the acquiring and the functioning. It is how the sound and structure have been used that makes one language different from another. Thus, the factors at work in the monolingual situation are different from those of the bilingual situation (p.105).

That is, bilingualism could influence the process of acquiring either second or foreign language, in which many factors take place in these situations, and in which these factors are not the same when contrasted to the monolinguals situations.

Learning a foreign language is a complex process which comprises a large number of dependent and independent variables. The relationship between bilingualism and acquiring a third language or a foreign language is that bilingualism could impact either positively or negatively on student's achievement of a target language (Valencia and Cnoz, 1992, p.433)

## **1.4. English as a Lingua Franca**

Several studies in the field of sociolinguistics have been carried out concerning the concept English as a lingua franca, thus, according to Seidlhofer (2004), the term refers to English as a global language, English as an international language or English as a world language, which shows that researchers and scholars have been aware of English language uses as a universal language for a long while. The variety of terms also reveals that English as a global language phenomenon includes diversity and conflicts within its approaches. Some linguists have dealt with ELF as an official kind in its own right, whereas, others were not sure about its relation to studying English language in the first place (as cited in Silke Majanen, 2008, p.04)

### **1.4.1. Defining ELF**

The acronym ELF refers to English as a Lingua Franca, which means the ability to speak English as a language of communication between two speakers from different speech communities that have different mother tongue. The case of ELF takes place when two persons use English to communicate with each other, one of them whose first language is Arabic and the other person's first language is Spanish. According to Seidlhofer (2001),

In the strict sense of the word ELF and additionally acquired languages system that serves as a means of communication between speakers of different first languages or a language by means of which the members of different speech communities can communicate with each other but which is not the native language of either

Quoted in Smit (2010.p48)

In recent years, ELF concept is generally known as the English language communication between speakers with distinct first languages, in which approximately only one of each four users of English language in the world is the original speaker of the language. (Crystal, 2003, p.11)

### **1.4.2. The Position of English as a Lingua Franca**

English language, in recent decades, has taken an important position in the world, and English is considered as a language of international communication according to economic, cultural, and technological purposes, like the spread of internet. The English language is now used in a large space in the world.

According to Graddol (1997), English is a language that takes a large place around the world and it has exceeded all languages that had the ability to gain a dominant role in the past. Additionally, nowadays, English is a first language to more than 375 million speakers, a second language to around 375 million speakers and a foreign language to additional 750 million foreign users (p.10).

## **1.5 The Status of Foreign Languages in Algeria**

Nowadays, the position of French and English in Algeria does not only refer to cultural preferences and educational options, it may also refer to the modern history and the political agreements.

### **1.5.1 French Language**

The strong status of French language in Algeria is constantly growing and gaining an important part among its society, and it is spoken in most of Algerian communities. French can be regarded as the official language after the mother tongue Arabic and the most vastly studied foreign language. Its spread decidedly powerful, French words are still used in Algerian Arabic, which led to a co-existent relationship and a kind of bilingualism in some instances, and in others to code-switching as it is remarkable in everyday interaction. Thus, the position of this language is so considerable that it is regarded as the major instrument in different domains as the work in the media, industry, government, culture and in education (as cited in Sonia Arab, 2014, p.05).

Additionally, Chamami claims that,

Today, the French language is taught from the second year of elementary school. French has its place in secondary education, as a second language and in higher education, especially in science fields. This language is used in many private schools. French is considered necessary to pursue higher education, especially abroad or to find a job. (2011, p.230)

In other words, French language is considered as an official second language in Algeria, and it is available in most of educational institutions as the middle schools, secondary schools, universities and private schools. It is an important part of the educational system now.

### **1.5.2. English Language**

In Algeria, English has already been introduced as a second foreign language in the beginning of the 90s, and as a first foreign language after the 2000 reform, to get the status of the language of science and technology used in learning process in recent years.

English recently has become an intellectual language in Algeria. According to Miliani (2000) “In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones” (cited in Naouel (2013)). There are many countries over the world where it becomes necessary to learn English to complete their needs, and English, in the Algerian case, came to meet those needs.

### **1.6. Objectives of English Language Teaching and Learning in Algeria**

Algeria today stresses the importance of English in higher studies at university level and makes research in different fields, such as, science and technology, in which English as a foreign language became available in most of Algerian universities either as a specialty or as a module and the needs to learn can be for general purposes or for specific ones. Naouel Abdellatif (2013) claims that,

For a country like Algeria, which has witnessed turmoil in the choice of the languages used in education, it has been hard to set the objectives of studying English as a “foreign language”. In Higher Education, for example, students are often asked about their motives of studying English as a specialty. Their answers often vary between “Because I like it”, “because it’s the language of the world”, “It was not my choice but this was the only thing I could do with my marks”. In such a situation, it is necessary to put conditions to learning (p03)

In other words, Algeria has seen historically many conflicts in the choice of languages to be used in education, and it has proved difficult to know the students’ needs toward learning English as Foreign Language. Moreover, the Algerian learners are familiar with the importance of English language in the modern world as being spoken in large places globally, and according to that, they have shown a great interest to study English and also it acquired such an interest to the extent of competing French language where the students’ results have been disappointing. From its part, the Algerian Ministry of Education has set some major objectives of teaching and learning English in Algeria and it affirms (2005),

Teaching English in Algeria aims at setting up and developing communicative, linguistic, cultural and methodological competencies that would permit to the learner to face situations of oral or written communication that have to take into consideration his or her future needs and those of the society in which he or she evolves. Quoted in Hanifi Aissa (2012, p.19)

Furthermore, some faculties in Algeria offer ESP courses in order to form students in terms of specific needs of English language. But in fact, there are not many courses in the field of English for Specific Purposes in studies which are based on the language needs analysis in the universities of the country. Similarly, in the Algerian context, several domains need ESP teachers, but there is not much training concerning English language teachers ESP applications and theory. In addition, there are few university programs aiming at specifically training teachers for ESP situations. Also, there is no much training for ESP professionals in order for them to fill such positions (Ghedeir and Nesba, [www. Studyres.com](http://www.Studyres.com))

- **Conclusion**

This chapter represents a general overview about the conceptual and theoretical framework of the present study. Within the first chapter, the study with dealt different points mainly with some key concepts like defining attitudes and their relation to language, as well as, tackling the importance of attitudes toward language learning. In addition, as far as the process of learning English as a foreign language in bilingual context is concerned, the differences between the key concepts and the role of bilingualism in foreign language learning are thoroughly discussed. Moreover, English as a lingua franca is also introduced, and then followed by the position of English in Algeria and the main objectives for teaching and learning this language in the country.



# ***CHAPTER TWO***

**(Data Collection and Analysis)**

- **Introduction**

This chapter represents the practical part of the work, the purpose of this chapter is to discuss views and beliefs toward learning English as a module at university .the data of this research were collected from a questionnaire administered to students of different specialties and degrees randomly at university and from an interview made to teachers of English language as module in at university of Mostaganem. In Addition, the gathered results will helps us to get the main reasons and factors behind the negatives attitudes toward learning English as foreign language a Module.

## **2.1. Sample Population**

In the current study, students and teachers are targeted to participate during the process of data collection. The questionnaire is given to a group of thirty students from different specialties and degrees randomly chosen from the university of Mostaganem. As for the interview population, the research includes five teachers who are in charge of teaching English as a foreign language module at the University of Mostaganem. The research is carried out in the period of time from 11<sup>th</sup> to 15<sup>th</sup> March, 2018 in different faculties at university of Mostaganem, and the departments included are Biology, Agronomy, Agriculture, Sociology, Economics, Commercial Sciences, Science and Computing, Architectural Building, Science and Technology, Law and Politics

## **2.2. Research Tools and Methods**

The present study is carried out through two different methods in order to investigate the issue presented in this research well. The instruments used as an attempt to gather as much information as possible are a questionnaire addressed to university students and an interview addressed to university teachers. The study comprises both quantitative and qualitative methods.

### **2.2.1. Students' Questionnaire**

A questionnaire is used for the present work as an instrument of data collection. It is used as an appropriate method to this study in order to reach its objectives and aims. Therefore, it includes eight closed-ended questions and four open-ended ones. The participants are university students randomly chosen from different specialties, and the goal of the given questionnaire is to provide information about their attitudes and opinions toward learning English as a foreign language module within different specialties at university of Mostaganem. The questionnaire is used to gather both qualitative and quantitative data. Moreover, given that the students' level of English is not as students of English, the questionnaire is translated into Arabic for better understanding of the problem at hand.

### **2.2.2 Teachers' Interview**

In this study, a structured interview is used as a second instrument in order to collect data from teachers of English randomly from different departments at university of

Mostaganem. Therefore, the questions are closely designed for both types of participants in order to reach the same objectives and aims of the study. The goal behind the interview is to know the main reasons behind the lack of interest of students toward learning English as a foreign language module within the different specialties at Algerian University, precisely, University of Abdelhamid Ibn Badis, in Mostaganem. The tool also include questions to analyze data both quantitatively and quantitatively.

## **2.3. Description of the Instruments**

### **2.3.1 Description of the Questionnaire**

The given questionnaire includes Twelve questions divided into two sections which are briefly describes subsequently. Section one is devoted for the personal information and section two for students' opinions toward English as a module. The questions are closed ones, where the students are asked to answer by ticking « Yes » or « No » or selecting the suitable answer from the multiple choices suggested. It also includes the open-ended questions where the students reply freely and are persuaded to justify their replies. The first two questions in section one, students are asked to mention their gender and specialty for classification purposes only.

Moreover, the first question in section two is about the preference between English and French when learning a foreign language as an extra module. Then, (Q02) addresses the necessity of studying English as a module in their specialties. (Q03) is about students' attendance of their English class, and in (Q04) students are asked to mention their level in English language requiring their own evaluation. In (Q05) and (Q06) students are asked if they enjoy learning English in classroom or not. After that, they are asked about sorts of lessons that they are learning in English class in (Q07). (Q08) is about the effect of the coefficient in studying English class and if it matters in their motivation. In (Q09), they are requested to share the reason behind studying English if they like it, and the last question is about the factors that help them to be more interested in English class (Q10).

### **2.3.1. Description of the Interview**

In order to reach the needed results, five teachers of English language as a module at university of Mostaganem are requested to answer a few questions addressing the same issue of their students' negative attitudes towards studying English. The first question is about the

kind of lessons that they are used to teaching their students, then (Q02) and (Q03) are respectively enquiring about their students behaviors inside the classroom. After that, in (Q04), teachers are requested to list the main reasons behind the negative attitudes within the classroom in their opinions, and the last question centers about their views and possibilities about adopting positive attitudes in learning English effectively, as well as, attracting their students (Q05).

## 2.4. Data Analysis

### 2.4.1 Analysis of the Questionnaire

#### Section One

#### Students' Gender

Gender	Number of students	Percentage
Male	12	40%
Female	18	60%
Total	30	100%

**Table 01. Students' Gender**

The table shows that (33%) are male, and (67%) are female who were chosen randomly. The gender element is irrelevant to the study. It has been utilized for data classification purposes only.

#### Students' Specialty

Specialty	Number of students
Biology	06
Agriculture	04
Sociology	02
Economics	03
Commercial sciences	03
Science and computing	04
Science and technology	03

Architectural building	02
Law and politics	03
Total	30

**Table02. Students' Specialty**

## Section Two

### Q01. What Foreign Language Do You Prefer to Learn as a Module?

Module	Number of students	Percentage
English	06	20%
French	24	80%
Total	30	100%

**Table 03. Student's Preference Between French and English to be Learned as a foreign Language Module**

The results show that the majority of students prefer to learn French language as a module of foreign language which represents (80%). This indicate that the majority of them prefer to learn French instead of English, and only the minority of them (20%) only prefer to learn English as a foreign language module. Students are more interested in French than English despite the fact that the latter is more popular among young learners.

### Q02. Is It Necessary to Study English as a Foreign Language Module in your Specialty?

Answers	Number of students	Percentage
Yes	05	17%
No	25	83%
Total	30	100%

**Table 04. The Necessity toward Learning English as a Foreign Language Module within Specialties.**

Students who answered by no represent (83%), which indicates that the majority of the students think that it is not important for them to study English as a foreign language module within their specialties and only the minority of them (17%) answered with yes. Therefore, no interest in ELF is shown.

**Q03. Do You Always Attend Your English Class? Justify Why?**

Answers	Number of students	Percentage
Yes	10	33%
No	20	67%
Total	30	100%

**Table 05. Students' Attendance**

The results reveal that the majority of the students represented in (67%) do not always attend their English class, and only (33%) answered with yes. This indicates that most of learners of different specialties are not motivated to learn English as a foreign language module.

**Students Who Answer Negatively Justify their Answers by,**

As the table reveals, the majority of the students state that they do not attend the English class, because the coefficient is not high. In addition, the students claim that there is no benefit to attend the class, because some of them state that the module is considered as one of the modules of secondary units. More than that, it is mentioned that learners do not understand English very well and according to students' answers, for them, they consider the module as boring. These are the reasons for the students who do not attend English as foreign language class regularly.

**Q04.How Do you Rate your Level in English Language?**

Answers	Number of students	Percentage
Good	02	07%
Average	10	33%
Low	18	60%
Very low	00	00%
Total	30	100%

**Table 06. Students' Level in English**

More than half of the students (60%) state that they have a low level in English, and (33%) of them argue that they have average level, and only (07%) of those who answer by

good and no answer for the very low level (00%). Accordingly, this shows that the majority of students have a poor level of English in which it may negatively affect the students' attitudes toward learning English as a foreign language module. A truth they acknowledge.

**Q05. Do you Enjoy Learning English in Class? If no Justify your Answer?**

Answers	Number of students	Percentage
Yes	11	37%
No	19	63%
Total	30	100%

**Table 07. Students Point View Toward Enjoying Learning English Class**

It is apparent from the table that students who answer by no represent 63%, whereas, 37% of them answer by yes. That is to mean, the majority of students argue that they do not enjoy their English class.

**Students Who Answer Negatively Justify their Answers by,**

According to the students' answers, several reasons for the students who do not enjoy their English class are mentioned. One of them is the lack of motivation in which, students believe that they are not motivated to learn English as a foreign language module. In addition, they say that they face some difficulties in order to participate and speak in English within the classroom, and then some of them argue that their teachers do not use attractive and interesting methods of teaching in order to enjoy the class.

**Q06. What Kind of Lessons are you Learning in your English Class?**

Kind of lessons	Number of students	Percentage
English for specific purposes (English related to your specialty)	09	30%
General English (Grammar/Vocabulary )	21	70%
Total	30	100%

**Table 08. Kind of lessons that Students Learn in their English Classes**



According to the given results, it is clear that the majority of students are learning General English (grammar) (70%), whereas, the minority of them are learning English for Specific Purposes (English related to their specialties). Emphasizing language building only could be an effective factor that drives the students to ignore their English classes.

**Q07. Is It possible to Need English Language in your Future Jobs?**

Answers	Number of students	percentage
Agree	05	16%
Disagree	17	57
Strongly agree	00	00%
Strongly disagree	08	27%
Total	30	100%

**Table 09. The Possibility for the Need of English in Future Jobs**

The result reveals that (57%) of the students disagree with it, (16%) of the students agree, also a number of them about (27%) are strongly against it, and no answers from those who strongly disagree 00%. In accordance with the present results, it is revealed that the majority of students from different specialties state that they do not need English language for their future occupations, and this could affect their attitudes toward learning English as foreign language as a module negatively, since they disregard studying it because it is not beneficial.

**Q08. If You Like Studying English Class, For What Reasons?**

Reasons	Number of students	Percentage
To enhance your level in English	04	13%
For communication and social media	11	37%
In order to have knowledge about other cultures in the world	09	30%
No answers	06	20%
Total		100%

**Table 10. Reasons For Studying English class**

The results show that (37%) of students want to study English for communicational purposes, and (30%) of them mention that they want to learn English in order to have

knowledge about other cultures, such as, The UK or The USA. Just a few students (about 13%) choose to answer that the reason is to enhance their level in English, and (about 20%) did not reply and left it blank. These are the most important multiple reasons for learning English class according to the participants of the study.

**Q09. According to Your Opinion, What Can You Suggest as Other reasons behind Ignoring English class?**

According to the students' answers, they state that they learn all their lessons in French language in which there is no need for English language. A number of students claim that they focus more on achieving good grades in their fundamental units, and they also attribute it to the coefficient of English which is not significant. Another reason is that most of the teachers are supposedly not experienced and the number of sessions is not sufficient. All these are suggested reasons behind ignoring English class by the participants.

**Q10.What Do You Think Can Help You to Become More Interested In Your English class?**

From the gathered answers, some suggestions that could make the students more interested in learning their English class are acquired. For instance, students declare that they should learn English related to their specialty; that is ESP, so they can be more familiar with the lessons. They claim also that the number of sessions should be increased for more practice. Additionally, students suggest that the frequent use of French language during classes for better understanding of the lessons. Some extra answers imply using appropriate methods for learning. In general, all these factors can help the students to be more interested in their English class because they meet their needs.

## 2.4.2 Analysis of the Interview

**Q01.Which Type of Lessons Are You Teaching Your Students?**

Type of lessons	Number of teachers	percentage
English for Specific Purposes (English related to specialty )	01	20%
General English (grammar)	04	80%
Total	05	100%

**Table 11. Type of Lessons**

According to the given results, it is apparent that the majority of teachers (80%) teach their students General English (grammar), whereas, the minority of them (20%) teach English for Specific Purposes (English related to their specialties which participants highlighted in their answers for better reception). This could be an effective factor which makes the students ignore their English classes.

**Q02. Concerning the majority of students, do they focus on explanation and show interest in lessons? If no Justify?**

Answers	Number of teachers	Percentage
Yes	02	40%
No	03	60%
Total	05	100%

**Table 12. Students' Interest in and Focus on Explanation**

The present results reveal that the majority of teachers (60%) answer negatively and argue that a large number of their students do not focus and show the least interest in the lessons, while (40%) of teachers answer positively where it is deduced that students' reactions vary from one teacher to another.

#### **Justifications for the Negative Answers**

The results display (67%) of the teachers who state that their learners lack concentration and show no interest in English is mainly due to the plenty of absences, and (33%) claim that it is because most of their students do not understand the English language well. These are the main reasons for the students who do not focus on and show interest into the lessons in classroom.

**Q03. Do Your Students Make Efforts in class? If no Justify?**

Answers	Number of teachers	Percentage
Yes	02	40%
No	03	60%
Total	05	100%

**Table 13. Students' Degree of Efforts in Classroom**

It seems from the table's results that teachers who answer by no represent (60%). Whereas, (40%) of them answer by yes, which means more than half of the teachers argue that the majority of their students do not make much effort within the classroom.

### **Justifications for the Negative Answers**

The answers show that the majority of students are passive learners in which they do not participate much and sometimes they do not even show up without finishing their homework. Besides, teachers claim that their students' level of English does not help much. These are the main reasons for the students who do not make efforts in classroom.

### **Q04. According to you, What are the Main Reasons Behind the Negative Behaviors of Your Students in Class?**

According to the teachers' replies, the majority of students lack motivation to learn English language, and even some teachers say that maybe the English they are learning does not fulfill their needs within their specialty or for their future careers. Furthermore, the English module is considered as a secondary unit with a low coefficient. All these factors could affect the students' behaviors negatively within classroom.

### **Q05. How Do You Think Your Students Can Adopt Positive Attitudes For Learning English Effectively?**

Several points have been proposed and which should be taken into consideration toward learning English effectively. In accordance with the teacher suggestions, making students aware of the importance of English language all over the world and its benefits as a global language are necessary steps. Teachers also claim that the lessons should be taught according to the students interests and needs, while some teachers argue about using the appropriate methods that could attract the students and make them feel more comfortable for learning a foreign language, All these factors could assist the students to adopt positive attitudes toward learning English as a module in their specialties.

- **Conclusion**

The present chapter represents the practical part of the research, and it deals first with the methodology of the given study « Attitudes toward learning English as a module within specialties at the Algerian university, case study of Mosatagnem university », where the sample of the targeted population and the setting, as well as the procedure of the investigation are explained. The questionnaire and interview are the means with which data is gathered and analyzed through tables followed by their descriptions and aims.

# ***CHAPTER THREE***

**(Discussion and Findings)**

- **Introduction**

The present research aims at examining the reasons behind the lack of interests of students toward learning English as a module at the Algerian university, and the factors that influences their attitudes negatively. In that sense, the study's target population is selected randomly with students from different specialties and teachers of English as a foreign language module at university of Mostaganem which is the present case study. This chapter includes a discussion of the findings of the study, as well as, attempts to provide some suggested activities as recommendations and then followed by the limitations for the present study.

### 3.1. Results and Findings

The results are discussed from both instruments utilized for the data collection of this present work. Through a questionnaire administered to the students, and an interview with the teachers of English, the researcher is allowed to understand the students' views and opinions toward learning English as a foreign language module within their specialties at the University of Mostaganem, in order to discover the main reasons and factors behind their negative attitudes. It is first hypothesized that one of the main reasons that influence the students' attitudes toward learning English as foreign language module is that the majority of students believe that they do not need English language for their future jobs. It is also hypothesized that the dominance of French language as a language of higher educational system may affect the students' attitudes toward learning English within their different specialties. The results obtained from both the questionnaire and interview reveal the above-listed assumptions.

The analysis of the data gathered reveals that the majority of the students prefer to learn French as a foreign language module instead of English. It is fairly noticed that students, mainly the study's participants, are more interested in learning French rather than English concerning the area of learning foreign languages as a module within their specialties. They are familiar with French language more than they are with English language in their studies, and this is due to the place of French language in Algeria, in which French is one language among others in Algeria, and it takes an important place and fulfils many social activities. It is the second language after the first official language Arabic.

In addition, French language is considered as daily life language of interactions in the Algerian society. More than that, concerning the educational reforms of French language, students have learnt French as a foreign language from the fourth grade in the primary school, also in all their middle school years, secondary school and as the language of higher educational system too. Whereas, English for them is taught from the middle school till the last year of secondary school, and then followed by a rupture with academic English at university except for the departments that have already adopted the foreign language as a module.



Findings of this study also demonstrate that the dominance of French language as the language of the higher educational system in Algeria is one of the influential factors that impacts students' attitudes in a negative way and makes them show lack of interest toward learning English as foreign language. According to the analysis of the student's replies, most of the students believe that there is no need for learning English in their specialties because they learn all their lessons and programs within their fundamental modules in French language, especially the scientific specialties such as, a student of science and technology or biology. They receive all the lessons of their fundamental modules in French language, and this is made official by the Algerian Ministry of Higher Education that integrated French language as the official language of scientific specialties. Therefore, the majority of them agree that it is not necessary to study English as a foreign language module as part of their specialty. For them, it is better to study French as a foreign language module instead of English to increase their capacities toward the needed language with relation to their syllabi.

In this area, several studies tackle the influence of French on English. Like many other languages around the world, English language has been changed from a single language to a completely mixed one under the different foreign influences. Since the Norman Conquest, French language is considered as one of the languages that have had the most certain impact on English. According to Croll (2005), "The Norman Conquest made English for two centuries the language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions" (as cited in Sonia Arab, p.12).

According to the concluded results, one of the main reasons that makes the students not interested in learning English as a foreign language module within their specialties is that the module is considered as one of the secondary units, and the majority of students agree that they do not care about attending their English classes; because it is marginal and the coefficient is not high and the module is one of the modules of their secondary units. The Ministry of Higher Education in Algeria made this situation for all the foreign languages within the specialties at university, which signifies how students believe that the coefficient of the module does not influence their semester's outcomes. This is also the main reason behind the plenty of absences in the English classes by the majority of students.

The results of the present work also show another important reason behind ignoring English as a foreign language module which is that students focus more on their fundamental units rather than the secondary ones. According to the students' answers, students are attached

more to their modules in a fundamental unit, they spend most of their time revising for their main classes which have high and important coefficients, for example, during the exams period, students spend most of their time reviewing lessons related to their fundamental units and they do not take care of reviewing the English lessons. Sometimes they enter their English exams without any piece of information about what they have learnt in their English class.

According to the study's review, it has been mentioned that the level of students also plays an important role toward learning English as a foreign language module within specialties. It is one of the main factors that may impact the students' attitudes negatively and makes them uninterested in learning their English lessons or attending their classes. The results also reveal that the majority of students have a poor level in English, which means that students have a lack of capacities and abilities with regard to the language skills. They do not have much background knowledge about English language that is. Students with good past learning knowledge and grades can study well at the present, and the students with poor past learning knowledge can face some difficulties that might influence their attitudes. Students are not much competent to express and use English in a good and acceptable manner.

The findings of the research also reveal that the majority of students think that they do not need English for their future jobs, and this is one of the main reasons that make the students not interested in learning English as a Foreign Language module within their specialties. Students believe that they need French for their future jobs, in which French language has a strong position in Algeria, and covers a significant part among the Algerian population, especially, in their daily lives, because it takes a large place within the Algerian society. For that, French language is the language of administration and governmental institutions, as well as being regarded as the major instrument of work in the media, culture, industry and education.

Furthermore, students are not aware of the importance of English language all over the world and Algeria. English, nowadays, has become an international language according to the large number of people who speak it. This power could be due to historical, political, industrial, scientific, economic and socio-cultural influences; in fact, if we go through a close examination centuries ago, one finds that the industrial and scientific power originated from the 19th century, when Britain was the leading industrial and trading power in the world. Most of the new creations were in the English language and to learn how to utilize them,

people needed to acquire/learn English. Historically speaking, the spread of English speaking people to other different places in the world increased the existence of this language.

In this point, Harmer (2001) states that, “a language widely adopted for communication between speakers whose native languages are different from each other’s and where one or both speakers are using it as a second language” (as cited in Sonia Arab, 2014, p.07). That is to mean, English language currently covers a large space in the world, and it is used as a lingua franca among speakers. In Algeria, the power of English as a Foreign Language and its place is clearly noticeable and which keeps growing in number. Besides, it is considered as the most interesting foreign language taught after French.

The kind of lessons may also play an important role toward learning English as a Foreign Language and the findings of the present results from both the questionnaire and the interview show that student are learning general English (grammar) rather than specific English which is related to their specialties within their syllabus, this is one of the main reasons behind the lack of interest toward learning English tutorial.

Another important reason mentioned in this study is that the majority of students are less motivated to learn English or attend its classes. Motivation plays an important role in the process of EFL, and the lack of motivation could be a result of many affective factors related to the individual’s personality, such as, lack of self-confidence, intimidation and timidity, in this respect, “We can say that lack of motivation occurs because of many reasons. To give examples for these reasons we may mention the following: Lack of belief in one’s abilities, being a shy person, lack of knowledge, not studying enough for the courses, etc.” (Ekiz and Kulmetov, 2016, p.21)

The results of this research also demonstrate one of the main reasons that could make the students show lack of interest toward learning English as a foreign language module within the different specialties which is the number of sessions and hours dedicated to English learning is not sufficient, and most of the time it is one session per week. This could be an influential factor that makes students ignore their English classes, and could also increase the absences.

As a summary, the present work deals with the attitudes of students toward learning English as a foreign language module within the Algerian University, and the study aims to

investigate the main reasons behind the lack of interest and awareness of students toward learning English as a foreign language module within their specialties and form negative attitudes. Eventually, this issue has motivated the researcher to find out why the majority of students are indifferent toward learning English. In accordance with these, several reasons and factors are gathered with which the hypotheses are tested and proved.

### **3.2. Further Research and Recommendations**

Attitudes play an important role in the process of learning foreign languages. In this study, it has been shown that here are some reasons and factors that could make the students indifferent and possess negative attitudes toward learning a foreign language as a part of their courses within their specialties at university. The investigation shows that the negative attitudes of Algerian students toward learning English as a foreign language module is related to many factors and reasons; among them, thoughts and beliefs toward English as a foreign language, the dominance of the second language as the language of the higher educational system and other educational factors. So, the vast nature of the topic hinders the researcher from tackling all the reasons and factors, the main ones are highlighted only. Thus, extra factors may play an important role on students' attitudes in the area of foreign language learning. Furthermore, the present research has neglected the positive attitudes of students. So, a few recommendations are presented:

- Firstly, since the study is conducted to examine the main reasons and factors that make the students uninterested in learning EFL as a module. It is recommended to investigate other factors that may influence the students' attitudes and beliefs on the process of learning EFL learning as a secondary unit module within their specialties.
- Secondly, since the study has dealt with the students randomly from different specialties, in order to review their views toward learning English as a module, the students come from either scientific or literary specialties. In the sense that it is recommended to make a comparison between them in order to see their attitudes to explore their varied attitudes and beliefs toward learning English as a foreign language module. Hopefully in future studies, it would be inspiring to make an investigation to find out whether the scientific or literary specialties share common reasons for the negative attitudes or it can be different from the two areas.

- The same topic of this study, concerning attitudes of students toward learning English as a foreign language module can be dealt with in any other Algerian city and other universities. Investigating the attitudes and beliefs of students within other universities and faculties to observe whether these reasons and factors can be all in common or it depends on the area, this opens the door to researchers to conduct plenty of studies in this respect.
- The present research, moreover, displays the kind of lessons which students are learning within their English course that has got an essential role on the students' attitudes. Hence, it is recommended for students to receive English for Specific Purposes, in which it is better for them to obtain their lessons in relation to their specialties.

They will be more familiar and more interested, and it may also increase their motivation and drive them to share positive attitudes toward learning English as a foreign language module; for example, a biology student should learn English for biological purposes, in this case the role of English teachers is to take into account what they are learning in their fundamental classes and prepare the syllabus with relation to their lessons of the other modules in English. This method is preferred in order to attract the students and help them to be more motivated in attending their classes and learning English comfortably.

- According to the previously stated results, one of the main reasons that makes the students who are not concerned about learning English as a foreign language module within their specialties is that the module is considered as one of the secondary units, so the coefficient for them is of trivial importance. In that sense, according to the position of English as a foreign language in Algeria and its importance nowadays in several fields, the Ministry of Higher Education should take this point into consideration and increase the coefficient of the module; this could stimulate students to be more interested in learning English.
- It has been motioned in the second part of this work, one of the main reasons behind ignoring the English class by the majority of students who claim that the number of sessions of the module is not satisfactory. Concerning this point, the departments of the different specialties; by agreement also with the teachers of English language; should take this point into consideration, in which it is preferable to increase the number

of sessions of the module at least three sessions per week. Eventually, this could help the students to be more familiar with the target language, and also it could make the students attend the majority of their classes and not only to sit for the exams. So, that is also one of the main reasons that drives the students rekindle positive attitudes.

➤ Additionally, since the role of teachers plays a crucial role during the process of learning English as a foreign language module within the classroom, using the appropriate methods of teaching that could aid the students to receive and grasp their lessons in the best way and attract them to enjoy the sessions. Furthermore, the syllabus should be chosen according to their interests, depending on their needs and what they want to learn, creating a proper atmosphere which makes the students more confident and boost their confidence in their abilities. All these points could influence the students to be more interested and have positive attitudes toward their English classes. In addition, making students aware of the importance of English nowadays and showing them the place of English as a Foreign Language in the Algerian society, as well as, the different domains in which English takes place, such as, science, economics and media.

### **3.3. Limitations**

Although the present work has reached its aims and objectives, there are some inevitable limitations. In conducting the questionnaire and interview I have met some difficulties that should be taken into consideration.

➤ The first limitation is the limited sample, only thirty students were selected. This sample could not represent all the learners. So, it would be better in future research to have a large group in order to get much information and different views about the topic at hand. Even for the interview, only five teachers have participated in the study, nevertheless, it is better to deal with a larger number.

➤ The second limitation in the present work is that during the distribution of the questionnaire, I have faced some problems, in which, many students refused to answer my questionnaire despite being translated into Arabic. So, I was obliged to look around for other students that could help me to answer questionnaire and this issue took too much time.

➤ The third limitation is that, the study did not tackle a large number of specialties at university of Mostaganem. It would be better to deal with as many specialties as possible from different faculties.

- **Conclusion**

The present chapter attempts to discuss the results and findings that have been reached through this study. Suggestions and recommendations are put forward for further studies; also the chapter shows some limitations during the fulfillment of the research. Through the questionnaire and interview interpretations, several reasons and factors are mentioned and discussed and which are proven to negatively influence the students' attitudes toward learning English as a foreign language module within various specialties at Algerian university. Consequently, it has been proved that one of the main reasons behind the negative attitudes is that the student agreed that they do not need English for their future jobs. More than that, the results show also the effectiveness of French language as a dominant language at university on students' attitudes toward learning English as a foreign language module.

**General conclusion**



## General Conclusion

The present study deals with the negative attitudes of students toward learning English as a Foreign Language module within specialties at Algerian university, especially the study focused on the negative attitudes and the reasons behind the lack of interest and motivation. Students from different specialties and their EFL teachers at the University of Mostaganem are chosen as participants in the field of investigation.

At the beginning of this research work, an overview about language and attitudes and their influence and relation to the learning process is explored. Afterwards, light is shed on learning English as a Foreign Language in bilingual contexts, as well as, the role of bilingualism toward language learning. In this point, different concepts related to English language are being clarified. What is additionally mentioned is the status of English language in Algeria and its objectives and aims. Then, the analysis of the questionnaire and interview take place in the practical part. In a final phase of the study, and based on the findings, the multiple reasons behind the negative attitudes toward learning English as a Foreign Language module at the Algerian university are thoroughly discussed and recommended.

The results gathered from both participants in the survey in the second stage of the study confirm to a high extent the hypotheses that are put forward at the beginning of this work which show that the majority of students from various specialties argue that they do not need English for their future jobs and insist on how French language; as a dominant language of the educational system at university, can influence the attitudes of students toward learning English as a foreign language module at the Algerian university. Additionally, other several reasons and factors are listed and discussed because they could make the students uninterested in their English module, such as learning the EGP instead of ESP and which entail serious attendance and competence issues for the students.

To conclude, it is highly recommended that future studies go further and further in identifying the several reasons and factors that can influence the attitudes of students toward learning English as a Foreign Language module. Recommendations are presented also as suggested solutions to the current issue, and which could help students to be more involved in learning English as a Foreign Language and boost positive attitudes according to the importance of English around the world generally and in Algeria specifically.

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# Appendices

## APENDICES

### Students' Questionnaire

**The questionnaire is for students from different specialties and departments at Abdelhamid Ibn Badis University, Mostaganem.**

Dear student,

This questionnaire is part of a Master project being carried out to explore your beliefs and views towards learning English as a foreign language module in your specialty. You are kindly requested to answer the questions below by ticking ( ✓ ) your choice(s) in the corresponding boxes or complete your own information whenever necessary. Thank you very much for your precious contribution.

#### **Section one:** Personal information

##### 1) Gender

Male  Female

##### 2) Specialty

.....

**Section tow:** please answer these questions. Place an “ ✓ ” mark in the box of your answers and fill the space whenever necessary.

**Q01:** What foreign language do you prefer to learn as a module?

French  English

**Q02:** Is it necessary to study English as a module in your specialty?

Yes  No

**Q03:** Do you always attend your English class?

Yes  No

**Q04:** How do you rate your level in English language?

Good  Average  Low  Very low

**Q05:** Do you enjoy learning English in class with your teacher? explain why?

Yes  No

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

**Q06:** What kind of lessons are you learning in your English class?

English for Specific Purposes (English related to your specialty)  General English   
(grammar)

**Q07:** Is it possible to need English for your future jobs ?

Agree  Disagree  Strongly Agree  Strongly disagree

**Q08:** If You Like Studying English Class, For What Reasons?

- a)-To enhance your level in English
- b)-For communication and social media
- c)-In order to have knowledge about other cultures in the world

**Q09:** According to your opinion, what can you Suggest as other reasons behind Ignoring English class?

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.....  
.....

**Q10:** What do you think can help you become more interested in English class?

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



## Teachers' Interview

**This Interview is for teachers of English as a Foreign Language module from different specialties and departments at Abdelhamid Ibn Badis University, Mostaganem.**

Dear teachers,

This interview is part of a Master project being carried out to explore your beliefs and views towards English as a module within specialties in order to investigate later the main reasons behind the lack of interests of students and their negative attitudes toward learning EFL module.

**Q01:** What kind of lessons are you teaching your students?

English for Specific Purposes (English related to specialty)  General English   
(grammar)

**Q02:** Concerning the majority of students, Do they focus on explanation and show interest in lessons? Why?

Yes

No

**Q03:** Do they make efforts in classroom? If no justify?

Yes

No

**Q04:** According to you, what are the main reasons behind the negative attitudes of your students within classroom?

**Q05:** How do you think your students can adopt positive attitudes in learning English effectively?

## استبيان

استبيان للطلاب من تخصصات مختلفة في جامعة عبد الحميد بن باديس، مستغانم.

عزيزي الطالب،

هذا الاستبيان جزء من مشروع رئيسي يتم تنفيذه لاستكشاف آرائك ووجهات نظرك نحو تعلم اللغة الإنجليزية كوحدة نظمية في تخصصك. يرجى منك الإجابة على الأسئلة التالية من خلال تحديد (✓) اختيارك في المربعات المقابلة أو استكمال المعلومات الخاصة بك كلما لزم الأمر. شكرا جزيلاً لمساهمتك الثمينة

**القسم الأول:** المعلومات الشخصية

(1)-الجنس

ذكر  انثى

(2)-تخصص

**القسم الثاني:** يرجى الإجابة على هذه الأسئلة. ضع علامة ✓ في مربع إجاباتك واملأ الفراغ عند الضرورة.

**01-** ما هي اللغة الأجنبية التي تفضل أن تتعلمها كوحدة نظمية؟

الإنجليزية  الفرنسية

**02-** هل من الضروري دراسة اللغة الإنجليزية كوحدة نظمية في تخصصك؟

نعم  لا

**03-** هل تحضر دائماً صف اللغة الإنجليزية؟ إذا كان "لا" ، فسر؟

نعم  لا

**04-** كيف تقيم مستواك في اللغة الإنجليزية؟

جيد  متوسط  منخفض  منخفض جداً

**05-** هل تستمتع بتعلم اللغة الإنجليزية في الفصل مع معلمك؟ اشرح السبب؟

نعم  لا

**06-** ما هو نوع الدروس التي تتعلمها في فصل اللغة الإنجليزية؟

اللغة الإنجليزية لأغراض محددة (الإنجليزية المتعلقة بتخصصك)  الإنجليزية العامة (قواعد اللغة)

**07-** هل من الممكن أن تحتاج إلى اللغة الإنجليزية لوظائفك المستقبلية؟

أوافق بشدة  لا أوافق بشدة  أوافق  لا أوافق

**08-** إذا كنت تحب دراسة اللغة الإنجليزية ، لأي أسباب؟

(أ) - لتعزيز مستواك في اللغة الإنجليزية

(ب) - للتواصل ووسائل التواصل الاجتماعي

(ج) - من أجل الحصول على المعرفة حول الثقافات الأخرى في العالم

**09-** حسب رأيك ، ما الذي يمكنك اقتراحه كأسباب أخرى وراء تجاهل دروس اللغة الإنجليزية؟

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

**10-** برأيك ماذا يمكن أن يساعدك على أن تصبح أكثر اهتماما في فصول اللغة الإنجليزية؟

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