

**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

**Abdel Hamid Ibn Badis University-Mostaganem-**

**Faculty of Foreign Languages**

**Department of English**



***Addressing Gender Gap in EFL Students 'proficiency  
(Case of Master Students at University of Mostaganem  
2017)***

**Submitted by:**

**Sadat keltoum**

**Supervised by:**

**Benstaali Leila**

**Members of the jury:**

**President....Dr. Tegua Cherif**

**Supervisor.....Mrs. Benstaali Leila**

**Examiner.....Mrs. Bendoukha Fatima**

**2016/2017**

# Dedication

*To my mother, father, dearest brothers and lovely sister Farah, whom without their moral support and help; I will never succeed.*

*Special thanks go to my parents for their faith, prayers and endless support and guidance, and also my dear grandfathers and grandmothers.*

*To all my uncles, aunts, and friends who helped me through their backup.*

# Acknowledgments

*Many people have helped me along the way in developing and implementing this research work.*

*At first, I would like to thank my dear supervisor Mrs **Benstaali Leila** for her assistance, guidance, professional advice and interminable help.*

*I am grateful to all my English teachers in the department of English at Abd Alhamid Ibn Badis University of Mostaganem and the English teacher Hachlef Abd Alhakim at USA.*

This current study seeks to shed light on the main issues and factors vis-à-vis gender on EFL students' performance, particularly at the level of EFL master students at Abd Alhamid Ibn Badis University-Mostaganem. The situation, here in Algeria, seems to give so much focus to the learner of English language based on their gender, attitude and motivation towards EFL. Such a problematic requires research design, fundamentally, based on three chapters. The first one is an introductory chapter devoted to provide the reader with a broad description of EFL situation in Algeria under investigation, gender impacts and factors that influence EFL students' proficiency, in addition to the research questions and hypotheses. Some key-terms and approaches are also introduced to avoid any misunderstanding, since a number of uncovered aspects are also included. Chapter two is rather reserved to the methodological approach being adopted in this study. Its main focus is on the description of research design and procedures used for both processes, namely data collection and data analysis. Chapter three deals, however, with the analysis and interpretation of the main findings. In this chapter, we attempt at providing new perspectives for EFL learning in hope to promote the EFL teaching methodology for an EFL background, and thus, open the doors for further research in this particular scope of interests.

**Key words :** EFL, Gender, Attitude, Motivation, Gender impacts

**Table 1:** Participants' possible reasons behind studying the English language

**Table 2:** Participants' opinions about the necessity of English language

**Table 3:** Participants' description of English language

**Table 4:** Participants' purposes of learning English language

**Table 5:** Participants' evaluation of their English level

## **Part 2**

**Table 1:** Participants' agreement or disagreement on the actual learning process

**Table 2:** Participants' attitude about the interest of learning English language

**Table 3:** Participants' motivation to avoid getting bad marks in tests

**Table 4:** Participants' views on being English language the mark of the intellectual achievement

**Table 5:** Participants' tendency of reading English books and magazines

**Table 6:** Participants' attitude to master English language as natives

**Table 7:** Participants' views on the effects of English language on students' self-expression

**Table 8:** Participants' personal opinions in necessity of learning English to avoid failure in courses

**Table 9:** Participants' satisfaction of their level of acquired English level through English lessons

**Table 10:** Participants' thoughts about English textbooks' comprehension

## **IV**

### **List of Graphs**

---

#### **Part 1**

**Graph 1:** Participants' possible reasons behind studying the English language

**Graph 2:** Participants' opinions about the necessity of English language

**Graph 3:** Participants' description of English language

**Graph 4:** Participants' purposes of learning English language

**Graph 5:** Participants' evaluation of their English level

## List of Pie-Charts

---

### Part 2

**Pie-Chart 1:** Participants' agreement or disagreement on the actual learning process

**Pie-Chart 2:** Participants' attitude about the interest of learning English language

**Pie-Chart 3:** Participants' motivation to avoid getting bad marks in tests

**Pie-Chart 4:** Participants' views on being English language the mark of the intellectual achievement

**Pie-Chart 5:** Participants' tendency of reading English books and magazines

**Pie-Chart 6:** Participants' attitude to master English language as natives

**Pie-Chart 7:** Participants' views on the effects of English language on students' self-expression

**Pie-Chart 8:** Participants' personal opinions in necessity of learning English to avoid failure in courses

**Pie-Chart 9:** Participants' satisfaction of their level of acquired English level through English lessons

**Pie-Chart 10:** Participants' thoughts about English textbooks' comprehension

## VI

### Table of Contents

**General Introduction..... IX**

#### **Chapter One: The effects of Gender on EFL students' proficiency**

**1.1. Introduction.....1**

**1.2. Status of English language in Algeria.....1**

**1.2.1. Historical Background of English language Position in Algeria.....3**

**1.2.2. Teaching EFL in Algeria.....4**

**1.2.2.1. Teaching English as a Foreign Language at Middle School.....4**

**1.2.2.2. Teaching English as a Foreign Language at Secondary School.....5**

1.2.2.3. Teaching English as a Foreign Language at Tertiary Level.....	5
<b>1.3. Psychoanalytic Perspectives on Gender.....</b>	<b>6</b>
<b>1.4. Focus on Students' Attitude and Motivation in Learning EFL.....</b>	<b>6</b>
1.4.1. Attitude and Motivation Relationship in Language Learning.....	7
1.4.2. Attitude toward Learning EFL.....	8
1.4.2.1. Language Attitudes.....	10
1.4.2.2. Learners' Affective Attitude in Language Learning Process.....	10
1.4.3. Motivation in Learning EFL.....	11
1.4.3.1. Gardner and Lambert's Study on Language Learning Motivation.....	11
1.4.3.2. Intrinsic and Extrinsic Motivation in Language Learning.....	12
<b>1.5. Anxiety of Learning EFL.....</b>	<b>14</b>
1.5.1. Macintyre and Gardner's Views on Language Learning Anxiety.....	15
1.5.2. EFL Students' Anxiety of Language learning in classroom.....	15
1.5.3. Basis of Foreign Language learning Anxiety.....	15
1.5.4. Characteristics of Foreign Language learning Anxiety.....	16
1.5.5. Consequences of Foreign Language learning Anxiety.....	17
<b>1.6. The impact of Gender on Male and Female's performance.....</b>	<b>18</b>
<b>1.7. Conclusion.....</b>	<b>19</b>

## VII

### Chapter Two: Research Design and Data Analysis

<b>2.1. Introduction.....</b>	<b>20</b>
<b>2.2. Population .....</b>	<b>20</b>
<b>2.3. Materials.....</b>	<b>21</b>
2.3.1. Questionnaire.....	21
2.3.2. Questionnaire Analysis.....	21
2.3.3. Interview.....	44
2.3.4. Interview Analysis .....	44
<b>2.4. Conclusion.....</b>	<b>46</b>



**Chapter Three: Results Discussion and Recommendations**

- 3.1. Introduction.....47**
- 3.2. Results and Discussion.....47**
  - 3.2.1. Quantitative Approach.....47**
  - 3.2.2. Qualitative Approach.....51**
- 3.3. Limitations of The study .....51**
- 3.4. Recommendations.....52**
- 3.5. Conclusion.....53**
- General Conclusion.....54**
- Appendices.....56**
- Bibliography.....60**

**VIII**

**General Introduction**

---

Sociolinguistic describes that a language plays a major role within social groups and institutions; it is closely tied to psychology with regard to people’s attitudes and acts towards languages. On the other hand, foreign language learning is the field that is related to human psychology, it has been highly affected by psychology and many studies have been performed to find out the relationship between language learning and affective variables (Gardner, 1993). The common point of all these studies is that they reveal the remarkable influence of affective factors on language learning process. The affective variables which are associated with the emotions and feelings of human beings involve certain personality traits or qualities such as confidence, empathy and timidity. Research on the relationship between foreign language learning and affective variables generally focuses on a number of personality factors such as attitude, motivation and anxiety. In the process of language learning, these factors may have positive or negative effects.

The fact is that English being taught throughout the Arab countries as a foreign language in Schools and Universities, Arab speaking students represented a variety of socio-cultural and linguistic backgrounds. In other words, their educational expectations and attitudes reflect these numerous differences. That is why, this country more or less affected by the use of English language. English language has a unique position in Algeria country. Therefore, it would be expected that the interest or motivation to proficiently acquires skills of using English, a language that plays such an important role in Algeria.

There are many factors which might cause the Algerian University students, high or low proficiency in English. One might be attributed to University students, motivation towards the English language. This is because learners' motivation has been extensively accepted as a key factor which influences the rate and the success of foreign language learning. Another factor is learners' attitudes. This is because an EFL learner's motivation in language learning is affected by her/his attitudes towards learning the language.

## IX

### General Introduction

---

The relation between motivation and attitude has been considered a prime concern in language learning research. For that reason, the main objectives of our study focused on addressing gender gap in EFL proficiency specifically and factors that influence EFL students' performance generally like attitude, motivation and anxiety. Thus, we raised some research questions in order to fulfill our investigation:

- Is there gender gap between EFL students in learning English language?
- To what extent Gender affects EFL students' performance and attitudes towards learning English language?
- What are gender-based factors that influence EFL students 'attitudes towards learning the English language?

In order to respond to these questions, hypotheses might be assumed. For example, there exists Gender Gap in Foreign Language Learning. Gender has several effects on the EFL students' attitudes towards learning the English language. Females' attitudes are rather more positive than those of males. As well both males and females have motivation towards learning English language; however females have more motivation than of males. Anxiety is an effective factor that influences EFL students' performance; on the other hand, girls are more anxious than boys.

Furthermore, throughout this investigation we followed particular methodology to find out the required results for our study, in which we used a quantitative approach; where a questionnaire process presented and distributed to thirty English master students at the University of Abd Alhamid Ibn Badis-Mostaganem 2016/2017, in order to give us the inquiry responses that reach the present study. On the other hand, qualitative study; in order to avoid inaccurate findings, an interview procedure has been utilized; where 3 English teachers have been interviewed and answered the conducted eleven questions.

## **X**

### **General Introduction**

---

This thesis will include three main chapters; the first chapter is a theoretical part, highlights on previous hypothetical facts about the current study. While the second chapter is the practical part, provides empirical data about the thesis's subject and its analysis; which may reinforces the conducted research. According to the third chapter, is about fact findings discussion and interpretation, limitation; i.e. the obstacles and problems we face during our investigation, and offers some recommendations; which maybe appropriate future solutions.

## **1.1. Introduction**

Mainly, attitude and self motivation beside many aspects are considered as factors that have a significant effect on the students' academic performance in various settings. The effectiveness of these studies lies in the need to carry out corrective measures that improve the academic performance of students.

This literature review provides a brief examination of some of the factors that influence students' academic performance (EFL Master Students). The choice of factors reviewed was based on their importance to the current study.

Specifically, this chapter; since it is the introductory part; will include scholarly views and perspectives about the gender gap in English language performance and learning at high level (University), as well as factors that affects English students' proficiency. Additionally, this chapter looks at the teaching of English as a foreign language within the Algerian society.

## **1.2. Status of English language in Algeria**

Promoting good education and implement curricula, programs that fits the requirements of whether societies and individuals using appropriate textbooks are one of the primary tasks of any state. In fact, any society has its own reasons and motivations for choosing to teach foreign languages and providing conditions for learning them. The selection is based on their status in their target situation.

Particularly, the status of French and English languages in Algeria does not depend only on cultural preferences and educational options. The country's modern history and political alliances are also taken into consideration. Since the independence in 1962, the EFL teaching/learning in Algeria has known successive changes.

The role of English in the world has become a controversial issue which leaves little space to mention the positive aspects of a common international language democratically. Technically, speaking English is apprehended as a second foreign language in Algeria. Its teaching is in

competition with the French language since the year 2000 at the first grade level of middle school. However, in Universities, 95% of undergraduate and post-graduate courses in sciences or in medicine are taught in French language (Miliani, 2000: 20).

In short, the desire to promote English in Algeria is due to a high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria. This support concerns the making of textbooks, the training of teachers of English and the introduction of new technologies.

As previously mentioned, the primary element in foreign language teaching situation taken into account is that the target language is not the mother tongue of the speech community or country where it is being learned and has no internal functions either.

In his respect Rivers (1981) explained that:

*“The learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact”*

(Rivers, 1981:09)

In Algeria, textbooks and curriculum guidelines are state prescribed. Accordingly the English Language Teaching (ELT) methodologies are adjusted and updated according to firstly, the changing requirements of the Algerian schools, and secondly adapted to the learners needs in terms of educational streams. This reflects, in part the importance given by Ministry of Education with the collaboration of textbook commissions of language specialists in giving to the teaching of foreign languages in general and English in particular.

### **1.2.1. Historical background of English Language Position in the Algerian Society**

English has become a global language because of the power of the people who speak it .A power which is industrial, scientific, historical, political, economic and socio-cultural; as a matter of fact, if we go through a close examination centuries ago, one finds that the industrial

and scientific power dates from the 19th century, when Britain was the leading industrial and trading power in the world, the majority of the innovations were in the English language and to learn how to use them, people needed English. Historically speaking, the migration of English speaking people to other different areas in the world increased the spread of this language.

Thus, the political power of the English language over the world was also because of the British military power which was the leading colonial nation in the world (the British Empire). Moreover, by the 20th century, the economic power rose also because of the emergence of the USA (United States of America) as the world economic leading nation. In addition to this, English dominated all the cultural aspects; the press, advertising, broadcasting, motion picture...etc.

In Algeria, the power of this language and its spread is clearly noticeable. In fact, it is the most important foreign language taught after French. In the same vein, to illustrate; Harmer explains:

*“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”*

(Harmer, 2001:01)

This proves that English knew a considerable global spread and has achieved the status of “language of wide communication” evermore the “world’s lingua-franca”.

### **1.2.2. Teaching EFL in Algeria**

Particularly, when it comes to teach a foreign language in a target context, teaching becomes among the most stressful jobs in the world; Due to the environment of that job profession, Teachers experience a lot of stress. According to Maslach Et al (2001):

*” professional stress can have deep psychological, cognitive, emotional, and behavioral effects such as fatigue and lack of activity. While some teachers are able to handle the stress in an appropriate way, others fail to overcome the work stress and it can lead to a chronic stress condition that causes emotional and physical problems”.*

Hence education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment.

#### **1.2.2.1. Teaching EFL at Middle School**

Currently, English language becomes increasingly important. Therefore needless to say, the emphasis on teaching English is becoming a vital part of education all over the world. In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed.

In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, as well as it has received considerable attention within the educational Reform. Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school.

#### **1.2.2.2. Teaching EFL in the Algerian Secondary Schools**

As mentioned before, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. English is primary learned for educational reasons as to pass

exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

In sum, the teaching of English at the Algerian secondary school is not only concerned with general aims of teaching but also universal, human and national values are promoted, students are expected to learn how to speak about their country and its cultural values in English, as well as to be open to English, universal, and human values which are essential elements of modernity and globalization.

### **1.2.2.3. Teaching EFL at Tertiary Level**

Since independence, the Algerian government has given multi significance to foreign language teaching and Algerian universities invested in the field. The various established faculties and foreign language departments had language teaching leading to diplomas; hence teaching and research on language teaching were supported by the Algerian academic institutions for 50 years after the country has recovered its sovereignty.

The objective of this conference is to promote the sharing of academic experience and cooperation in the fields of foreign languages teaching in Algeria (Literature, Civilization and cultural studies). Thus at the tertiary level, English is introduced at different departments all over the country in different curricula, either as a main subject at the English Department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, Phonetics, Oral Expression, Written Expression, TEFL and so forth; or simply as an additional but 'compulsory' module.

Broadly speaking, learning English seems to be of a great benefit to any Algerian students by offering him opportunities to participate in modernization communication with others and tolerance to cultural differences.

## **1.3. Psychoanalytical Perspectives on Gender**

From different perspectives, Gender is defined as the social and cultural significance we attach to those presumed biological differences. Hence it refers to what we become as men and women, which occurs through socialization.



In other words, it is fluid and based on culture, and it refers to the range of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Basically gender is relational and refers not simply to women or men but to the relationship between them. In addition, Sociologists often define Gender as characteristic of the individual, some of them considering it as a product of social interactions, and others as a characteristic of social institutions.

#### **1.4. Focus on Students' Attitudes and Motivation**

English is not used only for the utilitarian purpose but also for the interpersonal and inter-institutional communication. It works as the Business Language as well as the Lingua Franca, which means that it is required to carry out the business and also to communicate with people of different cultures as Algeria is a multi-cultural and multi-lingual country. It is no more working as the status language of the elite class or the educated class of the society, rather it is working as an instrument to bring success in life. The youth of Algeria are aware that English can win them good jobs with rich salary if they are good in English. A study of Gardner and Lambart (1959) has been done in order to find out if the research findings of Gardner and Lambart in regard to 'attitude and motivation' towards language learning are applicable in this context.

Gardner Et al (1979) have done extensive research on attitude and motivation and their correlation with linguistic performance of learners. They suggested that an L2 learner needs to be psychologically prepared to acquire a foreign language as it is a part of different ethno-linguistic community. There are other factors like age, anxiety, aptitude and amount of exposure responsible for the language learning. The present investigation is also being done to study the influence of these factors on the target group learner. It is also being observed how the classroom environment and teachers' attitude influence the attitude of target learners.

##### **1.4.1 Attitude and Motivation Relationship in Learning EFL**

The study of motivation has been a prominent area for research in psychology and education for many years (Dörnyei, 2001a). This interest may reflect the widespread perception of

classroom teachers who tend to regard student motivation as the most important factor in educational success in general (Dörnyei, 2001b). In second language learning two social psychological variables - attitude and motivation – play the key role. According to Gardner (1985) the term ‘motivation’ means “*referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*” (p.10).

Lambert (1963b) has proposed a 'social psychological model in which he has emphasized cognitive factors such as language aptitudes and intelligence as well as affective factors such as attitudes and motivation. In his model, he proposes that the extent to which an individual successfully acquires a second language will depend upon ethnocentric tendencies, attitudes towards the other community, orientation towards language learning and motivation.

More specifically, motivation is conceptualized to subsume three components, motivational intensity, desire to learn the language, and an attitude towards the act of learning the language. Motivation in Gardner’s theory does not contain any integrative or instrumental elements. There does exist an integrative or instrumental dichotomy in Gardner’s model but this is at the orientation (i.e. goal) level, and as such, is not part of the core motivation component; rather, the two orientations function merely as motivational antecedents that help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental).

As a result of an investigation made by (Masgoret & Gardner, 2003) which focused on the relationship of foreign language achievement to five attitude/motivation variables, results clearly demonstrate that the correlation between achievement and motivation is uniformly higher than that between achievement and integration, and that this correlation is to some extent lower than that between achievement and attitudes toward the learning situation.

As an illustration, in an exploration carried out by (Yashima Et al, 2004) on Japanese adolescent learners willingness to communicate (WTC) in English as an L2 results show that those who have higher WTC scores tend to communicate more in the classroom and to ask questions or talk to teachers more frequently outside class. Those who have more interest in international vocation/activities seem to be more willing to communicate in English and voluntarily engage in communication more frequently.

We notice from the literature above that subtractive bilingualism occurs when a group feels that there is a threat to their original identity by learning an L2. We also notice that additive bilingualism takes place when this group and L2 learners in general do not feel of such a threat. Moreover, we notice that the majority of the studies done focused on students' attitudes toward learning English and European languages, the learning situation in which they study, and toward the English and European cultures in general. And finally, we notice that these studies emphasized either the independent variable 'sex' or 'achievement'.

Therefore, the aptitude of students to master a second language is not only influenced by the mental competence or skills of language but also on the students' attitudes and perceptions toward the target language.

#### **1.4.2. Attitude towards Learning EFL**

Attitude has always been a subject of interest to many researchers as well as psychologist. It is considered as exciting and mysterious to some researcher. It can function as a shield to someone or it can even function as a weapon to someone.

Many psychologists have given different definitions for attitudes. According to Schneider (1988), "Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object." (179). He also added that attitude can guide our experiences and decide the effects of experience on our behaviors.

Besides that, Baron and Byrne also gave a similar definition of attitude which is, "*Attitudes can be defined as lasting, general evaluations of people (including oneself), objects, or issues. Attitude is lasting because it persists across time. A momentary feeling does not count as an attitude.*" (1987). According to him attitudes are lasting since it remains across time. This is similar to a statement made by Vaughan & Hogg (1995), "*Attitudes are relatively permanent- persist across times and situations. A momentary feeling in one place is not an attitude. Therefore, if you encountered a brief feeling about something, it does not count as an attitude*".

Moreover, Vaughan & Hogg (1995) defined attitude as, “A *relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects, groups, events or symbols or A general feeling or evaluation (positive/negative) about some person, object or issue.*’ From this definition we could see that, *attitudes are only relevant to socially significant objects*”.

In other words, Allport (1935) defined an attitude as “*a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related*”.

A simpler definition of attitude is a mindset or a tendency to act in a particular way due to both an individual’s experience and outlook. As well in 1954 Gordon Allport noted that, “*This concept is probably the most distinctive and indispensable concept in contemporary American social psychology*” (p. 43).

Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. As such, since attitude can influence success or failure in learning it plays a very crucial role.

There are many reasons why students’ attitude toward language learning is important. For instance, Weinburgh (1998) believe that “*attitudes toward learning influence behaviors such as selecting and reading books, speaking in a foreign language*”. Generally, it is believed that learners’ attitudes dictate whether or not they will be able to absorb the details of language. In other words, achievement in a target language relies not only on intellectual capacity but also on the learner’s attitudes toward language learning.

#### **1.4.2.1. Language attitudes**

Language attitudes represent a valuable construct in language, being a key factor in language learning, since Language attitudes are of special interest in areas where more languages are in contact.

In other words, Language attitudes are the feelings people have about their own language variety or the languages or language varieties of others.

Moreover, previous studies have showed that Language attitudes may influence how teachers deal with pupils; as well they may affect second language learning.

#### **1.4.2.2. Learners' affective attitude In Language Learning Process**

Learners' attitudes towards the language being learned have been researched many times by language teachers and psychologists. Most of the researchers agreed that favorable (positive) attitude towards the language will affect more positive result in the learning. In contrast, negative view to the language being learned will be more likely to cause negative result in the study.

#### **1.4.3. Motivation in Learning EFL**

Motivation has long been identified as one of the main factors affecting English language studying (Gardner, 1985). The fact is that there is an important distinction in the study of motivation and attitudes between instrumental and integrative motives. As Gardner division; Instrumental motivation is the desire to learn a second language for some useful aims, for instance job, travel, passing an examination etc.

##### **1.4.3.1. Gardner and Lambert's study On Language Learning Motivation**

The work of Gardner and Lambert seems to have laid the foundation stone for a large body of research. They distinguished between two major kinds of motivation that could be related to L2 learning: integrative and instrumental. Integrative motivation, on the one hand, reflects the learner's willingness or desire to be like a representative member of the other language community (Gardner & Lambert, 1972). It also reflects the learner's high level of effort to learn the language of a valued L2 community in order to communicate with the group.

Moreover, integrative motivation reflects an interest in L2, a desire to learn the target language and an attitude toward the learning situation, and the target language community (Gardner, 1982). Instrumental motivation, on the other hand, is characterized by a desire to gain social recognition or economic advantages through knowing an L2 (Gardner & Lambert, 1972). It is also characterized by an interest in learning L2 for pragmatic and utilitarian benefits such as a high salary, power, or career (Johnson, 2001).

The L2 motivation does not require choosing either integrative or instrumental motivation. Both types are important. A learner might learn an L2 well with an integrative motivation or with an instrumental one, or indeed with both (Cook, 1991). The level of identification with bilingual or trilingual identity is also influenced by the learners' attitudes toward the learning situation. These attitudes refer to the individuals' reactions to anything associated with the immediate context (e.g., the course and the teaching environment) in which the language is taught (Gardner, 1985).

Various studies conducted on the areas of attitudes and motivation aimed in most cases at identifying the students' attitudes toward learning L2 and the kind of motivation they have for learning it. The majority of these studies focused on the students' perceptions of English as an L2 in particular and on European languages in general. They will be regarded to be a base for discussing the results obtained from the present study.

Integrative motivation is the desire to learn a second language in order to communicate with its speakers. In other words, when the motive to learn a language is to communicate and integrate with people from another culture who speak the same language, it is called integrative motivation.

#### **1.4.3.2. Intrinsic and Extrinsic Motivation in Language Learning**

Typically, the motivation is further classified into two main categories as the following; extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity (Arnold, 2000, p. 14), such as homework, grade, or doing something to please teachers. Harmer states that "*Both integrative and instrumental motivations are also grouped under the branch of the extrinsic*

*motivation* “(1991, p.4) as extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or the punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away or sometimes even if they do not see any punishment, the student will not be interested in coming to class and learn the language any longer. And “*intrinsic motivation refers to learning itself having its own reward*” (Arnold, 2000, p. 14).

It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external results. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will.

Lightbown and Spada mentioned that “*teachers do not have many effects on students’ intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment*” (1999, p. 56-57).

In other words, Motivation is defined as “*the extent ones attempt to acquire the language because of the desire to do so and the satisfaction derived from it*” Gardner (1985). Motivation is considered significant in its role in language learning success. Along this line of thoughts, students’ motivation toward English language learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language. Zoltan Dornyei (2002) stated that “*the learner’s enthusiasm, commitment and persistence are the key determinant of success or failure*”.

Additionally, Harmer explains the meaning of motivation as *“the ‘internal drive’ that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called ‘the action driven by motivation’* (1991, p.3).

While, Lightbown and Spada note *“motivation in second language learning is quite complicate to study which can be explained in terms of two factors: learner’s communicative needs and their attitudes towards the second language community”* (1999, p. 56). In addition, Parsons Et al (2001, p. 28) define motivation as *“an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivations push us or encourage us to go through the learning process”*.

Gardner (1982), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. While desire indicates how much the learner wants to become proficient in the language, and affect means the learner’s emotional reactions related to language study.

### **1.5. Anxiety of Learning EFL**

Anxiety as an affective variable has been shown to be negatively correlated with performance in learning a language as a foreign language, since it plays a major role in Second Language Acquisition.

Earliest researchers recognize the important and distinct role that anxiety played among the many variables that affect foreign language learning; such as Brown (1973), Chastain (1975), and Scovel (1978).

Foreign language anxiety research during the 1970s, however, was quite sparse and presented mixed results. During the 1980s, foreign language anxiety research continued to grow (Young, 1986), and it was during this period that one study (Horwitz Et al, 1986) proposed that foreign language anxiety was distinct from other anxieties. Subsequently, research grew considerably with the publication in 1991 of Horwitz and Young’s and the work of Aida (1994), Macintyre and Gardner (1991a, 1991b, 1991c, 1994a, 1994b), Phillips (1992), Saito and Samimy (1996), and Williams (1991) among many others.



Foreign language anxiety is now generally recognized as an area of study related to but distinct from anxiety studies in general.

Spielberger defines anxiety “*as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system*” (1983, p.1).

Macintyre (1998) defined a second language anxiety as “*The worry and negative reaction aroused when learning or using a second language*”. Added to this, he stated that “*a second language anxiety is a specific response to anxiety within second language classroom*”.

### **1.5.1. Macintyre and Gardner’ view on Anxiety (Types of Anxiety)**

There are several types of anxiety. Not all of them are particular to foreign language learning; however most of them have been discussed in the foreign language learning literature. These anxieties can be described in different ways and grouped into several categories, which overlap to a certain degree. First of all in general terms is the distinction between trait anxiety, which is the tendency of a person to be nervous or feel tension regardless of the particular circumstances, and state (situational) anxiety, which is nervousness or tension at a particular moment in response to some outside stimulus (Macintyre and Gardner, 1989). One type of situational anxiety, for example, is communication anxiety, which may occur when people interact verbally (Daly, 1991). Another type is fear of negative evaluation, which may be present when people worry about what others think of them (Horwitz Et al, 1986).

### **1.5.2. EFL Students’ Anxiety of Language Learning In Classroom**

In classrooms, a number of other anxieties may be observed. Learners may feel cognitive tension when their expectations about the content and organization of a course are not met and affective tension when there is unsatisfactory interaction with other learners or the instructor (Spielmann and Radnofsky, 2001). Other classroom anxieties are test anxiety, which is fear of poor performance on tests (Horwitz Et al, 1986), and specific subject or task anxieties such as the nervousness and tension associated with grammar, listening, public speaking, reading, and writing ( Arnold, 2000).

### **1.5.3. Basis of Foreign Language Learning Anxiety**

Different studies have shown different sources and causes of second language anxiety (Horowitz et al 1986). The causes of foreign language learning anxiety have been a major focus of several researches. One area has been examined situational variables, for example, course activities, course level, course organization, and instructor behavior (Young, 1991).

Another area of research has investigated learner variables such as ability, age, beliefs, gender, learning styles, and personality factors among others (Gardner Et al, 1977). In contrast, some researchers have argued that it is not anxiety or other affective factors that are the problem, but rather it is the native language ability and language learning capacity of the learner that need to be considered (Sparks and Ganschow, 1991).

Furthermore, Horowitz found three primary sources of second language anxiety, such as; *“communication apprehension, fear of negative evaluation and test anxiety”*. While Price has stated the causes as; *“the difficulty of foreign language classes, personal perception of language aptitude, personality variables and stressful classroom experiences”*. And Young claims that *“anxiety stems from: the learner, the teacher and the instructional practice”*. Consequently, anxiety is caused by; learner beliefs about language learning, instructor-learner interactions and classroom procedures.

#### **1.5.4. Characteristics of Foreign Language Learning Anxiety**

Although anxiety can be observed in both foreign language and other classes, the research suggests that there are particular characteristics of formal foreign language learning that hold the potential for provoking anxiety in learners who in other learning situations would not experience it. For example, formal foreign language anxiety has been attributed to the inability to present one's ideas and opinions as well as one can in the target language, which can undermine self-esteem and threaten one's self-image (Horwitz Et al, 1986). In addition, the inability to pronounce words correctly or use correct grammar can lead to negative evaluation by others, and the inability to comprehend spoken and written input, including instructions, can lead to confusion and embarrassment about how to respond or act. These types of anxiety contribute to making formal foreign language learning a particular at-risk experience for many learners (Horwitz and Young, 1991).

### **1.5.5. Consequences of Foreign Language Anxiety**

Foreign language learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, or social (Oxford 1999a). Physical indications can include, for example, rapid heartbeat, muscle tension, dry mouth, and excessive perspiration.

Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others. Negative social behavior may be manifested in such ways as inappropriate silence, unwillingness to participate, absenteeism, and withdrawal from the course. These effects can lead to poor performance and low achievement.

Research suggests that for many learners, success and perseverance in foreign language learning to a large extent depends both on the teacher's ability to minimize the debilitating effects of classroom anxiety and the learners' ability to cope with the anxiety that cannot be prevented or avoided (Young, 1999).

On the contrary to this debilitating anxiety, there is indication that a certain degree of anxiety may be beneficial to some learners (Scovel, 1978). Usually referred to as facilitative anxiety, it has been credited with motivating learners to study harder and make stronger efforts to perform better on classroom tasks.

There remains, however, disagreement as to whether this emotional state is really anxiety, and terms such as attention, alertness, or arousal may be more accurate. Although some research has found in a few cases that high anxiety is associated with positive outcomes mainly high tests scores (Brown Et al, 1994) the predominance of the evidence supports the debilitating effect, especially for speaking activities.

Williams (2008), however, has questioned the validity of the initial research by Yerkes and Dobson, done in 1908, upon which the assumptions of facilitative anxiety are based.

### **1.6. The impact of Gender on Male and Female's Performance**

Dweck et al. (1983) claimed that” *gender difference impacts on learning due to differences in terms of reinforcement strategies, socio-cultural environmental variables and gender learning due differences in male and female genders*”. Hence Burman et al. 2008 argue that “*There are also propositions that males and females vary in their cognitive abilities in language*”.

This position was challenged as not impacting enough to result into any significant difference in the performance of the genders (Hyde and Allison, 2014).

The Gender and Education Association (GEA) (2012) observed that” *certain subjects are gender stereotyped, for example, males believed to be better in mathematics, sciences and engineering and are therefore, masculine subjects and females believed to be better than males in language arts etc*”. Added to this, the National Council of Teachers of English (NCTE, 1995) observed earlier that” *there was serious gender inequity in the instructional materials aspect of curriculum and instruction when even the number of female characters in literature books was discovered to be fewer than that of males and that both male and female characters displayed traits which are gender stereotypical*”. These observations by (GEA) and (NCTE, 1995) were made to make a case for single gender education or streaming.

Accordingly, many factors are discussed about the classroom environment but one central argument could be the behavioral differences between male and female learners, and the reflection of gender-based social divisions in such interactions. One of the little-researched areas in Teaching English as a Second Language is how a student's gender may affect teacher-student interaction in an adult EFL classroom (Duffy, 2001).

## **1.7. Conclusion**

This chapter has shown available previous works and background of the study consists of theoretical data. Demonstrating the position of English language in Algeria at different stages, As a result of these hypothetical facts, Language teachers, researchers, and students should recognize that high motivation and positive attitude of students facilitate second language learning. Consequently, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and excited in language learning.

Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language.

## **2.1. Introduction**

This chapter details out the research methodology for the present study. It explains the research objectives and a suitable methodology to achieve those objectives. The objectives of this study were to identify and explore the gender gap in English language performance and the varied attitude and motivation of male and female English students. As well this chapter deals with the methods used for gathering data, as well as the concerned participants through demonstrating personal information about them and mainly about their attitudes and motivations towards learning English language. Thus the facts finding will reinforce our thesis and mainly our suggested hypothesizes of the conducted research.

## **2.2. Population**

Our investigation was conducted on the second grade students from the 2016/2017 academic year of a public school. The population of the study consists of LMD Master Students studying in English department at the University of ABDEL HAMID IBN BADIS in Mostaganem. The sample consists of thirty student volunteers who were chosen by available sampling method from the population, made of fifteen students are female and fifteen are male. Their average age was twenty three and twenty four, which is representative of the Algerian English students' population in general.

These students are from different class in the Algerian society. They speak Algerian Arabic; their schooling was done in Literary Arabic. French and English languages were incorporated in their learning respectively during the first year of their middle school. This choice is not pointless, since it is motivated by the fact that education is a vital area where the language issue remains the most important. The middle school offered us the opportunity to gather the views of a younger generation about its identity and its language practices when educational policies (French and English languages) are trying to substitute their native languages (White, 2002: 17).

## **2.3. Materials**

The instruments that had been used were a questionnaire consists of thirteen questions and eight items as showing EFL students attitudes towards English language learning as well the

process of studying it. And an interview face to face for EFL teachers consists of eleven items for getting data or information about EFL students' motivation as well as their attitudes towards learning that language.

### 2.3.1. Questionnaire

A questionnaire is a written form that used in order to collect data, which consists of questions to which participants are expected to answer. The data we collect from this questionnaire will be used to back up our hypotheses; hence the conducted questionnaire is divided into two main parts, the first part is about personal information related to the participants, and the second part is about items that they may agree or disagree with.

### 2.3.2. Questionnaire analysis

#### Part One:

#### Question 1: why do like English language

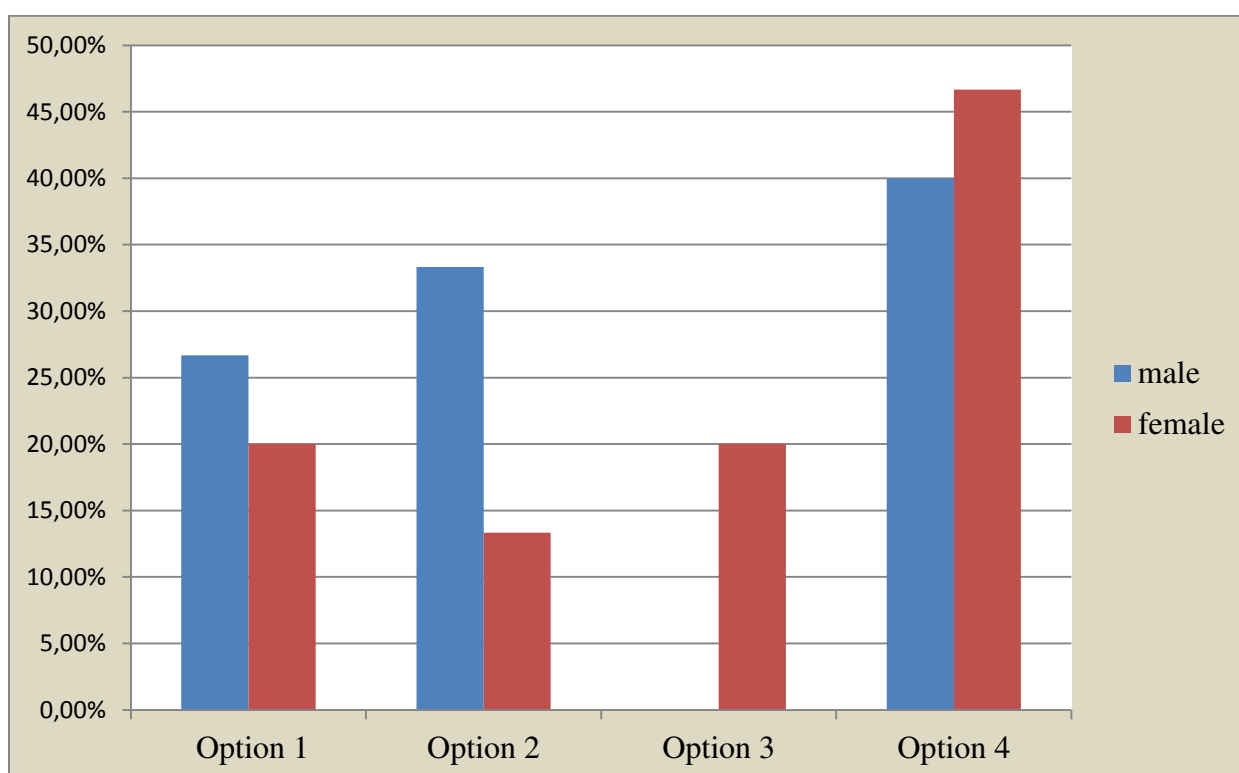
This question aims at exploring EFL students' possible reasons behind studying the English language.

Options	Male number	Female number	Percentage of male	Percentage of female
1. I like TV programs made in English-speaking countries	4	3	26.67%	20%
2. English language is my favorite foreign language	5	2	33.33%	13.33%
3. I like English because it is easy for me	None	3	/	20%
4. English is the powerful language in the world	6	7	40%	46.67%
Total	15	15	100%	100%

The participants have answered in this question depending on their feelings and personal opinions. Subsequently, for the first option male English students' percentage (26.67%) is more than of female English students' percentage (20%), thus, male students are much interested in watching English-speaking TV programs; sport news mainly. For the second option, also the percentage of male participants (33.33%) is more than of female participants (13.33%), since males prefer speaking in English language and considering it as their favorite language.

As mentioning in the table above, none of male respondents choose the third option; since they find English language hard to learn, unlike female students (20%) find it easy to get. Moreover, the final option is mostly chosen by whether male or female contributors, but in this case, females' percentage (46.67%) is more than of males' percentage (40%). However, both percentages are approximately equal since both males and female agree on the idea that English language is the dominant language in the world.

**Graph (1)**



**Question 2:** English language is important for

The aim behind this question is to allow EFL students express their personal opinions about the necessity of English language in the dairy life.

Options	Male number	Female number	Percentage of male	Percentage of female
1. Traveling internationally	4	8	26.67%	53.33%

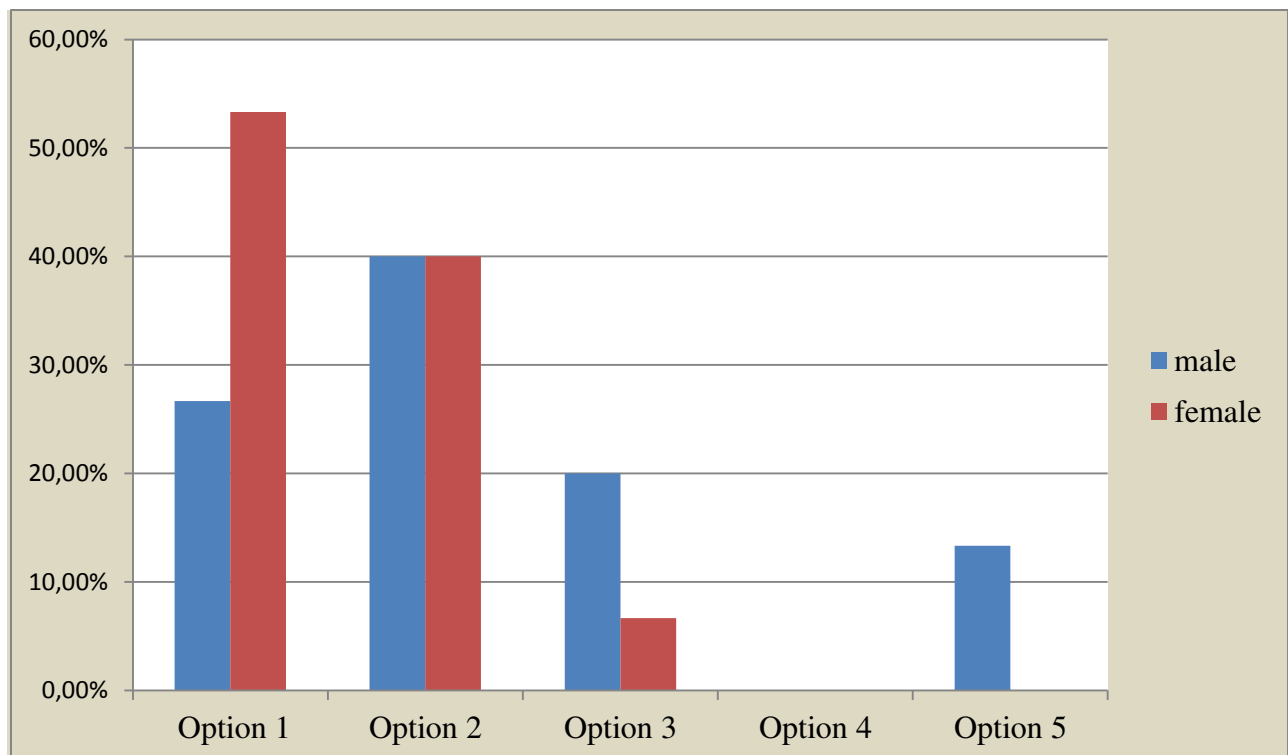


2. Communicating with English-speakers	6	6	40%	40%
3. Getting a better job	3	1	20%	6.67%
4. Business and finance	None	None	/	/
5. Having knowledge about English-speakers culture	2	None	13.33%	/
Total	15	15	100%	100%

The participants, with regard to their gender choose each selection based on their own views. Accordingly, in the first choice; male contributors' percentage (26.67%) is less than of females' one (53.33); that is to say that female respondents love to travel more than males; they like to visit countries and have fun with practicing the language (English). Concerning the second option, both male and female respondents choose equally since their percentage are the same (40%). They are keen of communicating with English speakers whether in real life or the virtual one; I.e. Website accounts like Facebook or Skybe. They like to interact with native speakers in order to learn and perform the language as well exchange ideas. The third choice is chosen from males (20%) more than females (6.67%) may be because male are considered as breadwinners; they have to get a job and earn enough money, unlike females interested mostly in traveling abroad.

According to the fourth option, none of both males and females choose it; may be for them it is not the time yet for business and finance. For the final selection, the percentage of male participants is (13.33) and none of females chose it; may be for them having knowledge about others' culture is not necessary, whereas for males it is; maybe they interested in knowing other cultures especially if they want to learn the language of that culture.

### Graph (2)



**Question 3:** How would you describe the English Language?

I add this question for the reason of description of the English language from EFL students' perspectives.

Options	Male number	Female number	Percentage of male	Percentage of female
1. Interesting	12	10	80%	66.67%
2. Romantic	None	None	/	/

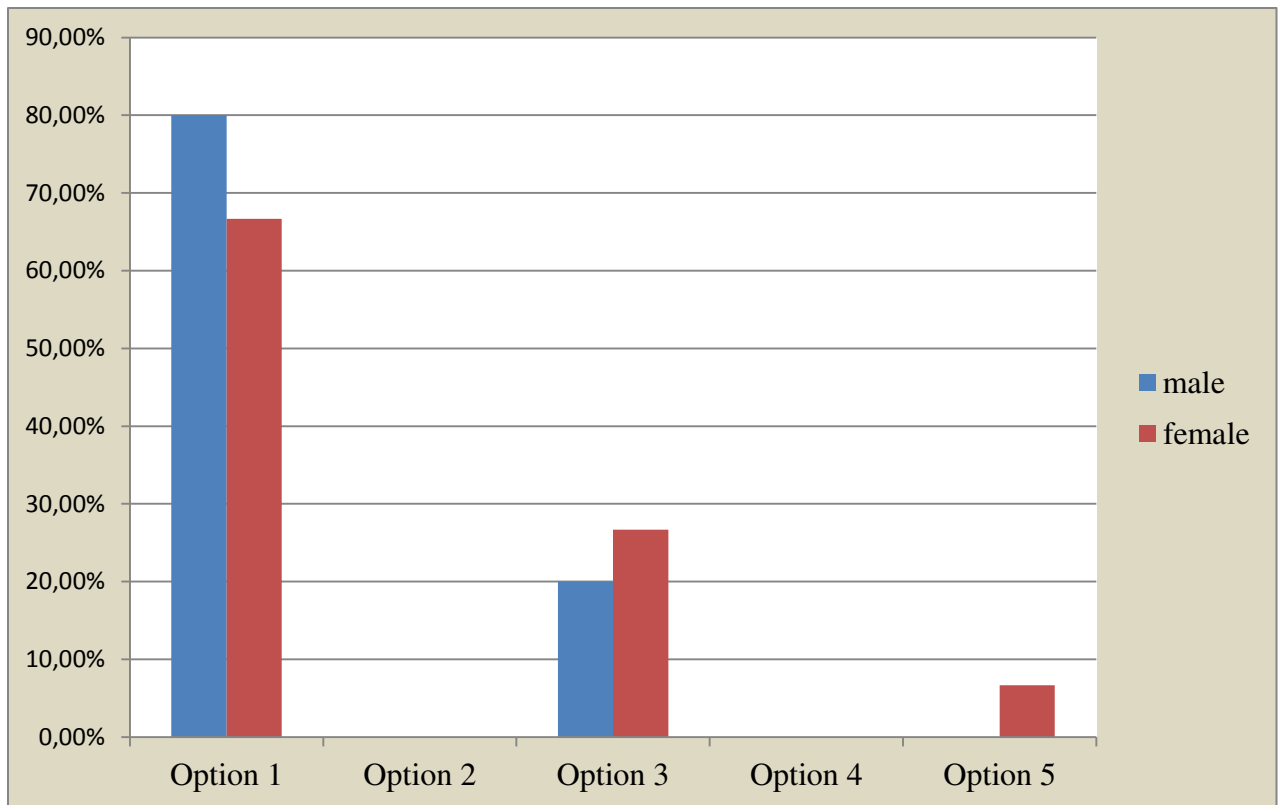
3. Beautiful	3	4	20%	26.67%
4. Difficult	None	None	/	/
5. Boring	None	1	/	6.67%
Total	15	15	100%	100%

The respondents find English language interesting; hence the first option is mostly selected from both genders. Although, males' percentage (80%) is more than females' percentage (66.67%) they study that language because they find it exciting much more than other languages. For the second choice, none of both genders consider English as boring language.

The percentage of males in the third choice (20%) is less than of females (26.67%) although the number is differing by one person only. The participants find English a beautiful language between many languages of the world; whether from the side of the grammar or the wide range of vocabulary.

According to the forth option, none of participants whether males or females think that English language is hard to learn, because they find it an interesting language to study. For the final choice, none of males think that English language is boring unlike females (6.67%) one from them feel it boring language; maybe because she hate that language and she is forced to learn it, that is to say; she does not like English language and she study it just for getting a diploma only.

### Graph (3)



**Question 4:** Why do you learn English language?

The purpose behind this question is to know the EFL's desire for studying English language and which reasons make them motivate to learn that language.

Options	Male number	Female number	Percentage of male	Percentage of female
1. To get a degree	3	1	20%	6.67%
2. Personal enrichment	2	2	13.33%	13.33%
3. Interest in culture	2	2	13.33%	13.33%
4. Interest in travel	4	3	26.67%	20%
5. Job prospects	2	4	13.33%	26.67%

6. Interest in speaker	2	3	13.33%	20%
Total	15	15	100%	100%

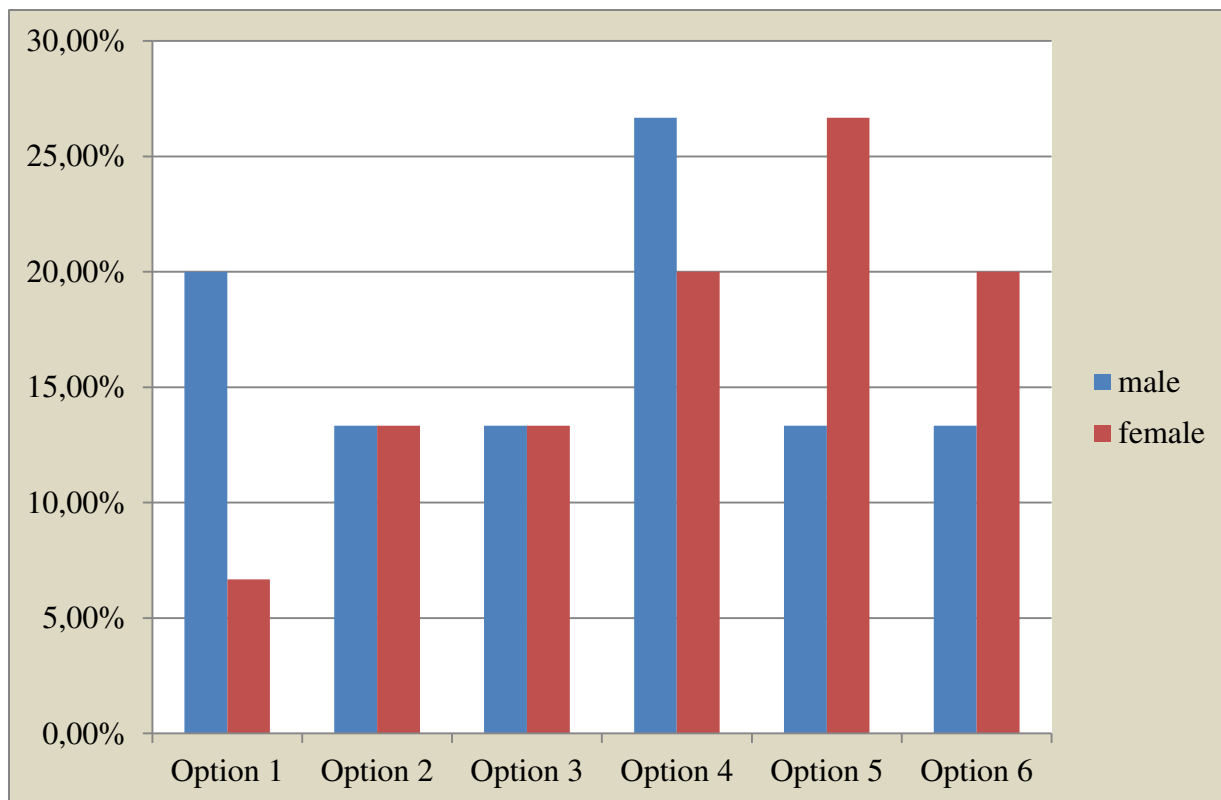
Particularly, in this question the participants choose the suitable selection to them. Thus, for the first choice males' percentage (20%) is higher than of females (6.67%); maybe for the reason that males want to get higher degree in English language to keep in pocket wherever they go. Concerning the second option both percentages (20%) are the same since all the respondents want to enhance their personal level of English language and improve it forward.

Culture is very important as a background of any person. Similarly, participants choose equally; thus their percentages are the same (20%). Also maybe for the reason of the desire to know the culture of the language they learn (English) as well as they are interested in culture.

Most of males prefer traveling abroad. Therefore, for the third option males' percentage (26.67%) is higher than females' percentage (20%); that is to say that males have more aspiration to travel. According to the fourth selection, males' percentage (13.33%) is lower than of females (26.67%), since nowadays females are considered as breadwinners beside males; they want to have better chance to work and get a better job with suitable conditions.

Accordingly, the respondents select the final option because they are interest in speaker as well they want to learn his language in order to make a better conversation with well understanding. Hence, males' percentage (13.33%) is less than females' percentage (20%).

#### **Graph (4)**



**Question 5:** How would you evaluate your English level?

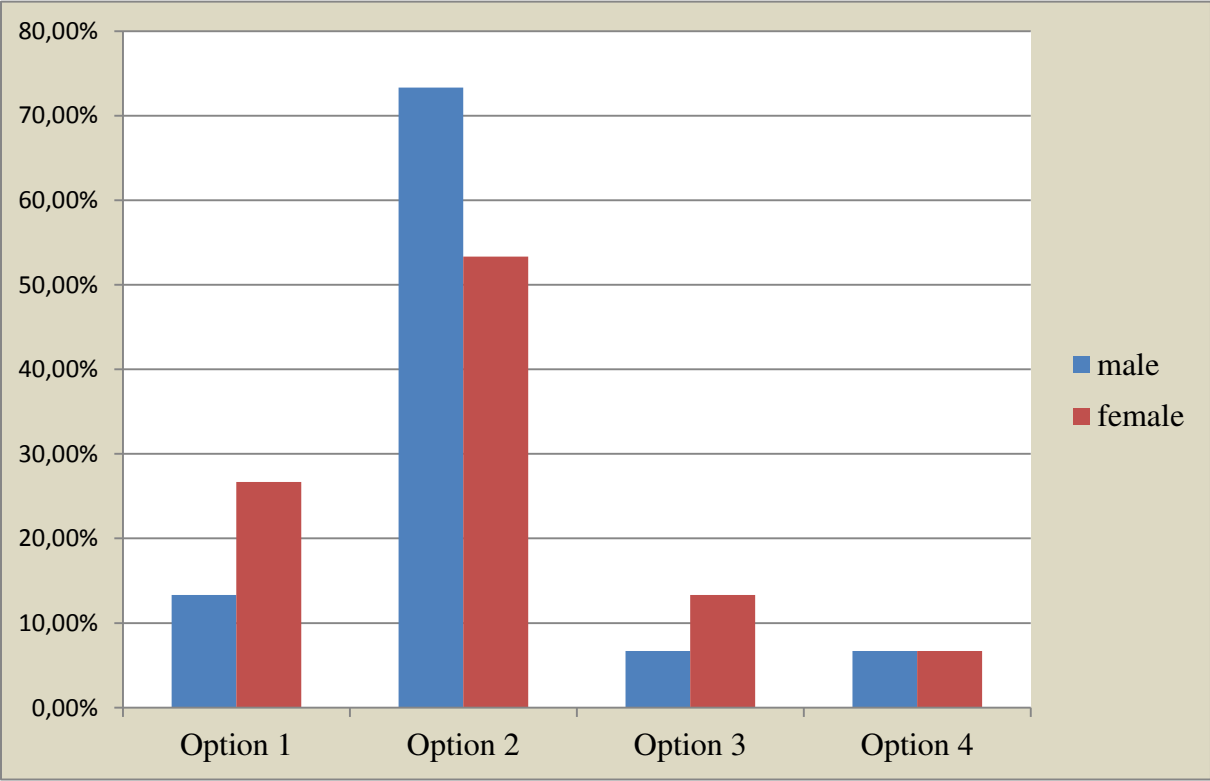
The intendency of this question is to see how EFL students appraise their English level, particularly at the university stage.

Options	Male number	Female number	Percentage of male	Percentage of female
1. Very good	2	4	13.33%	26.67%
2. Fairly good	11	8	73.33%	53.33%
3. Not very good	1	2	6.67%	13.33%
4. Weak	1	1	6.67%	6.67%
Total	15	15	100%	100%

English students exploit this question to assess their level of English language through mentioning the appropriate grade for them. Subsequently, the option number 1 is slightly chosen by the self-assured students whom think that they mightily are excellent in English language. For males the percentage (13.33%) is lower than of females (26.67%), since female students have over self-confident and maybe they are really excellent because most of cases females are interested in learning languages, especially English.

For the second choice, the participants choose fairly well in order to be faire with their selves; not over good and not stumpy bad. Although male contributors select this choice since maybe they think that they are not brilliant in English, however they are good enough; their percentage (73.33%) is higher than of females (53.33%). Some of participants think that they are not good enough in English language, thus they select the third choice and rarely to have this acknowledgement in the grade. Therefore, males' percentage (6.67%) is less than females' percentage (13.33%). For the reason that it is hard to learn a language for several reasons, thus the students who find it not easy; select the mark of weak, and their percentages are equal (6.67%).

**Graph (5)**



**Part 2 :**

**Item 1 :**

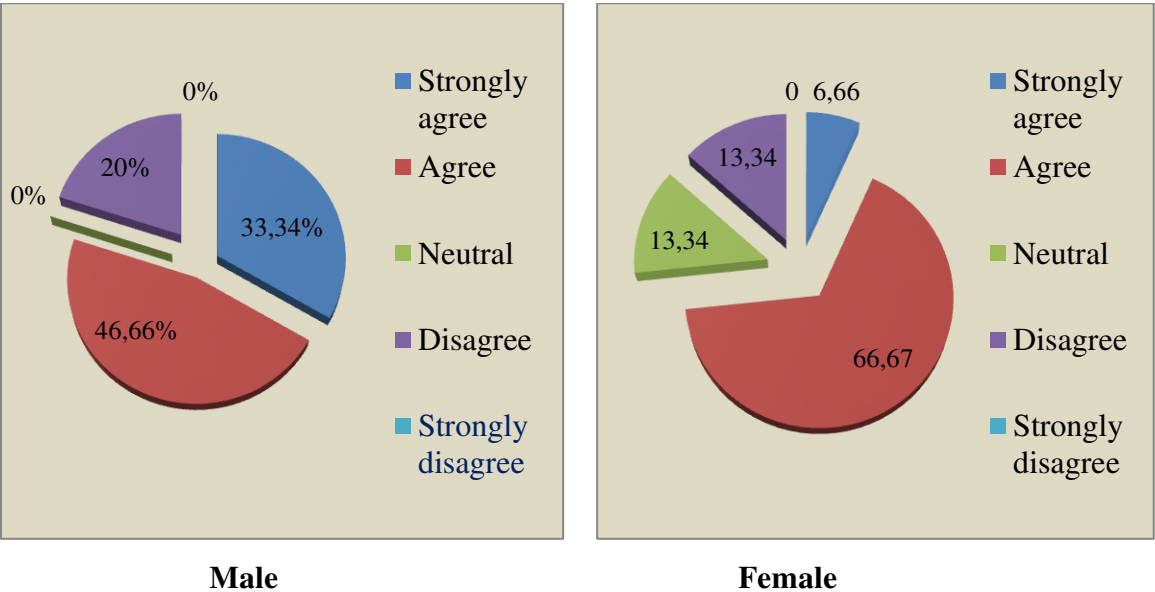
<b>➤ I really like the actual process of learning English.</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>
Male	5	7	None	3	None	15
Percentage	33.34%	46.66%	/	20%	/	100%
Female	1	10	2	2	None	15
Percentage	6.67%	66.67%	13.34%	13.34%	/	100%

The majority of male participants (46.66%) agree with the statement about the process of learning English language, they even strongly agree (33.34%) and that highlights on the fact that most of male students like to higher extent the method they learn English in their faculty. Otherwise, the minority of them disagree (20%) with that idea, maybe they do expect a perfect way to study than the actual.



Regarding to female participants, also the greater part (66.67 %) agree and strongly (6.67%) with the way they study and the materials used in learning English language at English department. Thus, they are satisfied on the actual process of teaching English to them. According to who disagree with, they are few (13.34%); maybe they dislike the system followed by the department and wish to amend it as soon as possible. For who are neutral (13.34%), perhaps they are not sure about their needs yet and they do not want to give a random answer.

(Pie-chart 1)



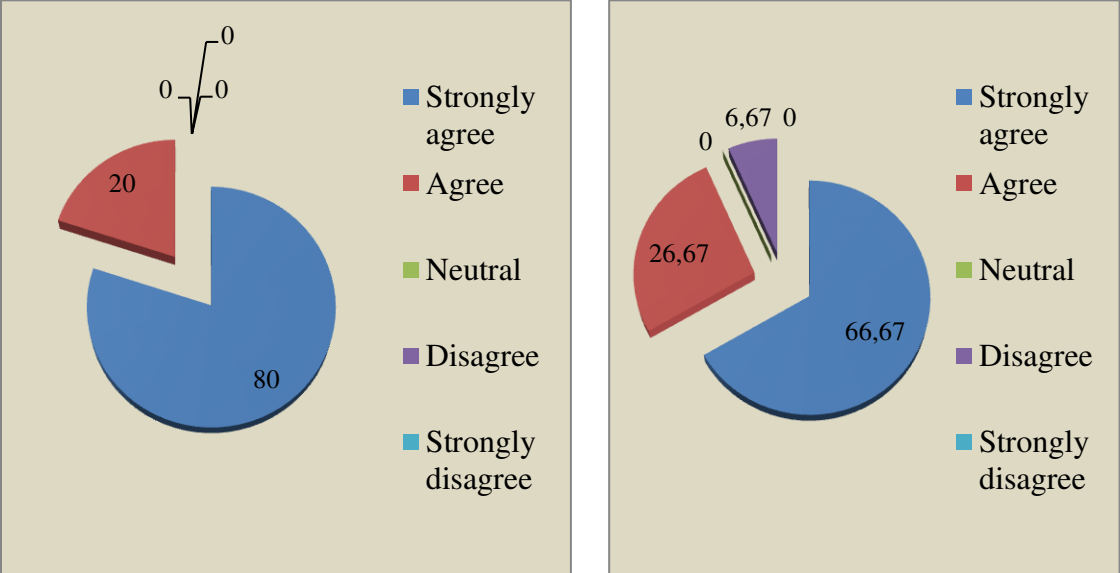
**Item 2:**

➤ I find learning English very interesting.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	12	3	None	None	None	15
Percentage	80%	20%	/	/	/	100%
Female	10	4	None	1	None	15
Percentage	66.67%	26.67%	/	6.67	/	100%

The participants in this statement are showing their attitude towards learning English language interestingly. Thus, male respondents strongly agree (80%) and agree (20%) with that item; since they really find studying English exciting and motivating approach. Subsequently, this result highlights on the fact that males have positive attitude and view toward English itself.

Accordingly, female respondents as the case of males agree (66.67%) and strongly (26.67%) on this statement; because they truly enjoy studying English language. Whereas, participants who are disagree (6.67%) with; perhaps their desire in faculty was not English and they have chosen it by force, or maybe they have no chance in faculty except the choice of learning English.

(Pie-chart 2)



Male

Female

Item 3:

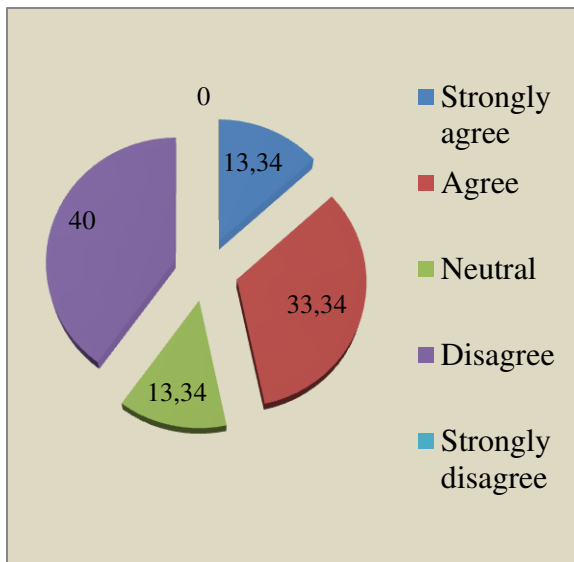
➤ Studying English is necessary for me to not get poor score in tests.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	2	5	2	6	None	15
Percentage	13.34%	33.34%	13.34%	40%	/	100%
Female	None	6	2	3	4	15
Percentage	/	40%	13.34%	20%	26.67%	100%

The participants with regard to their capacity and intelligence in studying English language want to get good marks whether in tests or class assignments. Therefore, male respondents do agree (33.34%) with that item, while a little proportion (13.34%) strongly agrees. Otherwise, the proportion of males who do not agree with is higher (40%), because maybe they think that the scores do not matter to evaluate one's performance or level. Whereas, whom are neutral (13.34%) are in between.

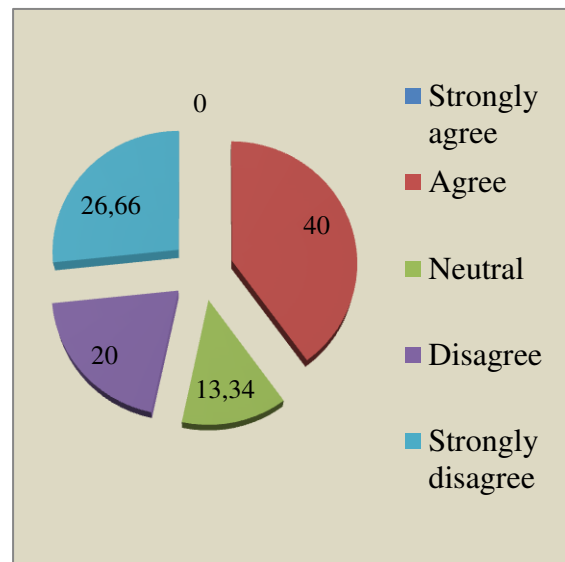
According to female respondents, high proportion (40%) agrees with the idea that English is important to not get bad marks, for the reason that females are very interested in marks. Despite this fact, huge percentage (20%-26.67%) disagree and strongly with that statement, since they think that English is important not only for that reason but for more other reasons.

Otherwise, female respondents who are neutral (13.34%) perhaps they are confused in that idea; they cannot be neither agree or disagree with.

**(Pie-chart 3)**



**Male**



**Female**

**Item 4:**

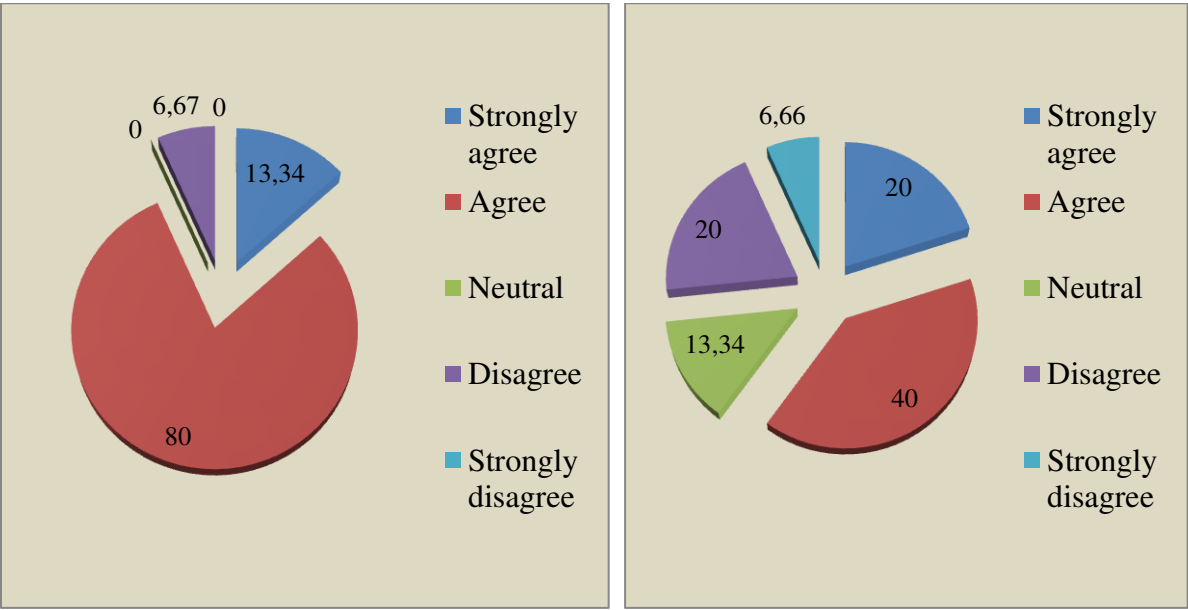
➤ English is the mark of an intellectual capacity or achievement.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	2	12	None	1	None	15
Percentage	13.34%	80%	/	6.67%	/	100%
Female	3	6	2	3	1	15
Percentage	20%	40%	13.34%	20%	6.67%	100%

The respondents see that English is the language of an academic capability and competence. Thus, the majority of male participants agree (80%) with that idea and strongly be in agreement (13.34%). whereas few proportion disagree (6.67%) with.

For female respondents, approximately the great percentage agree (40%) and strongly (20%) because they might think that English is really the language of accomplishment and the success of any English learner. Otherwise, there are (13.34%) are neutral since they might be in between.

Despite this great agreement's percentage, disagreement is taking place (20%) (6.67%), maybe for the reason that they are not inspired in learning English language and they make their success in other languages; maybe in French language.

(Pie-chart 4)



Male

Female

Item 5:

➤ I like reading English magazines, books, etc.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	3	8	5	None	None	15

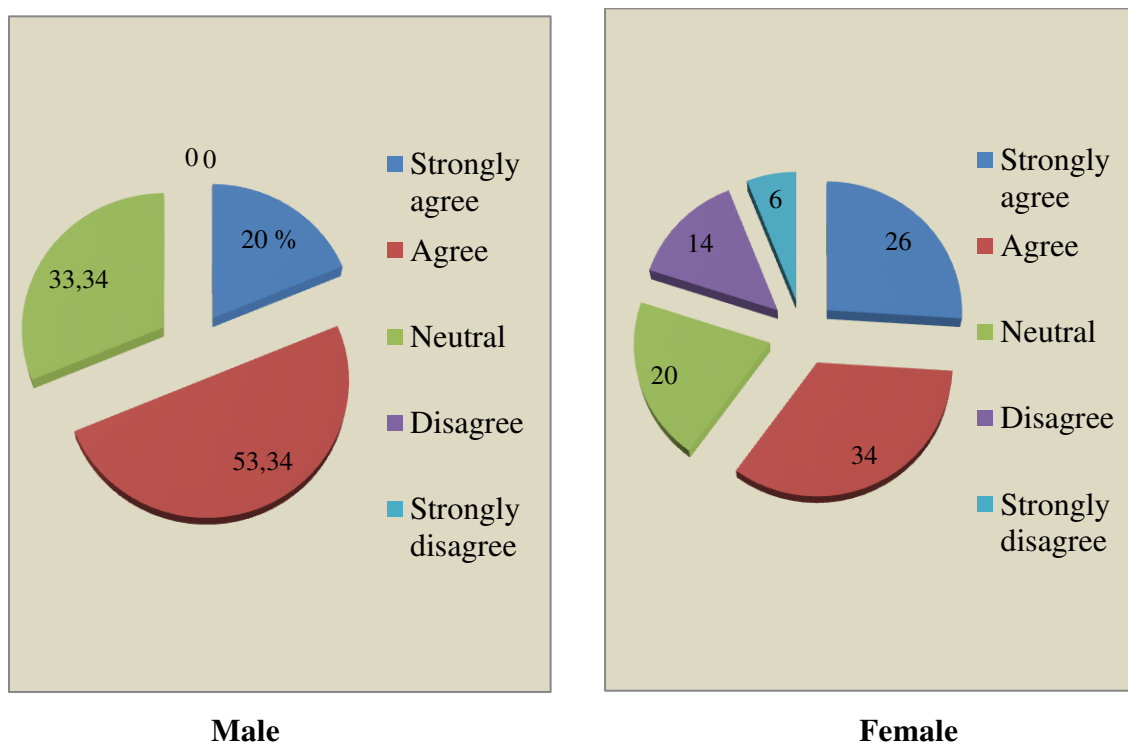
Percentage	20%	53.34%	33.34%	/	/	100%
Female	4	5	3	2	1	15
Percentage	26.67%	33.34%	20%	13.34%	6.67%	100%

Male respondents in that item agree with (53.34%), as well strongly (20%) maybe for the reason that they want to reach their minds by reading English books and magazines. Thus, through doing so; they show their excitement towards that language. While, for those who are neutral (33.34%) they do not say agree or disagree since maybe they are careless in this practice.

According to female participants, (33.34%) agree with this statement and strongly (26.67%) since they like reading magazines and so forth; especially in English language.

Since female students like English language, they prefer reading English books, journals and magazines to fulfill their tendency towards that language. Otherwise, for those who are disagree (13.34%) and strongly with (6.67%); they are oppose maybe for the reason that they discount reading books principally in English language. For neutral participants (20%); are in the middle of agreement and disagreement.

**(Pie-chart 5)**



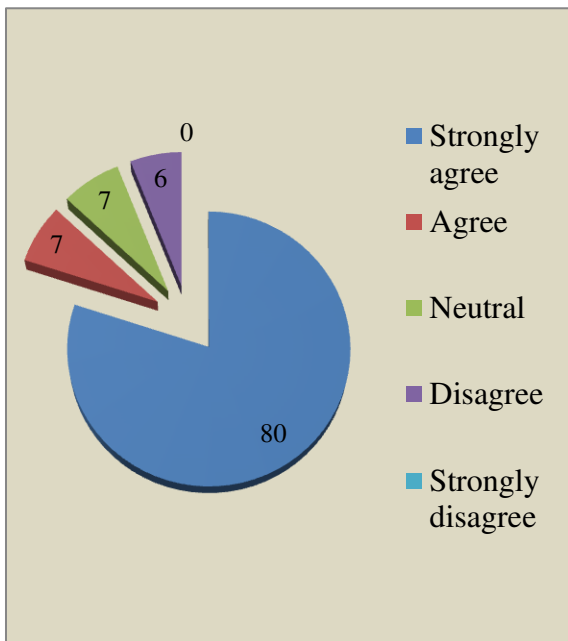
**Item 6:**

➤ I wish I would master English language the way native speakers do.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	12	1	1	1	None	15
Percentage	80%	6.67%	6.67%	6.67%	/	100%
Female	11	4	None	None	None	15
Percentage	73.34%	26.67%	/	/	/	100%

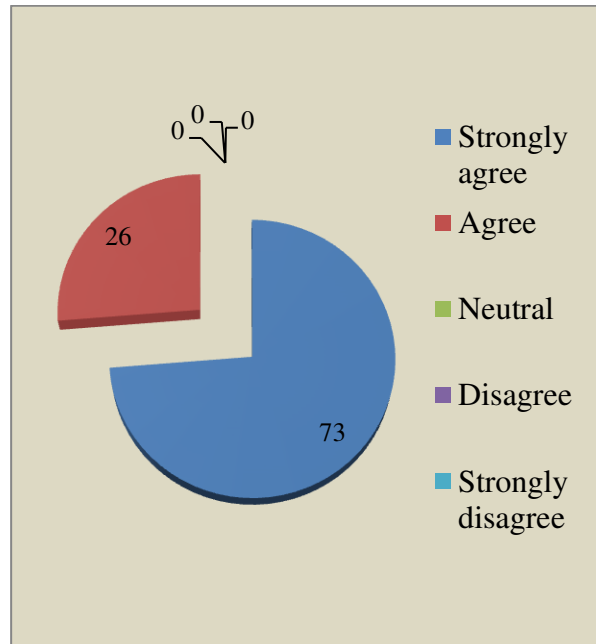
Most of English students wish for being like native speakers and would like to master English language. Subsequently, big percentage of male participants (80%) strongly agrees with this item. Whereas, only (6.67%) disagree with; perhaps they have no hope or passion to be so.

Similarly, for female respondents (73.34%) strongly agree with because they really hope to master English and speak fluently just like native speakers since they like speaking in English language.

(Pie-chart 6)



Male



Female

**Item 7:**

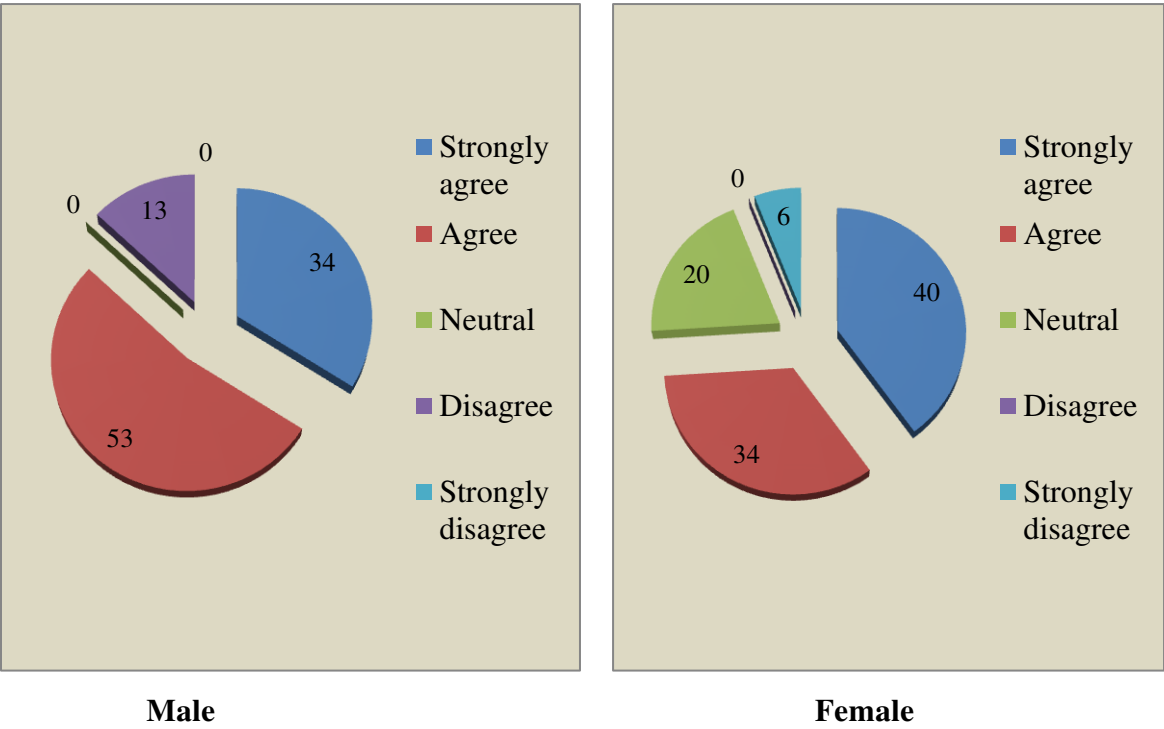
➤ Studying English makes me more confident in expressing myself.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	5	8	None	2	None	15
Percentage	33.34%	53.33%	/	13.33%	/	100%
Female	6	5	3	None	1	15
Percentage	40%	33.34%	20%	/	6.67%	100%



Most of students are very shy or anxious when expressing themselves in their mother tongue, thus they find this practice easy to do in another target language; especially in English language. For that reason, the majority of male participants (53.33%) agree and strongly with (33.34%), perhaps they feel much confident while talking in English tongue.

While only (13.33%) disagree with, maybe they do not find any difficulty when expressing themselves whether in their mother tongue or any foreign language; does not matter in any language for them even in English language.

(Pie-chart 7)



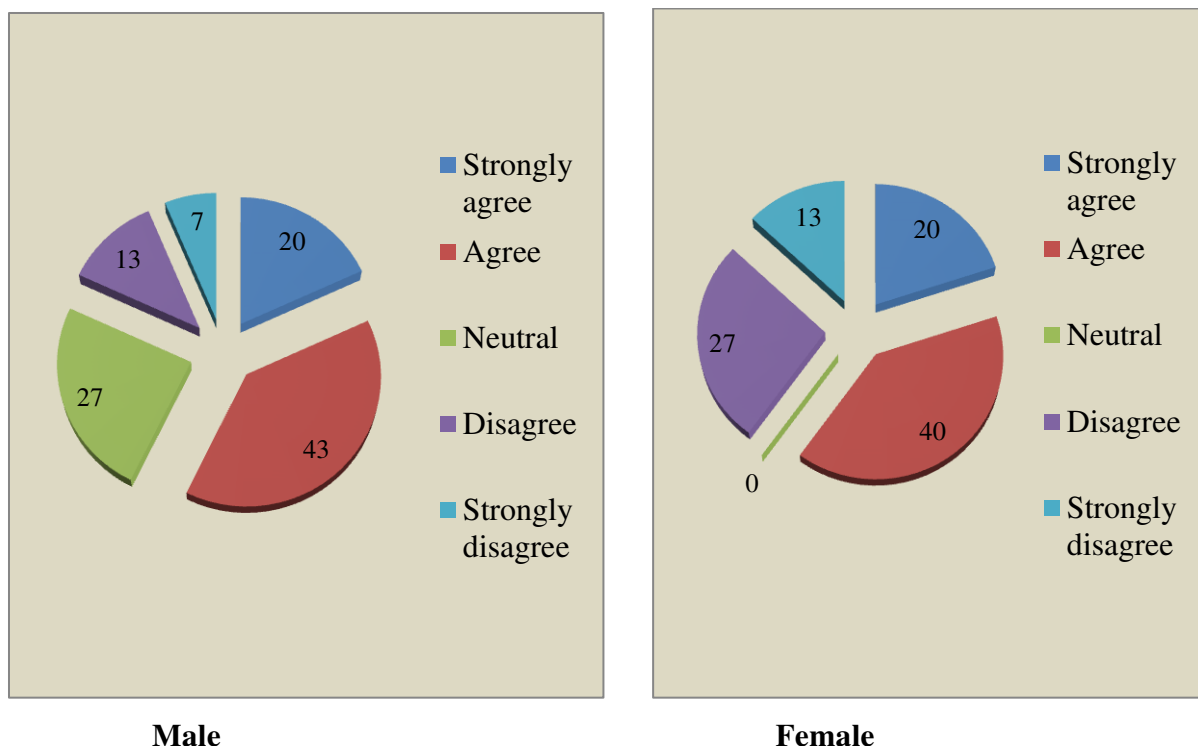
**Item 8:**

➤ I have to learn English because I do not want to fail in the English course.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	3	5	4	2	1	15
Percentage	20%	33.33%	26.67%	13.33%	6.67%	100%
Female	3	6	None	4	2	15
Percentage	20%	40%	/	26.67%	13.33%	100%

Any language learner refuses failing in that language course. Hence, (33.33%) of male students agree and strongly (20%) with this point. According to them, they have to study English language well enough in order to do not simply fail in the English lessons. On the contrary, only (13.33%) disagree and strongly (6.67%) with; maybe their interest is in the English language they learning itself only with disregard to failure and success in English classes.

On the other hand, (26.67%) of male participants are neutral, possibly for the reason that they cannot agree and show that they are with the idea of learning English only for keep away from failure in the course, even though they cannot disagree, in order to do not neglect this idea of learning hard to success.

(Pie-chart 8)



**Item 9:**

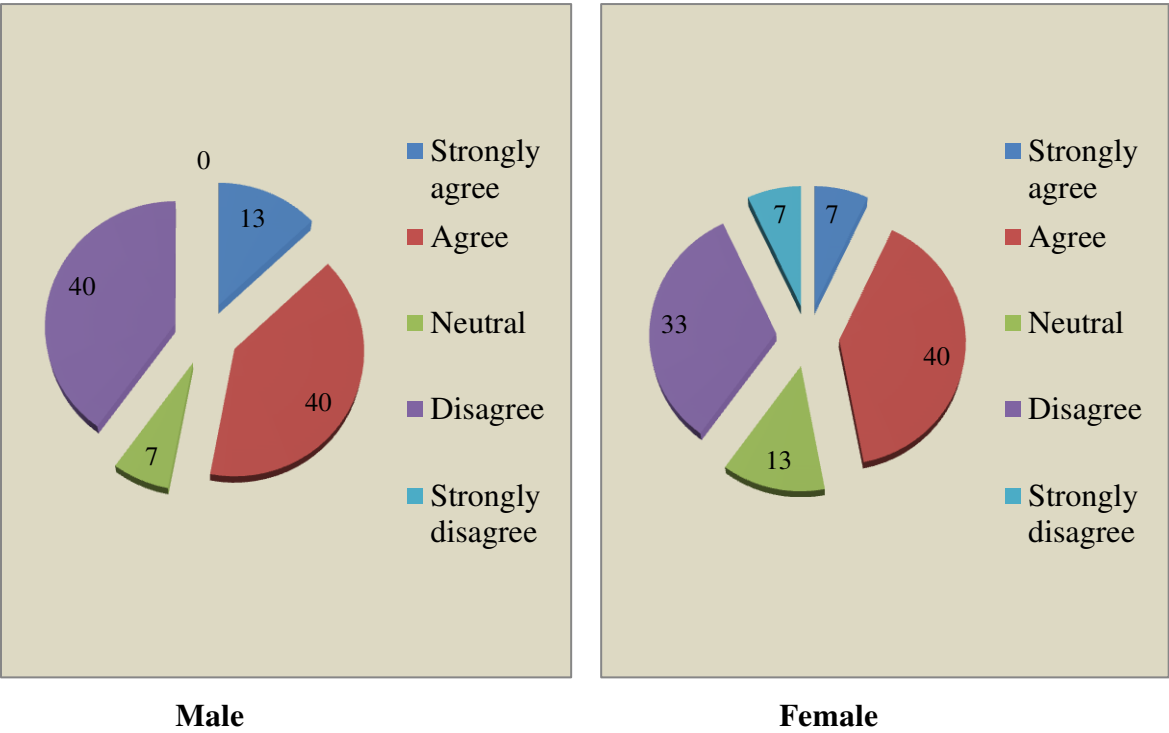
➤ I am satisfied with my English ability I have acquired through my English lessons.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	2	6	1	6	None	15
Percentage	13.33%	40%	6.67%	40%	/	100%
Female	1	6	2	5	1	15
Percentage	6.67%	40%	13.33%	33.33%	6.67%	100%

The respondents in this point, they approximately express their contentment of learning process in their University. Thus, (40%) of male students agree and strongly (13.34%) agree with. According to them, they are satisfied by their English capability through their English lessons during their whole study and English learning.

Despite this percentage of agreement, for sure there is oppose percentage of disagreement which is the same (40%), they may not convinced by their level of English that they arrive to and they want to get English through other sources not from only the lessons.

Similarly, for female participants (40%) agree and strongly (6.67%) agree with; perhaps and maybe for sure they are content by their learning and knowledge of English throughout their lessons in their learning route. While, (33.33%) of female respondents disagree with, perhaps for the reason that they are not convinced by their intellectual achievement in English language beside their disagreement of the way they get their lessons in a complete way maybe.

(Pie-chart 9)



Item 10:

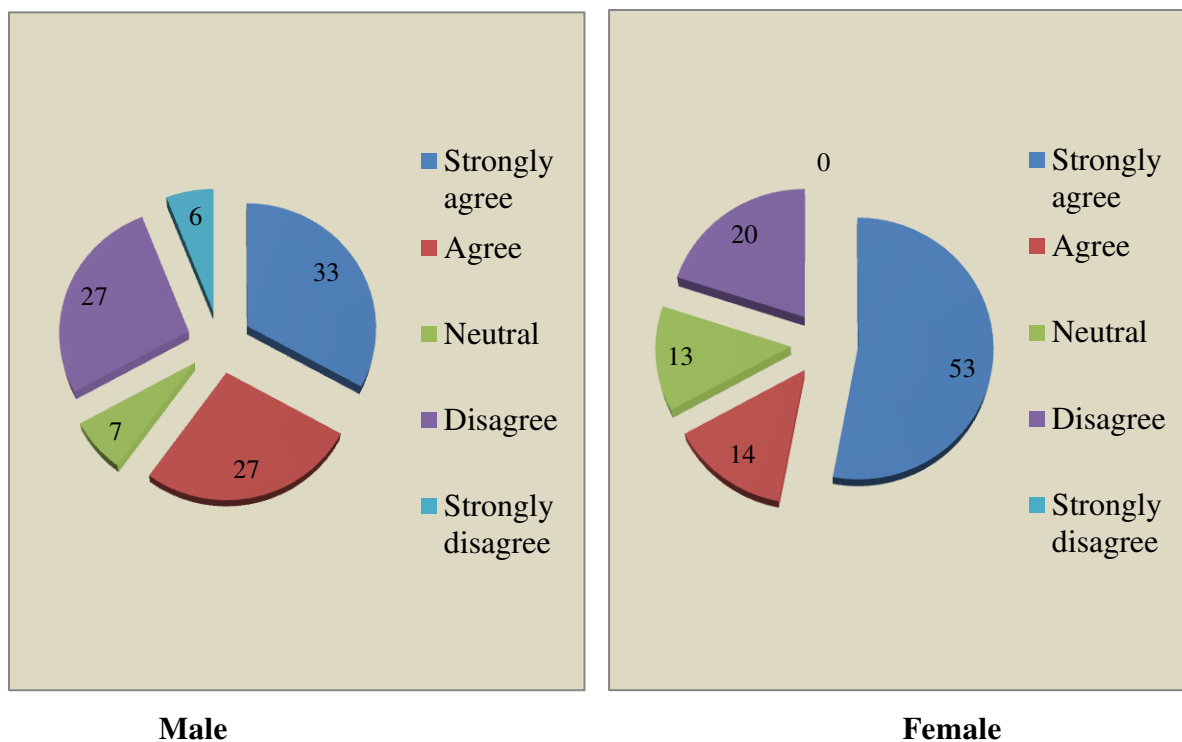
➤ I think I understand English in my English textbooks well enough.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Male	2	4	1	4	1	15
Percentage	13.33%	26.67%	6.67%	26.67%	6.67%	100%
Female	8	2	2	3	None	15
Percentage	53.34%	13.33%	13.33%	20%	/	100%

The respondents in that item express their satisfaction of themselves, their level of reading and understanding skills. Consequently, Male participants (26.27%) agree with, and strongly (13.33%) maybe they answer sincerely what they really think about their comprehension of English in English textbooks. Although this agreement, there are male students who disagree with (26.67%). The estimation is similar; perhaps they do not find their intellectual capacity is not complete yet and they need to improve it.

Whereas for female students, totally the contrast, (53.34%) strongly agree and agree (13.33%) with. For them, perhaps they are satisfied by their level of understanding English language in English textbooks since they think it is well enough. While for those who are neutral (13.33%) maybe they have not acknowledge by their level in English language yet.

Otherwise, (20%) of female contributors of this survey disagree with. For them, they may not content by their understanding of English language while reading it in textbooks and they still need more for getting the best comprehension.

(Pie-chart 10)



### 2.3.2. Interview

The interview is an official face-to-face meeting and a formal meeting, in person, for the assessment of applicant. According to our study interview, the applicants are EFL University teachers. Subsequently, English language teachers have answered differently on an interview's items about students' attitudes and motivation they have towards studying or learning English language.

### 2.3.3. Interview Analysis

One of the teachers that have been surveyed; concerning the time of teaching at university, he has taught for three years, and he found it very interesting as well for his opinion girls are participate more than boys in class and he did not notice any difference in motivation of girls and boys to learn English language.

He used to have relatively small classes [from 20 to 40] and in lectures about one hundred each time he teaches a lecture, particularly the majority of his students were girls. According to him both girls and boys are participate equally.

For him, his students have positive attitudes towards studying English language, he argues that this is may be due to the fact the English students are generally high achievers and tend to come to English by choice, however their attitudes towards the school's atmosphere and the quality of teaching may vary. He agrees that gender affects certain aspects of learning, although this difference is not probed by scientific findings, the only significant difference is in emotional intelligence which is higher in girls. He said that he usually motivates his students by talking about goals and speaking of role models, as well he tries to introduce humor and multimedia.

Meanwhile, for another teacher participant in our survey; he has been teaching for seven years at tertiary level and he found it very interesting. According to him girls were more interested more than boys for studying English language since they participate more, as well as girls are more motivated and have much passion to learn English language. Concerning attitude they differ, hence some of them have positive attitude and some have negative attitude. He argues that he did not think that gender affects performance, however anxious it depends on students' self-confident and feelings. Finally, about how to motivate students to learn English language; he proposed that he motivates them by means of the content of the lectures, the activities, and the method of teaching.

In other viewpoint, there was a surveyed teacher, has five years teaching at the University; her experience seems hard for her, hence she said that sometimes you are too motivated to work, you prepare your lessons, then you see your students not interested and too unmotivated. Her class size is about thirty four students, for her it is not enough, however it is acceptable but girls are more than boys.

She declares that might girls are more interested in learning English language, she adds some points; she said that boys can have better results, can do something, she noticed that when she corrects their exam papers, as well she told that girls are just copy and paste, however girls are more active in classroom. She notices that both of girls and boys are motivated, but girls are more than boys.

Concerning attitude, most of them are studying English language for getting better mark, have a diploma and get a job only. According to her girls participate more and interact during courses. For her, if the students have Algerian mentality, then gender affects their performance (stereotype), since boys are keen of studying science and mathematics, where as girls are inspired by learning languages, she thinks that boys are aware of that teacher of languages are almost females, hence they will interact with only girls. In learning English language, for her girls are more anxious; they feel stressed while they talk or they fear of grammar errors in speech, their big interest is in marks only ( which is the best mark, who got it ,,etc). Master students, at this level, for her it is too late to motivate them to study, she would only advice them to behave as teachers, future teachers, they have to be in the field.

## **2.4. Conclusion**

In this chapter research design has been presented. Use of questionnaire, interview and case study methodology has been extensively used for this exploratory research. This chapter has shown the methods used in this master's research, as well provide data analysis presented in paragraphs, tables (numbers and percentages) and diagrams. Descriptive statistical analysis was used to identify frequencies and percentages to answer all of the questions in the questionnaire. According to these facts-findings might contribute to this study and help to ensure the recommended hypothesizes of the conducted research or vice versa.

## **3.1. Introduction**

This chapter provides a discussion and interpretation about data gathered throughout the designed surveys, in which I divided it into a qualitative and a quantitative approach discussion. Besides that, I mentioned some limitations that I have faced during my research. Hence, I have provided some of recommendations that may be appropriate solutions for English language learning.

## **3.2. Results and Discussion**



### 3.2.1. Quantitative Approach

Throughout this questionnaire that divided into two parts, I tried to explore English learners' attitude and motivation toward studying English language with regard to gender; since the main research objective is addressing the gender gap in learning English language. On the other hand, some of questions are designed for the purpose of knowing personal point of view of each participant.

Subsequently, the results of the first question in the first part put forward that English for the majority of participants whether males or females is the most powerful language in the world. A great percentage has chosen this option when explaining the reason behind studying English. Therefore, we may consider that being English the dominant language in the world (a lingua franca, as it is mentioned in literary review); as a motive which pushes English learners to move forward. These findings show parallelism with the study of Gardner, 1985, argue that students' motivation means "*referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity*" (p.10).

While, the results of the second question highlights on participants' views about the significance of English language and big proportion has selected the option of traveling abroad especially English-Speaking countries, and that also considers as a motive that supports English learners. Otherwise, a lot of participants prefer to learn English in order to communicate with English native speakers, especially male students perhaps for the reason that they want to practice their English and gain some words for adding to their English language dictionary, since they have instrumental motivation ( Gardner's' model).

Moreover, the findings of the third question have shown the description of English language from each participant's perspective through giving that language the appropriate adjective. Hence, the majority of students find that English is an interesting language and they really enjoy when studying it.

Meanwhile, the results of the forth question have proved the idea that most of English learners study English particularly for traveling to English-Speaking countries and generally for many reasons like the desire to getting knowledge about native speakers' culture beside gaining better and suitable job, in which these results proved the model of Lambert (1963b), especially male students since they are considered as bread winners, and this is not surprising idea that nowadays females are also listed with males in earning money. On the other hand,

female students study English for personal enrichment and to have a high degree, since females have integrative motivation (as it is mentioned in Gardner's model).

The results of the final question in the first part have demonstrated each participant evaluation or assessment of Their English level, throughout selecting several degrees. Thus, the majority of them have said that their level is fairly good especially male students. On the contrary, since female students have positive attitude toward learning English language; they said that their level is high and very good for the reason that they want to show their self-confidence. These results proved the statement of Schneider; "*Attitudes are evaluative reactions to persons, objects, and events. This includes your beliefs and positive and negative feelings about the attitude object.*" (1988. p, 179).

Alternatively, the results of second part reinforced our study in which it revealed that there is a significant difference between motivational levels of students in terms of gender but not to high extent and obviously this slightly opposes the previous studies about language learners' motivation (Gardner and Lambert's study 1972). The findings of the first item disclosed that both of male and female students have high level of motivation to learn English language since most of them agree that they really like the actual process of learning English, maybe for the reason that they find the class environment comfortable for learning, as well the teacher provide them with well way of teaching; in which these suggestions show parallelism with several studies such as of Lightbown and Spada (1999, p. 56-57) and Gardner Et al 1979.

Otherwise, the results of third item have confirmed the idea that English is an interesting language since the majority of female and male participants agree that learning English language is interesting. While, the findings of the third item have revealed that female students have an intrinsic motivation to learn English language; they learn English to their own will and internal desire. In contrast, male students to some extent have an extrinsic motivation for learning English; in which they learn in order to avoid punishment such as getting bad marks in the examination and poor grades in homework only to please the teacher. Consequently, these results have proved Arnold study (2004, p. 14).

Furthermore, the results of the forth item have shown that English is the mark of an intellectual achievement and self-reaching since greater part of participants have agreed with that idea, consequently these result have confirmed the idea of Parsons Et al (2001, p. 28). Because that both genders have motivation with distinct types, that motivation influences their learning results to certain degree, beside their attitude toward learning English language.

These findings disclosed with the study of Z. Dornyei (2002) about the reason behind language learners' failure and success, in addition to the equivalent study of Lightbown and Spada (1999, p. 56).

On the other hand, the results of the fifth item have shown English students' tendency toward reading English books and magazines in order to reach their mind by the English vocabulary. With regard to gender, in this case male students have higher level of motivation and attitude than of female students since a greater part of male participants agrees with this process of reading and their percentage is higher than females' percentage.

Despite the fact that, the results of the sixth item revealed that both genders have similar attitude and motivation toward learning English to the extent that they wish they master English language as much as native speakers do. Since the majority of both of male and female students agree with this desire and that considers as an effective and attractive motive that pushes English learners to do their best to achieve their goals, and these findings corroborated the study of Harmer (1991, p.3). As well it is confirmed the note of Lightbown and Spada "*motivation in second language learning is quite complicate to study which can be explained in terms of two factors: learner's communicative needs and their attitudes towards the second language community*" (1999, p. 56).

While, the seventh item have represented the effects of English language on English learners such as speaking in English makes students go through their anxiety and communicate with others (these results totally oppose the study of Macintyre and Gardner, 1989), speak fluently and confidently; especially while expressing themselves. With regard to gender, both of male and female students have agree that English language make them more confident when presenting their feelings, desires and so far.

Whereas, the eighth item' responses have shown a parallelism with several studies Arnold (2000. p, 14), about language learners' motivation categories. In the light of these results, we noticed that both of genders have an extrinsic motivation; refers to a desire to get a reward and avoid punishment and in this case they fear to get fail in English course, since the majority of male and female participants agree with the idea that they have to learn English in order only to do not fail in the English lessons.

Meanwhile, the results of the ninth item have demonstrated EFL students' English capacity fulfillment that they have acquired through lessons and lectures. Regarding gender, the greater part of both of male and female students are psychologically satisfied with their ability of

English whether writing or speaking skills, and these results perhaps due to the successful method of teaching that English teacher have followed through the transmission of the lessons, and that for sure considers as a great motivation to make EFL students keep learning English language by a positive attitude towards English language itself. We can notice that these results prove the study of Gardner Et al (1979).

Whereas, the results of the final item have shown the personal contentment of EFL students 'English textbooks comprehension. In which most of female students thing that they understand English textbooks well enough due to their self-confidence and positive attitude towards English language unlike male students.

### 3.2.2. Qualitative Approach

With reference to the results of the interviews that have been done with the English teachers, they all answered similarly and gave equivalent results that totally proved several studies concerned in the topic of the study, in which they covered all the points that I tackled in this research. They said that girls have high motivation and positive attitude towards learning EFL unlike boys; they show a little of motivation and most of them have a negative attitude towards English. These results revealed that gender of the students influences their performance, hence several associations like gender and education association 2012 observed that” *certain subjects are gender stereotyped, for example, males believed to be better in mathematics, sciences and engineering and are therefore, masculine subjects and females believed to be better than males in language arts etc*”, especially in Algeria. Therefore, the results were favorable for girls; because they have high motivation, positive attitude, more active, participate more during lessons, interested in English language to great extent. However, concerning gender impacts; girls are more anxious than boys.

### 3.3. Limitation of the study

Through this study, we have encountered several difficulties that limited or research on the topic. First of all, the references about the Algerian culture concerning the topic we investigated are almost absent, most we have found is about western culture only.

Moreover, we also faced a serious difficulty with the research population; the number of teachers-participants was few because they were interviewed at the time of students' examination. Concerning students-participants, they were surveyed at the second semester when they have been absent most of time and when they answer they maybe gave random responses because they have answered quickly, thus most of results have opposed the scholarly studies that I have mentioned in the literature review at the first chapter, as well it conversed with teachers answers.

## **Recommendations**

In the light of these results, we can suggest some of the appropriate solutions that increase EFL students' motivation towards learning the English language, as well lead the students to have a positive attitude towards EFL.

A teacher or instructor has got a very big role to play here. In this regard, Harmer (2002) points out that one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to run a class effectively and successfully. It is by their attitude to class participation, their conscientiousness, their humor and their seriousness that they may influence their students. It is through their behavior and interest that they may inspire. However, teachers are not ultimately responsible for their students' motivation. They can only encourage by words and deed, and they should treat boys and girls equally through giving them same attention and assessment in order to increase students who have low motivation and negative attitude towards learning EFL especially boys. Real motivation comes from within each individual.

In addition to, it is important to base an activity on easy language so that the students can speak fluently and feel secure. A good way to make this work is to review vocabulary before

starting. Concerning lessons, the teacher has to provide topics and conversations that attract EFL students' attention and interest.

Furthermore, regarding language anxiety especially for girls may not need treatment but it does demand the careful attitude of the language teachers in order to understand and to effectively identify this phenomenon in the students English language skills. It is also important to apply the new interactive methodology of student-centered learning, where they conduct combined activities involving teachers and students rather than the traditional method of teacher-centered learning, where they constantly repeat the learning tasks like machines.

In conclusion, teachers are the ones, who should try to make reforms and improvement based on suggested effective methods and strategies in increasing EFL motivation, rising EFL students' attitude towards learning English as well as reducing anxiety level. On the other hand, allowing students to build more self-confidence and to be more motivated on learning English language.

## **Conclusion**

This study investigated the effect of gender on foreign language students' performance, whether speaking anxiety, motivation or attitude toward learning EFL. The results revealed that female students are more motivated than male students for learning English, and not always the case. Female students demonstrated a higher integrative motivation. On the other hand, male students have higher instrumental motivation and no significant difference was found between genders in terms of instrumental motivation. In addition to this, it was revealed that female students got more anxious than male students while speaking English in classroom atmosphere. Finally, interviews supported the quantitative data and put forward that female students had a more fluctuating motivational level. To sum up, this study puts forward that gender is an undeniable factor which has remarkable effects on the variables affecting the language learning process, especially on anxiety, attitude and motivation. In the light of the results of this study, different strategies appealing to each gender should be discussed and improved to increase their attitude and motivation or decrease their anxiety levels.

## **General Conclusion**

---

This research paper aims where to identify gender gap among EFL students performance, particularly at the University. Nevertheless, to explore gender impacts on their motivation and attitude towards learning EFL, besides some aspects those influence their English proficiency.

This subject has attracted many linguists and researchers in terms of its interest, due to its significance in sociolinguistics field. Attitude and motivation considered two key factors which play a big role in influencing language learner process, especially in terms of psychology approach, i.e. students' feelings, thoughts and enthusiasm towards learning EFL.

This present study has provided some theoretical data done by several scholars, key terms explanation and definition located in the first chapter. While, the second chapter reserved to practical procedures; questionnaire that consists of questions which inquire EFL Master Students' personal opinions about the English language, EFL students' views about the description and the necessity of English besides their motivation and attitude towards learning that language. This questionnaire were directed and distributed to thirty belonging to the department of English at the University of Abd Alhamid Ibn Badis, In addition to the interview that have been done and directed to EFL teachers in the department of English at the University of Abd Alhamid Ibn Badis, in which eleven questions were conducted for the need of knowing more about gender gap along their male and female students and recognizing

the factors that shake and influence their motivation to learn EFL and their attitude towards learning EFL. Where, the third chapter has offered the discussion and the interpretation of the findings beyond suggesting some useful proposals and recommendations for better improvements of learning EFL, mainly to raise their motivation and to active their attitude.

Subsequently, the results of quantitative approach revealed that both of male and female EFL students have approximately similar extent of motivation and attitude towards learning English as a foreign language. However, male students have instrumental motivation; where most of them learn only for several reasons like getting diplomas, having better job or traveling. On the other hand, female students have higher integrative motivation; in which they learn for their will and self-enrichment, mainly to get a degree since they have a positive attitude towards English leaning process.

### **General Conclusion**

---

As a result, these findings disclosed that there is no significance difference between male and female students' motivation in terms of integrative motivation, whereas they differs in the instrumental motivation since male students have higher extent than of female students.

Regarding interviews' results, it revealed that female students have positive attitude towards learning English language, unlike male students have a negative attitude. In addition to the declaration that female students have high extent of motivation to learn English language as a foreign language since they tend to achieve in learning languages for the reason that they are gender stereotyped especially in Algeria, it believed that males are better in mathematics and sciences, whereas females are believed to be better than males in learning languages. In addition to anxiety which considered as a key factor that influences EFL students' performance, mainly for females; they have a high level of anxiety because they fear bad evaluation and bad marks. Since the teacher plays a big and significant role in promoting the attitude of his/her students towards learning English language, he/she proposes some developing procedures and strategies of teaching EFL, in which I mentioned it while I suggested some recommendations.

These results push us to recommend several solutions, for example: the teacher should pay attention to the reasons that cause the students low attitude and motivation in language learning process. On the other hand, the teacher must provide new inspired strategies of teaching, as well as offers a comfortable environment for better learning. Relating to suggesting interesting subjects and useful advices during the lecture in order to motivates the



students and keeps going forward. Additionally, the teacher has to know the reasons behind students' anxiety of learning English language that caused them low performance, hence the teacher has to create relaxed class atmosphere for decreasing the level of anxiety. As well, he/she has to tackle the performance issues with both gender and treat them equally; regardless the difference between them in order to avoid gender bias that may causes them loose their self-confidence in language learning process.

To sum up, these recommendations may be useful for EFL students to have positive attitude and high level of motivation for better learning, with successful capacity and great achievement in EFL learning process.

## Appendix “1”

### Protocol for Questioning Students-Participants

We would like to ask you respond the following questions for a survey conducted in the University of ABDEL HAMID IBN BADIS-MOSTAGANEM, to better understand the thoughts and beliefs of EFL Master Students. This questionnaire is not a test, there is no “right” or “wrong” answers and you do not have to write your name on it. We are interested in your personal opinion. The result of this survey will be use only for research purposes, so please give your answers sincerely, as only this will ensure the success of our study. For each statement below, circle one of the numbers which seems to show your feeling the best.

#### Part One:

Select one appropriate answer from the following choices bellow:

Why do you like English language?

1. I like TV programs made in English-Speaking countries.
2. English language is my favorite foreign language.
3. I like English because it is for me.
4. English is powerful language in the world.

English language is important for:

1. Travelling internationally
2. Communicating with English-Speakers
3. Getting a better job
4. Business and Finance
5. Having knowledge about English-Speakers culture

How would you describe English language?

1. Interesting
2. Romantic
3. Beautiful
4. Difficult
5. Boring

Why do you learn English language?

1. To get a degree
2. Personal enrichment
3. Interest in culture
4. Interest in travel
5. Job prospects
6. Interest in speaker

How would you evaluate your English level?

1. Very good
2. Fairly good
3. Not very good
4. Weak

**Part 2:** Mention whether you:

**SA:** strongly agree **A:** agree **N:** neutral **D:** disagree **SD:** strongly disagree

Statement	SA	A	N	D	SD
1. I really like the actual process of learning English					

2. I find learning English really interesting					
3. Studying English is necessary for me to not get poor scores in tests					
4. English is the mark of an intellectual capacity or achievement					
5. I like reading English magazines, books, etc					
6. I wish I would master English language the way native speakers do					
7. Studying English makes me more confident in expressing myself					
8. I have to learn English because I do not want to fail in English courses					
9. I am satisfied with my English ability I have acquired through my English lessons					
10. I think I understand the English language in my English textbooks well enough					

## **Appendix “2”**

### Protocol for Interviewing Teachers-Participants

1. How long have you been teaching at the University?
2. Can you tell me about your experience in this job?

3. What can you say about your class size?
4. Does the number of girls exceed the number that of boys?
5. Who are more interested?
6. According to you, who are more active, boys or girls?
7. In your opinion, who are more motivated, girls or boys?
8. Relating to attitude, how would you evaluate your students' attitude towards EFL?
9. In classroom courses, who participate more, girls or boys?
10. Do you agree that students' gender influences their performance?
11. In the light of these gender impacts, who are more anxious, boys or girls?
12. How would you motivate your students to learn EFL?

### **Bibliography**

---

Arnold, J. (2000). *Affect in language learning*. Cambridge: Cambridge University Press.

Allport, G. W. (1935). Attitudes. In Murchison C. (Ed.), *Handbook of social psychology* (pp. 798–844). Worcester, MA: Clark University Press

- Al Mamun, S.A., Rahman, A.R.M.M., Rahman, A.R.M.R., & Hossain, M.A. (2012). Students' Attitudes towards English. *Journal of Education and Practice* Vol.6, No.18, 2015
- Al-Mamun, A., Rahman, M., Rahman, A. R., & Hossain, A. A. (2012). Students' attitudes towards English: The case of life science school of Khulna university. *International Review of Social Sciences and Humanities*, 3, 200–209
- Bailey, P., Daley, C. E., & Onwuegbuzie, A. J., (1999). Foreign language anxiety and learning style. *Foreign Language Annals*, 32 (1), 63-76
- Brown, H. D. (1973). Affective variables in second language acquisition. *Language Learning*, 23, 231-244.
- Brown, H. Douglas. 1994. *Principles of language learning and teaching*. 3rd Edition. Englewood Cliffs, NJ: Prentice Hall Regents. 299pp.
- Cook, V. (1991). *Second language learning and language teaching*. London: Edward Arnold.
- Dornyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning*. 40 (1), 45-78.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. London: Longman.
- Dornyei, Z. (2002). *Motivational strategies in the language classroom*. Cambridge: University Press
- Daly, J.A. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language Anxiety: From theory and research to classroom implications* (pp. 3-13). Englewood Cliffs, NJ: Prentice Hall.
- Dornyei, Z. (2001a). *Motivational strategies in the language classroom*. Cambridge, England: Cambridge University press
- Gardner, R. C., and Lambert, W.E. (1972). *Attitude and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- Ganschow, L., Sparks, R., Anderson, R., Jovorshy, J., Skinner, S., & Patton, J. (1994). Differences in language performance among high-, and low-anxious college foreign language learners. *Modern Language Journal*, 78, 41-55.

Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold Publishers.

Gardner, R. C. & Lambert, W.E. (1959). Motivational variables in second Language acquisition. *Canadian Journal of Psychology*, 13, 266-72.

Gardner, R.C. & Lambert, W.E. (1972). *Attitudes and motivation in second-language learning*. Rowley, Massachusetts: Newbury House Publishers. *models of teaching*. University of Virginia: Wadsworth Thomson Learning

Harmer, J. (1991, p.3). *The practice of English language teaching*. London: Longman.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132

Horwitz, E. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20, 559-564.

Horwitz, E., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-32. Krashen, S. (1985). *The Input Hypothesis*. London: Longman.

Horwitz, E.K., Horwitz, M.B. & Cope, J.A., (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, (2), 125-132.

Johnson, K. (2001). *An introduction to foreign language learning and teaching*. England: Pearson education limited.

Juliana Çyfeku 7 October 2013 (ESP Students; Variations across Gender and Proficiency. A Case study MSc.) *Journal of Educational and Social Research* MCSER Publishing, Rome-Italy Vol. 3 No.

Lambert. W, (1963). Psychological approaches to the study of language. *Modern Language Journal*. 47, 51-62

Lambert, W. (1990). Persistent issues in bilingualism. In B. Harley, P. Allen, J. Cummins & M. Swain (eds), *The development of second language proficiency*. (pp. 201-218). Cambridge: Cambridge University Press.

Lightbown, P.M., & Spada, N. (1999) page (56-57). *How languages are learned*. Oxford: Oxford University.

Macintyre, P. D. & Gardner, J. C. (1991). Language anxiety: Its relation to other anxieties and to processing in native and second languages. *Language Learning*, 41, 513-534

Macintyre, P. D, Noels, K. A., & Clément, R., (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47, (2), 265-287.

Macintyre, P. D., & Gardner, R. C. (1991a). Investigating language class anxiety using the focused essay technique. *The Modern Language Journal*, 75 (3), 296- 313.

Macintyre, P. D., & Gardner, R. C. (1991b). Language Anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language Learning*, 41 (4), 513-534.

Macintyre, P. D., & Gardner, R. C. (1991c). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*, 41 (1), 85-117.

Macintyre, P. D., & Gardner, R. C. (1994a). The Effects of induced anxiety on three stages of cognitive processing in computerized vocabulary. *Learning. Studies in Second Language Acquisition*, 16 (1), 1-17.

Melvin Andrade Kenneth Williams 2009 (Foreign Language Learning Anxiety in Japanese EFL University Classes: Physical, Emotional, Expressive, and Verbal Reactions) *Sophia Junior College Faculty Journal* Vol. 29, 1-24

Macintyre, P. D., & Gardner, R. C. (1994b). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, 44 (2), 283- 305.

Mohamed-Amine Chemami (2011) DISCUSSING PLURILINGUALISM IN ALGERIA: THE STATUS OF FRENCH AND ENGLISH LANGUAGES THROUGH THE EDUCATIONAL POLICY. University of Nantes, France. Copyright c 2011 by InternationalJournal.org.

Mohamed Jafre Zainol Abidin January 2012 (EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students) Article in *Asian Social Science* · DOI: 10.5539/ass.v8n2p119.



Nawal MEBITIL 2010 – 2011 “AN EXPLORATION OF THE MAIN DIFFICULTIES, CHALLENGES AND REQUIREMENTS OF THE ESP TEACHING SITUATION IN ALGERIA: THE CASE OF ESP TEACHERS AT ABOU BEKR BELKAID UNIVERSITY, TLEMCCEN” Dissertation Submitted to the Department of Foreign Languages in Candidacy for the Degree of “Magister” in ESP.

Oxford, R. (1999a). Anxiety and the language learner: New insights (pp. 58-67). In Jane Arnold (Ed.), *Affect in language learning*. Cambridge, UK: Cambridge University Press.

Price, M. L. (1999). The subjective reactions of foreign language students to natural approach activities and teaching techniques. In E. K. Horwitz & D. J. Young (Eds.). *Language anxiety: From theory and research to classroom implications* (pp. 101-126). Englewood Cliffs, NJ: Prentice Hall.

Parsons, R., Hinson, S., Brown, D. (2001). *Educational psychology : practitioner – researcher*.

Rezig Nadia 2011 Teaching English in Algeria and Educational Reforms : An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University /International Conference on Education and Educational Psychology (ICEEPSY 2011 1877-0428 © Published by Elsevier Ltd. Selection and/or peer-review under responsibility of Dr Zafer Bekirogullari. doi:10.1016/j.sbspro.2011.11.370 .

Shameem Ahmed 2015 (Attitudes towards English Language Learning among EFL Learners at UMSKAL) *Journal of Education and Practice* Vol.6, No.18 www.iiste.org

Spielberger, C. D., (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychologists Press.

Spielberger, C. (1893). *Manual for the state-trait anxiety inventory*. Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *Modern Language Journal*, 75, 426-439.

Yashima, T, Zenuk-Nishide, L. & Shimizu, K (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119-152.

Young, D. J. (Ed.) (1999). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*. Boston: McGraw-Hill College.



