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**EFL Learners' Attitudes Towards English Language and Speakers:  
Tertiary Pupils at 'Abi Amama' and 'Berrahou Mohamed'  
Secondary Schools of Saida town.**

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*DEDICATION*

*I dedicate this work to  
my family , my friends  
and everybody I know...*

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## **ABSTRACT**

Language/Linguistic attitude is related to the objective of TEFL which is bringing students to a greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of life and ways of the people who speak the language they are learning. Therefore, the main purpose of this study is to investigate tertiary pupils' attitudes towards English language and speakers in 'Abi Amama' and 'Berrahou Mohamed' secondary schools of Saida town, Hence, a descriptive, fundamental and qualitative research is carried out using a survey research methodology (direct Approach) which includes methods like questionnaires. Then, the data from the 100 collected questionnaires were processed in the computer program MS Excel and analysed.

The results of the investigation led to the conclusion that the learners have positive attitudes towards English language and speakers, with no significant influence of age, gender or branch of study on their attitudes, although pupils studying Management & Economics scored the highest percentages of positive attitudes towards English Language and speakers.

This study has achieved its objective of getting to understand EFL learners' attitudes towards English language and speakers, and it recommended that further studies and researches about pupils' attitudes towards the curriculum would be carried out, in order to find out the major causes of convergence/divergence between learners' attitudes towards English language and speakers, and their attitudes towards the curriculum.

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## **LIST OF ABBREVIATIONS**

A	Agree
D	Disagree
EFL	English as a Foreign Language
MS	Micro Soft
N	Neutral
SA	Strongly Agree
SD	Strongly Disagree
TEFL	Teaching English as a Foreign Language
TPB	Theory of Planned Behaviour

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## **General introduction :**

Foreign language teaching is a field that is always changing and developing. For example new curriculum currently being implemented in different parts of the world include competency based models (CBA), also, in many countries English is now being introduced at primary rather than secondary level. Today English is so widely taught worldwide that the purposes for which it is learned are sometimes taken for granted. Thirty years ago the belief was that teaching English was a politically activity and acquiring it would bring untold blessings to those who succeeded in learning it .It would lead to educational and economic empowerment. Rivers has given seven objectives of teaching second/foreign language , two of them are :

- To increase the students' personal culture through the study of the great literature and philosophy to which new language is the key;
- To bring students to a greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of life and ways of the people who speak the language they are learning.

These two objectives are strongly related to what is called language/linguistic attitude i.e., bringing students to a greater understanding of people across national barriers means changing students' attitudes towards the foreign language and towards its speakers, because Learning a language is closely related to the attitudes towards the languages.

Although English language has been taught in Algeria at middle and secondary schools for more than thirty years and many researches, done by students in Dr Tahar Moulay University, has been conducted in the field of Teaching English as a Foreign language (TEFL) , no researches investigated the results obtained from teaching English at secondary schools i.e. investigating the changes in students' attitudes towards English language and speakers. Indeed, what pushes me to such a thought is the fact that I used to be a teacher of biology at 'Aibout Mohamed' secondary school of Saida town, and that was an opportunity to notice and to know from my colleagues (the teachers of foreign languages in secondary schools in Saida town) that the majority of the pupils do not care about studying foreign languages although those pupils like the foreign people and are attracted by foreigners' way of thinking . Therefore, the main purpose of this study is to investigate tertiary pupils' attitudes towards English language and speakers in two secondary schools, 'Abi Amama 'and

'Berrahou Mohamed' secondary schools of Saida, these pupils have been in contact with the language for more than four years. Hence, a descriptive, fundamental and qualitative research is carried out. The questions addressed by this research are the following:

1. How are secondary schools pupils' attitudes towards English language and speakers (Americans and British) ?
2. What are the factors influencing pupils' attitudes towards English language and speakers ?
3. Has TEFL at secondary schools reached those planned objectives related to language attitude ?

Accordingly, three hypotheses are proposed:

1. Secondary schools pupils' attitudes towards English, expressed in terms of attitudes to language and speakers (Americans and British) are generally positive .
2. Gender, age and the branch of study influence pupils' attitudes towards English language and speakers .
3. TEFL at secondary schools has reached the planned objectives related to language attitude.

In brief, the aim of teaching the four skills (listening, speaking, reading and writing) and the foundation of didactics were not for the seek of teaching for teaching but for a set of conceptual and cultural purposes such as changing learners' attitudes towards English language; therefore, this research is at the heart of TEFL and didactics although it seems unrelated to them. The present research paper was divided into three chapters; the first chapter includes the review of literature related to attitudes, the second chapter presents the methodology of research used, and the third chapter includes the presentation and analyses of the data collected.

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# Chapter one :

## **Literature Review**

## **1.1. Introduction :**

Extensive work has been done investigating the variables influencing attitudes formation and change and the effects of attitudes on individual behaviour. In other words, the scope of attitude research is simply enormous, and the significance of the outcomes for theory and practice cannot be denied for almost all aspects of human life. School and university education lays considerable emphasis on skills of recall, understanding and thinking. attitudes are generally ignored.

The references are general and vague and offer teachers little guidance about how attitudes can be developed. In general, the emphasis in most school curricula is on the knowledge and skills to be developed and this is reflected in the assessments used. In a sense this is almost inevitable because it is difficult to define what an attitude is and partly because attitude measurement is a complex area. Moreover, while the assessment of attitudes remains problematic, it is difficult to bring them into any assessment system in a way which is fair to all.

The twentieth century saw developments in methods for attitude measurement and attitude definition and this led on to much work which indicated the general principles by which attitudes develop. Later work then moved on to the way attitudes are organized and stored. The study of attitudes is a complex field and, despite the enormous volume of research, there is still much left unresolved. This chapter seeks to consider what attitudes are, why they are important and how they change, and offer a brief summary of the main theories of attitudes.

## **1.2. Roots and Perspectives of Attitude:**

### ***1.2.1. Roots of Attitudes:***

It is stated by Deprez & Persoons (1987,p.128) that attitudes are not innate, but that they are developed in a process of learning. In addition it has been argued that attitudes are learned in the process of socialization, which is defined by Havey and Smith as "*the process whereby people are led to internalize the beliefs, values, attitudes, and expectations of a specific culture*" (Havey and Smith in Deprez & Persoons, 1987:128).

According to Havey and Smith, many studies have been done which show that children are aware of, for example, racial and ethnic differences, from the age of three or four, and that

they start adding value judgments to them from the age of five (Deprez & Persoons, op.cit.,p.129).

From the age of seven or eight the basic attitudes that are visible in early childhood are “*developed into solid schemes of interpretation and evaluation*” (ibid). Moreover, other studies also indicate that children are aware of linguistic differences, or they develop different language attitudes at a very early age (Preisler, 1993,p.1-24; Nippold, 1998,p.1).

Having stated that attitudes are learned, Deprez & Persoons (1987) argue that the parents play an important role in the formation of children’s attitudes. The ‘teaching’ of attitudes is not explicit, and it is done unconsciously i.e., children acquire attitudes since they are “*implicitly present in everything the parents do or do not do*” (Deprez & Persoons, op.cit.,p.128). This is obviously more significant in early childhood than later when peer groups, school friends and media start to have a more important impact on children’s attitudes (ibid). Whereas, the attitudes that are acquired in the early process of socialization seem to be rather consistent, despite the fact that they can be changed later (ibid).

Deprez & Persoons (ibid.) referred to a study done in Belgium on the attitudes of Flemish students towards the Wallons (French speaking) and towards the Belgian state. In this study there was a solid connection between the milieu they originated from and their attitudes. In this case, the attitudes to a group of people are related to language as the different groups use different languages. Nonetheless, whether language attitudes will change depends also on which motivation a child or a learner develops towards another language. Independent from the parents and the social background, a person might have integrative motivation, and might see the importance of leaning another language as important for having a good career. In some cases, the thought of a career might influence language attitudes more than the social background.

As can be concluded about the origin of attitudes from Deprez & Persoons (ibid.), it seems that attitudes are learnt during the process of socialization in early childhood through implicit teaching first by the parents and later by influence from friends and peers. The conclusion of Deprez and Persoons (ibid.) is in agreement with Preisler (op.cit.,p.3), who argues that boys and girls develop different linguistic behaviour and different attitudes to language very early. As the structure of their peer-groups are different, they play and interact in different ways, and they are to different extents open to influence from their parents. Both Deprez and Persoons

(op.cit.) and Preisler (op.cit.) insisted that language attitudes are learned at an early stage in life, and that they are influenced by the process of socialization and by input from peers and parents. Ryan, Giles & Hewstone (1988) assert that: “*language attitudes are not like minerals there to be mined and unearthed, they are social constructions constantly changing to meet the demand of the situation in which they are expressed*” (p. 1076). Eventually, attitudes can and will change according to the situation, and therefore, once learned they will still develop.

### ***1.2.2. Perspectives About Attitude:***

Attitude theories are the attempts by researchers to build a coherent comprehension of attitudes from many observation sand point of views. The problem is that there are so many varieties for attitude research and this has lead to a wide range of theories , restricted endeavors to unite them. The range and diversity of theories in the literature is vast and the discussion here will seek only to highlight the main general positions adopted and their significance for education

#### **1.2.2.1. Learning perspectives:**

These speculations assume that attitudes are learned and that, therefore, their development will follow the general principles underpinning learning. The learning theories presented are based on an accumulation of empirical evidence and, as with any scientific theory, are susceptible to modification or rejection. Over many decades, the work of many educational psychologists and others has offered key insights into how learning takes place. These models provide a useful framework for research in education. A few are outlined briefly.

Piaget’s (1962,p.48) point of view about intellectual development demonstrated that there are critical aspects of development in learning which occur with age. He offered two key insights: first, there is a more or less a fixed development and progression in learning up to age 16; thus, young children do not learn in the same way as adults. Secondly, in learning, people are seeking to make sense of their world; in doing this, they construct mental models of reality and these models are their own. Thus, education is not simply a matter of transmitting information from the mind of the teacher to that of the learner; however, the learners construct their own understandings i.e., learners learn what they notice not what the teacher notice for them.

Ausubel *et al.*, (1968,p.68) offered two further major insights. They appreciated that what a person knows already has a powerful controlling effect in future learning. This was captured in an information processing model (Johnstone, 1997,p.262-268) when he appreciated the way, the long term memory controlled the perception filter .

Knowledge is not merely transmitted verbally but must be constructed and reconstructed by the learner. Piaget (op.cit.,p.48) attested that, for a child to know and construct knowledge of the world, the child must act on objects and it is this action which provides knowledge of those objects (Sigel and Cocking, 1977,p.20). This means that learners construct their own understandings and these may not be correct (in the sense that they are not the same as those held by the majority). Many researches have been conducted in relation to constructivism but little has emerged which is very clear cut. However, Kirschner *et al.*, (2006) and they have stated that, "*The constructivist description of learning is accurate, but the instructional consequence suggested by constructivists do not necessarily follow.*" (p. 78) Earlier they clarify why this is so: "*Any instructional theory that ignores the limits of working memory ... is unlikely to be effective.*" (p.77) This leads to the knowledge about information processing which proves that the determining factor in learning process (understanding) is the capacity of the learner's working memory. If a task needs more space than is available in the working memory, then learning more or less ceases (Johnstone and Elbanna, 1986,p. 80-84, 1989,p. 68-159).

From these principles about attitude development here are some ideas that can be concluded. Firstly, attitude growth may have developmental features. Secondly, they insist that attitudes are constructed by the learner himself, so learners' attitudes do not exactly reflect the attitudes held by the teacher nor do they reflect what is transmitted in terms of knowledge, affect and behaviour. Thirdly, the work of Ausubel emphasises that the knowledge, feelings and experiences held in long term memory will control new knowledge and this will mean that attitudes already held will affect all future learning. These held attitudes will also control the way attitude relevant knowledge, affect and experience will be allowing to enter the working memory and interact. Finally, the limiting capacity of working memory is the base of learner' ability to understand ideas, to mentally 'play' with new and possibly inconsistent information and to allow interaction between attitudes already held with new input. Consequently, the individual learners develop their own attitudes in their own way in their own time, and may change some of their attitudes only if there some advantages for them in doing so, this leads on the functional theories.



**1.2.2.2.Functional perspectives:**

In his early work, Katz (Katz, 1960,p.163-204; Katz & Stotland, 1959,p.423-475) emphasised that attitudes have a clear function, they contribute in making a person a unique individual ,perhaps, they even define individuality. Mostyn (1978,p. 141) reported that attitudes, “*are founded on the basic needs of the individual: loves, self esteem, protection*”. Katz (Katz and Stotland, 1959,p.427) mentioned four functions that attitudes may serve for individual. Yet, a given attitude may serve more than one of these functions which indicate differing conditions for attitude arousal and change:

- (1) Instrumental or utilitarian function recognises that people are motivated to gain reward and minimise punishment.
- (2) A knowledge function of attitudes is based on the individual's need to maintain a stable, organised, and meaningful structure of the world.
- (3) The ego-defensive function of attitudes acknowledges the importance of psychoanalytic thought.
- (4) The value-expressive function takes into account attitudes that are held because they express a person's values or enhance his self-identity.

Functional theories consider how attitudes and efforts to change attitudes are related to the motivational structure of the individual. Eagly and Himmelfarb (1973) state that:

The theories focus on the meaning of the influence situation in the term of both the kinds of motives that are aroused and the individual's method of coping and achieving his goals. In other words, each such theory builds a theoretical structure around the idea that individuals hold attitudes and change them for differing reasons.(p.42)

Reid (2003) summarises much of the earlier work when he states that:

In general, attitudes in life allow us to:

- (a) Make sense of ourselves;
- (b) Make sense of the world around us;
- (c) Make sense of relationships.

Concerning the context of education in the physical sciences, he mentions that:

Of course, we want our students to make intellectual sense of the world around them - that is the very nature of the subject matter of the physical sciences (and other sciences).

Of course, it helps them to make contributions to the understanding of the world if they can also make sense of themselves and others. (p. 37)

Eventually, attitudes will affect behaviour, influencing what the learner selects from the environment, how they will respond to teachers, to the materials being used and to the other students.

### **1.2.2.3.The Planned Behaviour perspectives:**

The Theory of Planned Behaviour (TPB) has gained an increasing interest among science educators as a useful tool for understanding and predicting students' science-related behaviour. Ajzen and Fishbein (1980,p.4-27) have argued that the theory of planned behaviour shows that individual behaviour is driven by behavioural intentions which are a function of an individual's attitude towards the behaviour, the subjective norms surrounding the performance of the behaviour, and the individual's perception of the ease with which the behaviour can be performed (behavioural control).

Ajzen (1991,p.50) suggested that the theory is somewhat anomalous given that the theory does not articulate the processes by which people formulate and act. The theory does acknowledge these processes and introduces the behavioural control term that predicts weakened intentions for less controllable behaviours and lowered likelihood of engaging in them. Ajzen and Fishbein (1980) state that,

One of the purposes of the numerous research in the field of attitudes among science educators is in gaining ideal and practical tools for understanding attitudes' science related behaviour and attracting more students to study science and pursue science related careers. (pp. 4-27)

In short, they indicate that rational planned behaviour is controlled by an intention to engage in that behaviour and this, in turn is controlled by three factors which can be seen as attitudes related to that behaviour, what the person thinks others will think of them engaging in that behaviour (subjective norm) and whether the behaviour is seen as possible (perceived behavioural control). For example, suppose a school student has the choice of taking an English course the following year. Her /his intention to take the course will be influenced by her /his attitudes related to English, what they think others will think of them if they take the

course and whether it is relatively easy to take the course. The last might be determined by previous marks, feedback on course success rates, time tabling constraints, other potentially attractive options and so on. On the question of taking an English course, the work of Skryabina (2000) showed that the theory was often a reasonable model of what actually was observed to take place.

Although Ajzen maintains that the reasoned action model remains valid for willing behaviour, he acknowledges that it must be revised to account for behaviours that are not wholly under willing control. It was revealed that among the three components of the theory of planned behaviour, attitude had the much greater influence in the prediction of behaviour intentions than either subjective norm factor or perceived behavioural control. There will be a strong intention to perform the behaviour (e.g. taking an English course) when attitudes are more favourable, the subjective norm is positive and there are few perceived behavioural controls. In addition, the degree to which the actual control over the behaviour will determine when the person will carry out the intention once the opportunity arises.

Finally, given a sufficient degree of actual control over the behaviour, people are expected to carry out their intentions when the opportunities arise (Ajzen, 2002).

#### **1.2.2.4.Cognitive perspectives:**

Cognitive scholars focus on how the person comes to know, what s/he thinks, assuming that these will influence the development of attitudes. Consequently, people who have positive attitudes about an attitude object tend to link it with positive attributes whereas people who have a negative attitude tend to link it with negative attributes (Jung, 2005).

According to cognitive dissonance which is a perspective of human motivation that asserts that it is psychologically uncomfortable to hold attitudes (self-concept) which are contradictory to behavior (experiences), it is uncomfortable to hold contradictory cognitions (concepts about one's self and the others). Indeed, each person tries in some measure to hold attitudes which are consistent with her/his knowledge, emotion and behaviour. This is a position of consonance (congruency or balance) while inconsistencies generate dissonance. The finding is that dissonance, being unpleasant, motivates a person to change his cognition, attitude or behaviour. Much of this work was carried out by Festinger (1954) although many others have developed it after. Eagly and Chaiken (1993) note that "*Researchers have been*

*relatively clever in circumventing this somewhat idiosyncratic definition of dissonance.”*  
(p.471)

Festinger (1954,p.117-140) carried out an original experiment where he asked subjects to describe a very boring task in bright terms suggesting it was extremely interesting, students received either a low reward or a high reward for doing this. The surprising thing is that those with the low reward changed their views on the task more. Festinger explained this in terms of dissonance. He argued that attitude change was related to *total* dissonance (the boring task) and that total dissonance took into account the amount of consonance (high reward). The high rewards were consonant with telling lies about the task, this high amount of consonance reducing the total dissonance.

Festinger believed that dissonance varies in magnitude and is related to the importance attached to the dissonance elements and how strongly the dissonant thoughts conflict. Festinger (1957: 16-18) developed a simple relationship from his results, he described the situation by stating that possible attitude change was influenced by what he called 'total dissonance'. Thus, total dissonance is given by the amount of dissonance as a proportion of the totals of dissonance and consonance. So, if the actual consonance was large, the denominator becomes large and the total dissonance becomes small. This makes sense, faced with some dissonant information or experience, the tendency is for a person to look around for as much as possible which is consonant, hence reducing the total dissonance experienced that becomes a drive (like hunger, thirst...) pushing the person to seek its decrease .

In fact, Reid (1978) described the situation by stating that *“suppose a person, who believes 'x', is forced to state publicly 'not x'. The two cognitive elements (belief and statement ) are in dissonance; the cognitive elements, 'not x' are consonant with the pressures or rewards involved in 'forcing' .”*

Festinger (1954) found that the extent of attitude change was related to the total dissonance and not the actual dissonance. However, total dissonance, if large enough, can also be reduced by:

- (a) Changing a cognitive element, or
- (b) Removing a cognitive element, or
- (c) Adding new cognitive elements.(p.7)

Festinger (1959) suggested that there are three ways to deal with cognitive dissonance:

- (1) One may try to change one or more of the beliefs, opinions, or behaviours involved in the dissonance;
- (2) One may try to acquire new information or beliefs that will increase the existing consonance and thus cause the total dissonance to be reduced; or
- (3) One may try to forget or reduce the importance of those cognitions that are in a dissonant relationship. (p.256)

Indeed, attitude change is not the only possibility arising from dissonance: people can ignore new information, modify it or seek to add to what they know. People accumulate and focus on aspects which are consistent with their attitudes and views. This generates increased consonance and consequently reduces the uncomfortable possibility of having to change an attitude. (Festinger and Carlsmith, 1959,p.203-210; Reid, 1978,p. 27-28).

In brief, the importance of Festinger's work is that it offers an insight into a mechanism by which attitude change and development can take place. It also offers a key to show how attitude development can be encouraged in schools. The students need to be placed in learning situations where they face dissonance, in such circumstances, attitude development is a strong possibility. Many years ago, Reid (1980,p.107-112) tested this when observing social attitudes, he developed series of learning units in which he tried to offer experiences where dissonance was likely. In almost all of them students were involved the in groups of work and they had to take decisions where the evidence was not clear cut. He demonstrated large attitude changes in many areas and the stability of attitudes with time ( Johnstone and Reid, 1981,p.205-212).

### **1.3. Definitions of Attitude:**

#### ***1.3.1. Definition of Attitude:***

Attitude has many definitions, some are short, others are long and fuzzy, like the following definition by Oppenheim:

attitude is a construct, and abstraction which cannot be directly apprehended. It is an inner component of mental life which expresses itself, directly or indirectly, though such more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall,

anger or satisfaction or some other emotion and in various other aspects of behavior. (Oppenheim, 1982 in Garrett et al., 2003,p. 2).

Bem maintains that “*attitudes are self descriptions or self perceptions*” (Bem, 1968 in Baker, 1992,p.11). whereas Williams (1974,p. 21) refers to most psychological literature defining attitude as “*an internal state aroused by stimulation of some type, and which may mediate the organism’s subsequent response*”. Deperz & Persoons (1987,p.127) declare attitude to be a “*predisposition to respond in a consistent manner*”. Ajzen states that attitude is “a disposition to respond favourably or unfavourably to an object, person, institution or event” (Ajzen, 1988 in Baker, 1992,p.11). Baker (op.cit.) mentions that attitude is “a hypothetical construct used to explain the direction and persistence of human behaviour”.

Moreover, attitude has also been defined as “an organization of motivational, emotional and judgmental processes with respect to the way women and men do and should speak, an organization which has a directive impact on what the individual sees and hears, thinks and does” (Kramrae, 1982,p.85). This definition underlines the influences of attitude on different aspects of human behaviour. The definition of attitude vary according to the purpose and focus of a particular study. The definitions referred to here are only some examples; many more could have been mentioned. Besides, all the definitions tend to be more or less psychological, referring to attitude as “a hypothetical construct”, “a disposition”, a “predisposition” and “a description or perception”. Therefore, it can be assumed that the mentalist view of attitudes has become more dominant than the behaviourist view.

According to the behaviourist point of view attitudes are reduced to explicit behavior, whereas all the definitions above seem to regard attitudes as an underlying influence of behaviour, though the focus of the definitions varies. No matter which definition of attitude is chosen, it is not easy to do consistent measurements. Although a behaviourist definition is often more clear than a mentalist definition, there is often little consistency in human behavior i.e., the same person can choose to be polite in one situation and very rude in another. Therefore, “*observation of external behaviour may produce mis-categorization and wrongful explanation*” of attitudes (McGuire in Baker, op.cit.,p.15). A certain “*behaviour may be consciously or unconsciously designed to disguise or conceal inner attitudes*” as a result “the [...] ability to predict action from attitude, or attitude from action, is somewhat imperfect” (McGuire in Baker, ibid.p.16). Generally speaking, any change in circumstances can produce a different reaction, thereby, predicting behaviour and attitudes can be very difficult.

### ***1.3.2. Attitude Vs Perception:***

Perception is defined as “*a cognitive act in the cognitive relation between man and world, accomplished through the senses, a sensory act in which the real world is visibly involved*” (Damask and Mellet, 1982,p.21). further, they (ibid.p.28) describe the senses as the medium through which one makes contact with the perceived object. Forgas and Melamed (1976,p.3) define perception as the means by which the information a person acquires from the environment is transformed into experiences of objects, events sounds and tastes. Roth and Frisby (1986,p.81) also assert that perception refers to the means by which information acquired from the environment via the sense organs is transformed into experiences of objects, events, sounds, taste and smell.

These definitions of perception are limited to the cognitive component of attitude which Triandis (1971) defines as “*an idea which is generally some category used by humans in thinking*” (p.3). On the other hand, Cook (1979,p.2) maintains that perception refers to the way people react and respond to others in thought, feeling and action. This broader description of perception includes almost all components of attitude which are thought, feeling and action. Some writers use this definition of perception interchangeably with the concept of attitude that also includes thought (cognitive component) feeling (affective) component and the intended action (behavioural component).

In brief, the concept attitude is defined as the way in which a person thinks (cognitive component) feels (affective component) and intends to behave (behavioural component) towards something. It is the summation of the three components that is emphasized for determining the overall attitude and not a particular component (Rajecki, 1982,p.33).

### ***1.3.3. Definition of Language Attitudes:***

Ferguson has defined language attitudes as “*elicitable shoulds on who speaks what, when, and how*” (in Cooper and Fishman,1974,p.6). Whereas Cooper and Fishman (1974,p.6) suggest that language attitudes can be defined in terms of their consequences such as “*those attitudes which influence language behaviour and behaviour toward language*”. Moreover, they explain that language attitudes can be either “*attitudes towards a language or towards a feature of language, or towards language use, or towards language as a group marker*” (ibid.). According to Cooper and Fishman (ibid.), the issue of language attitudes is quite complex and intricate.

McGuire, criticizes the use of attitudes to explain human behaviour (McGuire 1969 in Baker, 1992,p.15), and asserts that there is much variation in human behaviour, and therefore one attitude cannot be used to predict behaviour. This is also true for people's linguistic behaviour, and McGuire's criticism is eventually valid for language attitudes, too. It is likely that language attitudes to some extent influence a person's linguistic behaviour, but there can be many reasons why a person would behave differently from what would be expected. For instance, a person may speak a second language and have negative attitudes towards a foreign language, but in order to get a good job, s/he may accept to use the foreign language even though that is not what s/he feels most comfortable with. This might be done for practical reasons in spite of positive attitudes to the second language. This example shows how contextual factors can influence language attitudes. The complexity of variables influencing attitudes may cause problems for the measurement of attitudes because people may try to give socially desirable answers rather than give answers which reveal their actual attitudes, or they "*may be affected in their response by the researcher and the perceived purpose of the research*" (Baker, op.cit.,p.19).

#### **1.4. Attitudes Change and Analyses:**

##### ***1.4.1. Attitudes Change:***

The formation and the change of attitude are very interconnected. People are always adapting and modifying their relationships and attitudes to fit their changing and developing needs and interests. Attitudes cannot be changed by simple education. The task of the teacher is to enable the learner to make ,by himself, sense of what is taught. Some see this as simply the transmission of information (Johnstone, 1997,p.262-268). Others like Ausubel (1968,p.68) spoke of meaningful learning i.e., new ideas are understood and not learned in a rote fashion. However, understanding things, no matter how desirable, does not of itself guarantee any attitude change. An attitude involves some kind of evaluation and has affective and behavioural aspects. According to Ausubel's (1968) ideas, understanding of knowledge can be seen in terms of the learning creating a complex matrix of ideas and concepts which are linked together to form some kind of meaningful whole. Besides, an attitude change involves a change of evaluation which requires a greater degree of mental interaction between what is held already and what is new and being processed (Reid, 1980,p.107-112; Johnstone and Reid, 1981,p.205-212).



In addition, the sources of the communication are diverse: including friends, family, media, authority figures, strangers and the attitude object itself. McGuire (1968) suggested that, in looking at any communication designed to bring about attitude development, there is a need to consider: attention, comprehension, retention, and action. Moreover, incoming information and experience may affect the receiver in several ways i.e., the received information may simply be a communication of facts or opinions; it may appeal to the emotions of the receiver or it may involve the receiver in certain activities. Traindis (1971) stated that attitudes may change when:

- (1) A person receives new information from others or the media: Cognitive change.
- (2) Through direct experience (involving emotion) with the attitude object: Affective change.
- (3) When a person is forced to behave in a way different than normal: Behavioural change. (p.142)

When information is processed, two routes have been suggested; permanent and superficial (Petty and Cacioppo, 1986,p.25-26). In the first route, there is a high motivation to process the incoming information and an ability to process it. This tends to allow the possibility of more permanent attitude change. This links tightly into the ideas from information processing (Johnstone, 1991,p.75-83). If the person is willing *and* capable of thinking through the issues arising from the new material, then there is the likelihood of the new information interacting with the formerly held attitudes, leading to the possibility of a permanent change. In contrast, if the information cannot be processed (because of lack of motivation or lack of ability essentially the working memory capacity), the processing would be superficial, never coming to terms with the meaning of the new material. So , any attitude change will be superficial.

#### ***1.4.2. Mechanisms of Attitude Change:***

The important aspect of attitude development is called internalisation (described earlier in cognitive theories by consonance and dissonance). In fact, there are three processes of social influence which are described in the literature. Kelman (1971) describes these as:

**compliance**, which occurs when an individual accepts influence because he hopes to achieve a favourable reaction from another person or group; **identification**, which occurs when an individual accepts influence because he wants to establish or maintain a satisfying self defining relationship to another person or a group; **internalisation**, which occurs when an individual accepts influence because the content of the induced behaviour is congruent with his value system. (pp.218-219)

Johnstone and Reid (1981,p.205-218) considered the question why some attitudes change easily while others do not. In order to answer this question they followed a study set in schools in Scotland Their study investigated the five attitude areas which they were considering and found that four showed changes easily while the fifth was different, showing little change in pupil attitudes under similar conditions. Before developing a possible model for attitude change, they summarised the main evidences from previous research at that time. Their proposed model attempts to investigate attitude stability in normal life as well as the possibility of attitude change stimulated experimentally. The model is useful in rationalising a wide range of experimental data, as well as generating further lines of research. In short, they noted that:

- (1) Attitude change normally occurs by small steps although, under 'forcing' laboratory conditions, larger changes can occur . (Hovland, 1959,p.11)
- (2) Attitude development (or growth) can be thought of in terms of a cumulating of many small steps (Sherif and Sherif, 1967,p.34);
- (3) Effective attitude change processes appear to be based on the concept of intraactivity; intra-activity is mediated by means of cognitive input (Johnstone and Reid, 1979,p.208);
- (4) Intensity of intra-activity is not easily defined, but it appears that intensity can be varied (by experimenter), and controlled to some extent by the individual (Matefy and Ackson, 1976,p.198-200);
- (5) There appears to be a spectrum (or maybe several spectra) of attitudes some of which are amenable to change easily by means of intra-activity, others with great difficulty or not at all .
- (6) When cognitively oriented attitudes change, the changes seem to be stable with time (Reid, 1978,p.205)

Derived from a survey of all the attitude change literature of the day, they suggested that the idea of dissonance could be expanded (bringing evidence from other studies). For attitude change to occur, new input (of any nature) had to 'mentally bump' (their phrase) against previously held attitudes. As attitudes are held in long term memory as a matrix of knowledge, ideas, feelings and experiences, then it was suggested that these had to be disturbed in some way by an interaction between them and new knowledge, ideas, feelings or experiences. This internal interaction was described as intra-activity, emphasising that it happening internally within (intra = within) the brain.

Using this idea, they proposed that there were barriers to hinder this internal mental interaction (intra-activity). This supports the observation that, in real life (compared to 'forcing' experimentation), attitudes are remarkably stable (Hovland, 1959,p.8-17).

Johnstone and Reid (1981,p.205-218) asserted that the attitudes which were most resistant to change were those which were personal in the sense that they affected the individual's personal lifestyle, and the more easily modified attitudes were those which were not cognitive: such attitudes were dominated by knowledge. For instance, pupils might have attitudes towards a natural disaster and these might well be open to easy change, given more information and experience. Nonetheless, when the attitude change involved changes in one's personal life style (attitudes to clothing style etc.), then the attitude might be much more resistant to change. They then suggested that the more personal the attitude is the greater the barrier to attitude change will be.

Hence, it is possible to persuade a person that their attitude to the environment is based on inadequate evidence, and should be modified. On the other hand, religious conversion needs very strong cognitive and affective input because the resistance to change here is large due to the possibility of involving the whole lifestyle.

#### ***1.4.3. Attitude Analyses:***

According to Eagly and Chaiken (1993,p.471), since attitudes are implicit, they cannot be measured directly and the only way to know about people's attitudes is to observe their responses which reveal their attitudes. There are three categories of responses: cognitive responses, affective responses and behavioural responses.

It is unlikely that there is a direct relationship between the way an attitude has been formed and the way it has been expressed to responses formed on the basis of cognitive, affective, and behavioural processes. This tripartite view of attitude formation and responding raises a number of important questions. For example, the question whether attitude *must* have all three of these aspects, either at the point of attitude formation or at the point of attitudinal responding (Eagly and Chaiken, *ibid.*p.16) could be raised here. Some attitudes may be formed mainly by cognitive processes, others mainly by affective input while, for others, the experiences of life may be dominant. Similarly, some attitudes may be expressed mainly in cognitive terms while others are expressed mainly affectively or in terms of behaviour.

Consequently, the responses that express evaluation and, therefore, reveal people's attitudes can be divided into three classes: the cognitive, affective and behaviour (Katz and Stotland, 1959,p.423-475; Rosenberg and Hovland, 1960,p.57-60).

The Cognitive category contains thoughts that people have about the attitude object. The affective category contains feelings or emotions the people have in relation to the attitude object. The behavioural category encompasses people's actions with respect to the attitude object (Rosenberg and Hovland, 1960; Ajzen and Fishbein, 1975,p.4-27). On the one hand, cognitive evaluative responses include the covert responses that occur when these associations are perceived as well as the overt responses of verbally stating one's beliefs. On the other hand, Eagly and Chaiken (op.cit.,p.11) have argued that affective responses can also range from extremely positive to extremely negative and therefore can be located on an evaluative dimension of meaning. In general, people who evaluate an attitude object favourable are likely to experience positive affective reactions in conjunction with it and are unlikely to experience negative affective reactions; however, people who evaluate an attitude object unfavourable are likely to experience negative affective reactions and are unlikely to experience positive affective reactions.

In the context of education, attitude development focuses mostly on the cognitive. Thus, students form beliefs about an attitude object. Beliefs connect an attitude object with its different attributes that can be evaluated. For example, if French and English as subjects are considered as an attitude object, the students attitudes to these subjects may involve many beliefs and these will have a strong cognitive aspect.

## **1.5. Learners' Attitudes:**

### ***1.5.1. Learners' Attitudes and the Curriculum:***

The development of attitudes in any educational process depends on considerable list of factors such as the material being studied, the approaches to teaching, and the assessment of achievement. Above all, the perception of the teachers about the importance of attitude development will be very important. Germann (1988) observes that, "*The educational process is a social one in which the learners and the teacher come together to share meaning concerning the concepts and skills of the curriculum*"(pp.689-703). Moreover, attitudes will develop even if there is no attempt to consider them in a planned way in preparing educational programmes. Thus, it is important to take this fact into consideration and make teachers aware of it in order to provide opportunities for students to develop attitudes in a more structured and coherent way. The very absence of attention to attitudes may itself encourage the development of an attitude that is harmful and unhelpful to the whole learning process.

Reid (2003), suggests that there are four broad areas of importance at this and other levels of education.

- (1) Attitudes towards the subjects being studied;
- (2) Attitudes the actual processes of study and learning;
- (3) Social attitudes arising from themes being studied;
- (4) Scientific attitudes.(p.37)

Generally speaking, concerning attitudes towards the subject being studied, much will depend on the quality of the material being presented, the quality of the teacher(s), the opportunities to apply the material in ways meaningful to the students as well as the nature and relevance (as perceived by the students) of the assessment may be important factors (Skryabina, 2000). Attitudes towards study have been considered in higher education in the work of Perry (1999,p.11-13) and extended considerably by others including the work of Alshibli (2003) who investigated upper school levels. Attitudes towards themes being studied was considered by Reid (1980,p.107-112) in some detail while the scientific attitude was analysed by Serumola (2003). They argue it is largely cognitive (a way of thinking).

### ***1.5.2. Learners' Attitudes and Teachers:***

Woods and Jeffrey (2002,p. 25) argue that In England, teachers have seen their role reduced to a list of “competencies and performativities”. Consequently, they think This made them uncertain about their role as professionals has been reduced to that of a ‘technician’. Moreover, Teachers do not usually influence curriculum change; it is the responsibility of the government to do so. To teach effectively, teachers must understand the requirements of pupils, know the syllabus, and be able to use appropriate teaching methods and techniques.

One important responsibility of the teacher is to help pupils to process new material in meaningful ways in order to encourage its storage in long-term memory by making it understood and related to previous knowledge. The goal here is to push the learner makes sense of life and use/apply knowledge in meaningful ways. Clearly, when learners can make sense and can apply, then there is an internal satisfaction which can lead to positive attitudes (Hussein, 2006).

Furthermore, teachers are seen as the sources of appropriate knowledge and skills and their task is to transmit these successfully to the students so that they can be recalled under examination conditions. In addition, the idea of teachers seeking to enable students to develop attitudes or to consider the wider welfare of the students might be foreign.

***1.5.3. Learners' Attitudes and Achievement:***

Students' achievement is affected and influenced by their beliefs and attitudes during their educational journey. Schibeci (1984,p.11) noticed that the student who achieves a good level in any subject because s/he has positive feelings would have positive stimulus for further studies. This was described as a “*two-way relationship between attitude and achievement*” (Schibeci, *ibid.*p.26-59). While it is very apparent that positive attitudes and success are correlated, it is much more difficult to establish which causes the other. In fact, they might simply influence each other or happen to be present together in many individuals (Christou, 2001). Some researchers have argued (e.g. Schibeci, 1984) that students' feelings and emotions are more central and essential than their achievement. This is because much of what they learn will be forgotten while attitudes related to learning are more likely to be longer lasting. However, attitudes are more than just emotions and feelings. Reid (2003,p.37) asserts that attitudes translate our evaluation of things to certain behaviours toward something or someone. Indeed, they shape our ways of thinking and behaviour and, therefore, assume great importance. High self-esteem students (those with more positive attitudes towards themselves) are able to limit the effect of any failure because they do not generalise the negative evaluation to all their abilities and life situations. Low self-esteem students cannot compensate for the failure in this way. Thus, confidence might not affect future achievement directly but it affects the way a person handles success and failure (Oraif, 2007).

## 1.6. Language Attitudes in Relation to Gender, Age, Identity and Speakers:

### 1.6.1. *Language Attitudes and Gender :*

Many studies have been carried out in relation to language and gender, and there seems to be a general agreement that there are differences between male and female speech (Labov, 1972; Trudgill, 1983; Preisler, 1993; Heselwood & McChrystal, 2000; Romaine, 2000; Eckert & McConnell, 2003 etc). These differences could be clear already at an early stage in life. For instance, a study by Romaine (2000) in Edinburgh shows that children at the age of 6 are already aware of gender differences. Moreover, she states that the distinctions between male and female speech are also related to social position, and that women try to use linguistic means to obtain prestige that they do not receive by being female (Romaine, 2000, p. 79).

In addition, Gender is not a separate factor that influences language regardless of other factors. On the contrary, it interferes with many other factors. Kramrae (1982) suggests that gender differences can be explained by stereotypes: *“Men’s speech is stereotypically logical, concise, and deals with important topics; women’s speech is emotional, flowery (many unnecessary adjectives and adverbs), confused and wordy”* (p.91). According to her it is suggested that these stereotypes of speech will influence our understanding of what is said (ibid.). However, she agrees with Romaine about the complexity of this issue. Based on many different studies,

the researchers conclude that gender does not have a constant, dominant salience across all situations, that some speech traits stereotypically linked to females or to males likely overlap and interact on many occasions with other discriminations such as those related to age, class, race, political ideology, ethnic and regional background (Kramrae, ibid.p. 95).

Furthermore, recent studies investigated female attitudes to standard variety and how men and women use the standard variety differently, like that study carried out by Heselwood and McChrystal (2000) on bilingual Punjabi speakers in Bradford, it shows that girls have a stronger English influence than boys. It is suggested that this might be due to the maintenance of gender differences rather than to adopting the standard variety. Having a Punjabi accent might be important to show membership in a particular community, or the Punjabi accent might be used consciously by the men to distinguish themselves from the women, who tend to speak with a more Standard English accent. However, there might also be other reasons for

speaking different varieties than just different attitudes to the standard (Heselwood & McChrystal, 2000,p. 7-33).

Baker (1992,p.42) writes about attitudes to Welsh, and the studies she refers to illustrate how the girls' attitudes to Welsh differ from those of the boys . She argues that these differences are not biological; rather they are due to socio-cultural diversity in behaviour between the genders and also due to individual differences .

In addition, also Preisler (1993,p.1-24) discusses language and gender, and she suggests that the different language attitudes between men and women develop in early childhood. Referring to Maltz and Borker, it is argued that speech at the age of 5-15 is strongly influenced by the children's peer groups (Maltz and Borker, 1982 in Preisler, 1993,p.1-24). Boys tend to have large, hierarchical groups where they often play competitive games. Besides, speech in a boy's group is used for self-assertion, and a non-standard variety is most common as it is often associated with toughness (Preisler, 1993,p.3). However, Girls play together in smaller groups, and their relationships are less competitive than the boys'. The girls use speech more to share feelings, and to communicate about thoughts. Moreover, girls' groups change more frequently than the boys' groups. This instability of groups makes girls more open to influence from their mothers, whose speech is more standard than the children's peers (ibid). Generally speaking, according to Preisler (ibid.), the development of different ways of language use and different linguistic attitudes results from social groups and interaction.

Clearly, Labov (1972), Trudgill (1983), Baker (1992), Preisler (1993) and Heselwood and McChrystal (2000) insist that gender differences in speech do exist, but it is unclear how and to what extent gender interacts with other factors such as age and social class. It is not clear whether women and men speak differently because they have different linguistic attitudes, or whether their attitudes to language are developed because they speak differently i.e., it is difficult to say how attitudes interact with other factors, and which factor has the strongest influence on language use.

### ***1.6.2. Language Attitudes and Age :***

In contrast with gender, which is constant, the language user's age changes, and it is interesting to consider what influence this has on language, and also whether or to what extent the age influences acquisition, language development, language use, and language attitudes.



Chambers (in Coupland, 2001,p.188) claims that there are three main periods that are significant for the learning of another language. The first is childhood with a large influence from family and friends, then adolescence with influence from social networks, and later young adulthood, but the influence depends on the extent to which the speakers are involved in language-sensitive activities. According to Coupland (2001:ibid.) there might be no major changes from the middle-age and onwards but there are factors that can lead to a development of language also in adulthood.

Just like Coupland (2001), Nippold (1998) maintains that language changes regardless of age: *"it is difficult to identify any point in the life span when the process of language development is truly complete"*. and language is constantly changing, also in adulthood, but the childhood is particularly important for language acquisition.(p.1)

Age is an important factor that effects the development of language attitudes, and there is also evidence that younger and older speakers differ with regard to language use and linguistic attitudes (Dyer, 2002,p.111; Baker, 1992,p.16). Giles and Coupland (1991,p.33) state that *"when we talk about intergenerational communication we are talking of intercultural relations"*. By this statement they indicate that the distinction between young and elderly speakers is as big as the difference between two cultures. Young people therefore need to *"attune communicatively when interacting with his or her elders"* (ibid). This statement by Giles and Coupland (1991:ibid.) seems to illustrate the point about stereotypes made by Kramrae (1982) who uses stereotypes as an explanation for why we understand male and female speech differently, and stereotypes may also have an influence on interaction between different age-groups.

Moreover, Giles and Coupland (1991) suggest that,

when group identity (in this case elderliness) becomes salient for whatever contextual reason, people not only depersonalize and stereotype a relevant out-group but also stereotype themselves. In other words they take characteristics they believe to be prototypical of the social group to which they themselves belong. (p.35)

Accordingly, stereotypes are beliefs that are not necessarily based on objective observation, and they are closely linked with language attitudes. Such attitudes play an important role as they *"mediate both the young's conceptions of the elderly's interpretative and cognitive competences as well as the elderly's construals of their own capacities"* (ibid)

36). It figures from the statements above that the difference in speech for different age-groups can be explained by supra-linguistic factors such as attitudes and beliefs about stereotypes.

Studies done by Labov “*indicate that generational change rather than communal change is the basic model of sound change*” (Labov 1994 in Coupland 2001,p. 190). Change in generations can also change linguistic behaviour and linguistic attitudes, as the dialect leveling in Corby illustrates. Corby is a town situated about 100 miles north of London. In 1930 it was a small village of 1500 inhabitants, but due to the settlement of a Scottish company which established iron and steel works, the population grew to 36 000. Naturally many workers followed the company from Glasgow, and consequently Scottish English could be heard among many people in the working class. By the local population, the Scots were viewed as intruders, and there were negative attitudes towards their accent. This lasted for two generations, but now, it seems to have changed. Studies by Dyer (2002) show that young speakers today have much more positive attitudes to the Scottish accent, and that they actually use Scottish to show their identity with speakers from Corby as opposed to towns in the surrounding areas (Dyer, 2002,p. 99-116). This is an example of how the younger generation has different linguistic attitudes from their parents’, and therefore the age of the speakers has an influence on how language is used, and can lead to linguistic change. In addition, studies by Ammon (1994) and Baker (1992) find age to be important for language attitudes. Moreover, language of different age-groups can be characterized in many ways, but these characterizations should not be separated from other factors, of linguistic, sociological and psychological nature, which influence language.

### ***1.6.3. Language Attitudes and Identity :***

Heller (1987) defined Identity as “*a social construct, grounded in social interaction in the activities and situations which arise as a product of the relationship of a social group to its social and physical environment. It is a product of shared social knowledge and a reflection of co-membership*”. (p.783)Being ‘grounded in social interaction’ this definition goes in the same direction as Riley’s (in Coupland, 2001,p.204), who suggests that interaction is the forum where individual identities meet with other factors, and the forum where social identities are constructed. Moreover, language is important for social identity, as Spolsky (1998) mentions that “*one of the most common ways of identifying a person is by his or her language*” (Spolsky, 1998,p. 57). Just like, Romaine (2000) comments on the relationship

between language and identity, saying that "*choice of language is a part of a speaker's presentation of self*" (Romaine, 2000,p. 148).

During discussions, identity is negotiated, and language is the tool by which this is done (Romaine 2000). Also, Eckert and Ginet (2003) maintain that language plays an important role in the forming of identity:

The claims that people make with language are not simply claims about class or about jobs; they are claims about who they are more broadly. People use language to construct whole personae -to lay claim to a place in the social landscape, to make social meaning of themselves.(p. 304)

An example of the use of language for the construction of a persona can be highlighted by a study done at Belten High, a high-school in Detroit, Michigan. The results of this study indicate that identity plays a more important role in the choice of language use than gender. For instance, among socially privileged students at Belten High, there is a big difference between girls and boys in the use of negative concord, and the girls use it more than the boys. However, among the socially unprivileged, there is no big distinction between boys and girls regarding the use of negative concord, and "*by far the greatest users of these forms are a group of burnout girls who pride themselves on their wild lifestyle and who are commonly referred to as the 'burned-out burnouts'*" (Eckert and McConnell-Ginet, 2003,p.295). In this study in Michigan the most rebellious girls seem to use nonstandard forms of the language to keep their nonconformist image. It is clear from the study by Eckert and McConnell-Ginet (2003), that identity is important for how language is used, and perhaps more important than factors such as age and gender.

Another example which links language use to identity and language attitudes is the study in Corby mentioned earlier. Dyer (2002,p. 99-116) investigated whether the change to use more Scottish sounding English variants in Corby can be due to dialect leveling i.e., whether the Scottish dialect has reached another level and become more prestigious. She concludes that this would not be the full explanation, as the new dialect of the young speakers is still stigmatized by the outsiders of the Corby community, and the young Corby speakers do not identify particularly with the Scots. Accordingly, they use some language features of Scottish English to establish their identity. The cause of this change in language use is a change in linguistic attitudes. The old generation did not like the Scottish accent, and therefore tried to avoid it. The younger generation has adopted more positive attitudes to this variety, and,

accordingly, their speech has been influenced by their positive attitudes, and this made their speech different from their parents' who had negative attitudes.

It could be concluded from the study by Dyer (2002) that identity and attitudes are closely linked, but they are interconnected in a network of factors that influence language use. This idea is explained by Eckert and Ginet (2003) who describe each speaker with a linguistic style used according to each one's own way. *"The outcome of this is a communicative style, which combines with other components of style such as dress, ways of walking, hairdo, and so on to constitute the presentation of a personae, a self"* (p.305). As each individual has the opportunity to use the linguistic variety as s/he wants, it is clear that there are many variants of speech and that it is almost impossible to draw any absolute conclusion about age, gender or identity separately as these constantly interact with each other in new ways.

To sum up, it is clear that social psychological variables such as attitudes are important for how language works in society. Variables such as identity, age and gender can in different ways influence language attitudes, but there is a complex interplay between them.

#### ***1.6.4. Attitudes to Language and Attitudes to Speakers :***

It is also interesting to investigate the relationship between attitudes to language and attitudes to the speakers of the language in question. Fashold (1984) argues that when defining attitudes, language attitudes are special as they are specifically about language, and the definition of language attitudes is often extended *"to include also attitudes towards a speaker of a particular language dialect"*(p.148). He asserts that there is a strong relationship between attitudes to language and attitudes to speakers, *"attitudes towards language are often the reflection of attitudes towards members of various ethnic groups"* (ibid). and when both of these are included as a part of the definition of language attitude, they seem to be inseparable.

Giles and Ryan (1982) mention the strong relation between attitude to language and attitude to speaker as they define language attitude as *"any affective, cognitive or behavioural index of evaluative reactions towards different language varieties or their speakers"* (p.7). Reactions to language are in this definition made equal to reactions to speakers. Furthermore, different studies also seem to highlight the relation between attitudes to language and speakers. In Wales, for example, attitudes towards Welsh versus RP has been investigated. The results showed that a speaker was rated more intelligent when he shifted to RP speaking

with an RP speaking interviewer. However, the speaker was judged to be more trustworthy and more kind-hearted when speaking in a Welsh accent (Fashold, 1984,p.164). Thus, accent is used as a symbol of identity (ibid) and people's judgments about speakers are based on their accent. Consequently, attitudes to a speaker are dependent on how s/he speaks, and vice versa, attitudes to language influence the perception of people.

Moreover, In his study, Williams (1973) has investigated the relation between language attitudes and attitudes to speakers. Children of Mexican American, Black American and Anglo American origin were videotaped, and then the tape was dubbed so that standard English speech was heard on all the children, regardless of ethnicity. Adult respondents were played the video and asked to evaluate the children. The results showed that the Mexican American and the Black American children were judged to speak more non-standard than the white children, in spite of the fact that they all had the same voice and the same accent. This indicates that attitudes to stereotypes of speakers do influence how speech is perceived. *"The implication of this study is that the visual image of the children on the tape served as an immediate cue of a type of child. This elicited a stereotype, and the presentation was judged relative to that stereotype"* (Williams 1974,p.21-32). This study proves that there is a strong link between attitudes to language and attitudes to speakers. Perhaps these are even impossible to separate. Fashold (1984,p.126) concluded that there is a strong correlation between language attitudes and how we perceive speech of a particular person: *"persons have stereotyped sets of attitudes about dialects of speakers and that these attitudes play a role in how a person perceives another person's speech characteristics."* (ibid.)

Similarly, Giles & Ryan (1982) suggest that *"people organize what they hear according to their predetermined cognitive structures of how the speaker ought to talk. If speakers do not confirm these beliefs by using the expected speech traits, listeners may hear what is not present or ignore what is not expected"*(p.97). Furthermore, they suggest that our hearing is influenced by predetermined cognitive structures and beliefs, and it is not clear whether attitudes are included in the factors which influence hearing. (ibid.)

In addition, Giles (1975) asserts that *"a subject's verbal output is increased by 40 % when he is speaking to an imagined liked person rather than an imagined disliked person"* (p.102). This is another argument that attitudes to language and speakers are tightly connected. According to accommodation theory (Giles and St Clair, 1979,p.46) that focuses on the interactive aspects of interpersonal communication and discusses different levels of

convergence, speakers “*shift their speech styles to become more like that of those with whom they are interacting*” (ibid.). One level of convergence is referred to as the similarity-attraction process, where it is argued that to have similar beliefs and attitudes is almost a prerequisite for communication: “*the more similar our attitudes and beliefs are to certain others, the more likely it is that we will be attracted to them*” (Byrne,1969 in Giles and St Clair, 1979,p.46). Moreover, Giles and St Clair (1979) report that there is “*empirical evidence in a number of cultural contexts that supports the notion that people react favourably to those who react favourably towards them in terms of language, dialect or accent*” (p.49). Thus, positive attitudes and willingness to converge speech in tune with the person you interact with is considered important for successful communication.

In short, many studies argue in favour for the existence of a strong relationship between attitudes to language and attitudes to speakers,.

### **1.7. Conclusion:**

This chapter has offered an overall view because the literature about attitudes, their nature and their development is simply enormous and it is not possible in the space here to do more than consider a few important aspects. A person's attitudes reflect the consistent ways of anticipating, evaluating and responding to people, ideas, objects and situations. It is important to know how attitudes are formed and also how attitudes may translate to behaviour and how different strategies can affect attitude formation and change.

Attitudes allow the individual to make sense of this entire world and these attitudes are highly complex and influence behaviour. While attitudes tend to be stable with time, offering to people ways by which they can make sense of the world, themselves and their relationships, they are open to change but the opportunities for dissonance to occur will be rare. This does not mean student attitudes will not develop, it does mean that they are likely to develop simply in terms of developing experiences as they progress through the school/university and also move through adolescence and into a measure of maturity.

A decorative border with a gold and blue frame and floral motifs in the corners.

# Chapter two :

## **Research Methodology**

## **2.1. Introduction:**

When one is conducting a research the most appropriate method and instruments should always be selected according to methodological principles (Gardner, 1978,p.69). Many research methods and types are used like experimental, historical, descriptive and the survey. The survey method is probably the best known used to asses public opinion. It is used in economics, anthropology, psychology and public health to collect information relevant to the interest and problems in these fields (Borg and Gall, 1983,p.404). Moreover, survey research is more concerned with treating and preventing social problems than with formulating theories and laws. They may be used to detect what is wrong and if necessary to arouse public opinion with a view to reaching a solution (Gardner, Opcit.15). In this investigation a survey research methodology (direct method) was used to gather the opinions of students at two secondary schools in Saida town, about English language and speakers.

This chapter reflects an outline and discussion of the research methodology.

## **2.2. Methods of Conducting Language Attitudes Research:**

There are three main methods of doing research on language attitudes. These are as follows:

- The societal treatment method,
- The indirect method,
- The direct method, (Garrett et al., 2003,p.15-16).

Participant observation, content analysis, ethnographic studies and study of relevant documents are societal treatment method concerns (ibid.p.15). Whereas the indirect approach is based on the Matched Guise Technique (MGT) developed by Lambert et al in1960(ibid. pp.51-52). In this technique, the respondents are asked to make judgments about speakers without being aware that they listen to the same speaker several times in different accents. The MGT has given interesting results and could be fruitful to use.

For the present study the direct approach is used which includes methods like questionnaires. This method was chosen because it is very common for research on language attitudes, and because other studies using these methods have given very interesting results (Flaitz 1988 and Oakes 2001). Also for practical reasons, the direct approach methods were found to be the best.



### 2.3. Questionnaire:

Forcese and Richer (1973,p.160) defined a questionnaire as a form of securing answers to questions. They explain that they are forms which the respondents fill in by themselves. A survey method uses questionnaires as data collecting instruments. Questionnaires have the ability to reach a number of respondents, elicit good data and save time (Forcese and Richer, 1973,p.85). However, the questionnaire has its own disadvantages and advantages.

#### 2.3.1. *Disadvantages and Advantages of the Questionnaire:*

##### **2.3.1.1.Disadvantages:**

According to Kidder and Judd (1986,p.223) and Mahlangu (1987,p.84-85); Van den Aardweg and Van den Aardweg (1988,p.190) disadvantages of the questionnaire include the following:

- People are generally better to express their views verbally than in writing.
- Questions can or will be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- In a questionnaire the respondent could examine all the questions at the same time before answering them and the answers to different questions could not be treated as independent.
- Researchers are unable to control the context of question answering, and specifically in the presence of other people. This can cause *social-desirability bias* (the tendency to give socially appropriate answers (Garrett et al., 2003,p. 28). Respondents may ask friends or family members to examine the questionnaire or comment on their answers, they might answer questions incorrectly or not at all due to confusion or misinterpretation.

In this investigation most of the noted disadvantages were avoided by first clarifying the correct method of answering. Closed questions were mainly used for easy analysis and interpretation of data.

##### **2.3.1.2.Advantages:**

The questionnaire is one of the most common methods of gathering data, it is also time-saving and conducive to reliable results (Mahlangu, 1987,p.96). Certain advantages are outlined by Cohen and Manion (1989,p.111),they are as follows:

- Affordability is the primary advantage of a written questionnaire because it is the least expensive means of data gathering.

- A questionnaire permits anonymity that increases the chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
- Questionnaires permit respondents a sufficient amount of time to consider answers before responding.
- A large sample of the population can be reached because questionnaires can be distributed to many people simultaneously.
- The data provided by the questionnaires can be more easily analyzed and interpreted than data obtained from verbal responses.
- Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview errors may seriously undermine the reliability and validity of the results.
- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face to face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relatively easy if guidelines are followed.
- The administering of questionnaires, the coding analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can also be compared and inferences can be made.
- Questionnaires can elicit information which cannot be obtained from other sources.

### **2.3.2. *The Good Questionnaire:***

According to Mahlangu (1987,p.84) and van den Arweg (1988,p.190) the characteristics of a good questionnaire are:

- It seeks only that information which cannot be obtained from other sources.
- It should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- It has to deal with a significant topic, one which the respondents will recognize as important enough to spend her or his time on. The significant should be clearly and carefully stated on the questionnaire and on the accompanying letters.
- It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the waste paper basket.
- Directions for a good questionnaire are clear and complete and important terms are clearly defined.

- Each question deals with a single concept and the terms should be as simple and direct as possible.
- Different categories should provide an opportunity for easy accurate and unambiguous responses.
- Questions should be presented in a proper psychological order, proceeding from general to more sensitive responses. An orderly grouping helps the respondents to organise their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature.
- Annoying and or embarrassing questions should be avoided at all costs.
- The data obtained from questionnaires should be easy to tabulate and interpret.

One of the important aims in the construction of the questionnaire for this investigation was to present the questions as simply and straightforward as possible. The researcher also designed the questionnaire in such a way that it eliminated ambiguity, vagueness, bias technical language and prejudice.

### ***2.3.3. Open and Closed Questions:***

Questionnaires represent perhaps the most common direct approach, and several books (Fife-Schaw 1995 and Graham 2000) have been written as instructions for how to make good questionnaires. One important aspect to consider is whether the questions should be open or closed. Open questions require the respondent to “*write down the response to a question in any terms that he or she sees fit*”; however, closed questions “*require the researcher to have a reasonable idea of the likely responses to the items in advance*” (Fife-Schaw, 1995,p. 177). The advantages of closed questions are that they are easy to code and they reduce the possibility of giving ambiguous or vague answers (ibid). A disadvantage with closed questions is that they reduce the freedom of the respondent to answer what s/he finds most appropriate.

For the purpose of this study, closed items were chosen mainly because open items would be very difficult to analyse.

#### **2.3.4. *The Likert Scale:***

In order to investigate language attitudes, attitude rating scales are commonly used (Garrett et al 2003,p. 38). One of the best known scales is *the Likert Scale* which has been used for the present study. The Likert scale is named after its inventor, Likert. Using the Likert Scale, the respondent is confronted with different statements and asked to tick off whether s/he strongly agrees, agrees, is neutral, disagrees or strongly disagrees.

In this study, SA represents the most positive attitude and SD represents the most negative attitude. For statements worded positively, the response “strongly agree” reflects a positive attitude, however, for statements which are worded negatively, this will be different.

With a negatively worded statement, “strongly agree” will reflect a negative attitude.

The most common practice is to use a five-point scale, but if more nuances are desired it is also possible to use a seven-point scale (Oppenheim 1992 and Garrett et al 2003). The results can be analysed and scored in different ways, and for the purpose of this study the numbers have been made into percentages.

A disadvantage with the Likert scale can be that “*the middle of the scale is often ambiguous*” (Oppenheim 1992,p.200 and Garrett et al 2003,p. 41). It is not possible to know if an answer in the middle is slightly negative, slightly positive, completely neutral, or only indifferent.

#### **2.3.5. *Questionnaires Used for the Present Study:***

In this study the direct methods ‘questionnaires’ have been used. The questionnaire (see Appendix A) designed for the present study consists of two sections. In section one the respondents are asked for information about their age, gender, the secondary school they attend and their branch of study. Section two is based on a five-point Likert scale which includes 15 statements. The questionnaire is designed using the theories of the Likert and scales, and by using some examples of attitude questionnaires found in the study of Flaitz (1988) and Oakes (2001). The data from the questionnaires were processed in the computer program MS Excel.

#### **2.4. Planning for the Analysis of Data:**

Data analysis involves both descriptive and inferential statistics. In this study the analysis of data involved both. The following discussion focuses on descriptive statistics and the procedures followed in analysing data using this method.

The term descriptive statistics (also called summary statistics) refers to statistical methods used to describe data which have been collected on a research sample (Borg and Gall, 1983,p.356). Descriptively, the data are summarised and reduced to a few statistics for the actual sample. Descriptive statistics serve as a tool for organisation, tabulation, depicting and describing, summarisation and reduction of comprehensible form of an otherwise complex mass of data (Sibaya, 1993,p.165). Therefore. it involves testing of hypotheses for making generalisations about the population.

Analysis of the respondents in the sample according to their personal particulars (section one of the Questionnaire) is done first. Descriptive analysis of the sample data for the various statements (section two of the Questionnaire) is then done. using respondent counting and percentages.

Orlich (1978,p.132) states that the preliminary step in analysing data is usually counting the responses for every item or respondent counting. using either hand tabulations or electronic data processing. Electronic data processing is used in this study. Respondent counting involves counting the number of respondents who marked strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) categories in each statement. Respondent counting provides a summary of the tabulated frequency for which each category is marked. Therefore, frequency data can be converted to percentages, indicating the number of respondents who marked a particular category in relation to the total number of respondents (Orlich. 1978,p.136).

## **2.5. Research Population:**

A population may be a group of people, houses or records legislators. The specific nature of a population depends on the research problem (Frankfort-Nachmias and Nachmias, 1992,p.171). There are eight secondary schools in Saida town. Among these only two , 'Abi Amama' and 'Berahou Mohamed' secondary schools, were used for the investigation.

According to Borg and Gall (1983,p.238) a population is a larger group which we wish to learn about. In this investigation the population consisted of Secondary School pupils, of different schools in Saida town.

Secondary schools were selected because they are expected to develop future university students. Besides, tertiary pupils are EFL learners to whom English language has been taught for five years, at least. Since master students tend to be teachers at secondary schools, and because the aim of the study was to find out about the attitudes of EFL learners towards English language and speakers, tertiary secondary school students represent the appropriate population.

## **2.6. Sampling of Subjects for the Study:**

In order for all schools to have an equal and independent chance of being selected a simple random sample was used for selecting the sample of two secondary schools for this study. A simple random sample is defined as a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample (Borg and Gall, 1983,p.244). Som (1973,p.20) maintains that in a simple random sampling the probability that the universe unit members of the defined population is selected at any given draw is the same as that at the first draw. The technique that is used, other than the table of random numbers, is where a slip of paper with the name or identification of each individual in the population is placed in the container, mixing the slips thoroughly and then drawing the required number of names or numbers (Borg and Gall, 1988,p.246).

Sibaya (1993,p.67) asserts that to ensure that each slip picked has the same probability, it must be returned to the bowl before the next draw. Burroughs (1971,p.58) warns that if one puts the number back into the hat after selection, the number of the population as well

as the sampling fraction changes i.e., the selection of each individual changes slightly the probability for the next case selected. Sibaya (ibid.) also insists that if the number that was

previously picked comes up again, it should be ignored, thus the process is called sampling with replacement (Som 1973,p.20; Williams 1978,p.106 and Sibaya 1993,p.67). This procedure was used to draw a sample of 100 pupils for this investigation.

### **2.7. Planning for the Administration of the Research Instruments:**

Permission to conduct a research was obtained from the town office (Direction de Wilaya de l'Education Saida). Once it was granted, questionnaires were distributed by the researcher to the pupils of the selected secondary schools. The questionnaires were filled in by the learners (100 pupil) in the presence of the researcher who gave explanations in case of ambiguity.

### **2.8. Conclusion:**

The aim of this study was to find out about the attitudes of EFL learners towards English language and speakers; Therefore, tertiary secondary school students represent the appropriate population, and the direct methods 'questionnaires' have been used. Then the data from the questionnaires were processed in the computer program MS Excel.

In this chapter The methods and procedures appropriate to sampling, research instruments, data collection and data analysis have been discussed. Chapter three will then detail the analysis and interpretation of data. The findings of the study will also be discussed.

# Chapter three :

## *Presentation & analysis of data*



**3.1. Introduction:**

In chapter two, a detailed account of research design and methodology was given. Chapter three reflects the analysis and interpretation of data. The findings of the study are also discussed in this chapter.

**3.2. Findings and Discussions:**

**3.2.1. Administration of the Research Instrument:**

The computer program MS Excel was used for analysing data. The results of the present study are mostly presented in terms of tables depicting the responses given to the statements in the questionnaires. These data are shown in terms of percentages. In all the tables in this chapter the categories SA, A, N, D, and SD represent the five different slots that could be ticked off by the respondents for each statement along a continuum from 'strongly agree' to 'strongly disagree' .

**3.2.2. Distribution of Pupils:**

Table.1 illustrates the distribution of learners according to age, gender, and branch of study. The 100 questionnaires that were distributed were filled in, which is a 100% response rate.

**Table.1: Distribution of Pupils in The Study (N= 100)**

Criteria	Levels					
	Age (Years)	17 or less		18		19 or more
	7	7%	62	62%	31	31%
Gender	Male			Female		
	41	41%	59	59%		
Branch of study	Experimental sciences		Management & Economics		Letters & Philosophy	
	58	58%	15	15%	27	27%

Figure.1 shows that (59%) of the sample are female, whereas (41%) are male.

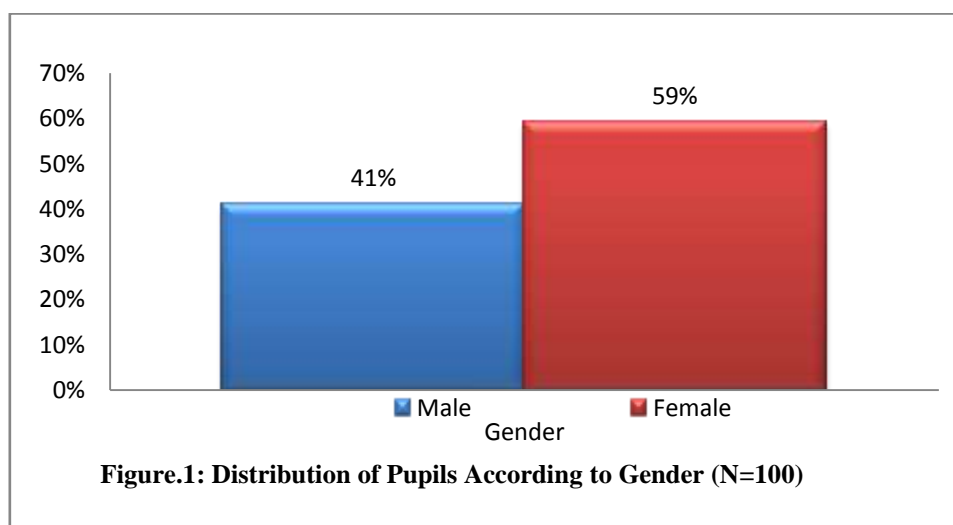


Figure.2 shows that the collected questionnaires spread out three different age group: the youngest represent the minority(7%), however, the 18 years old represent the majority (62%), the oldest represent (31%).

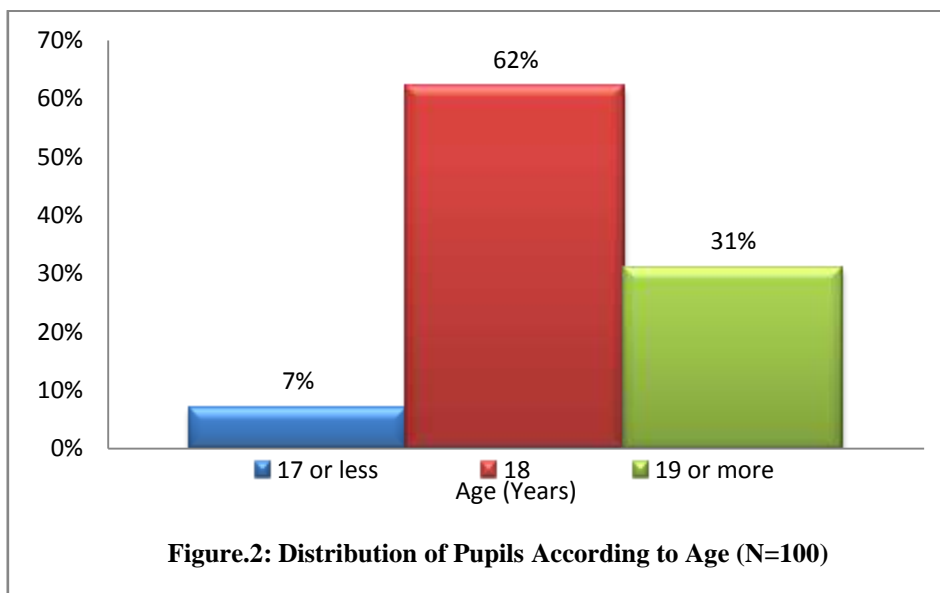
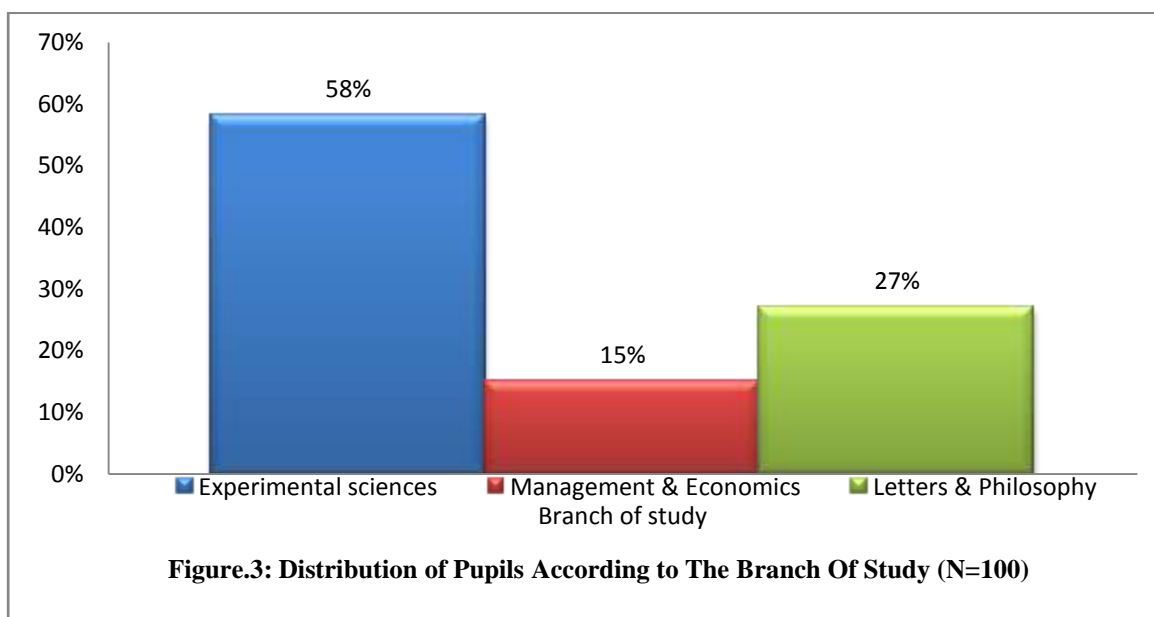


Figure.3 shows that the collected questionnaires spread out three different branch of study group from six branches (three were not picked out by the sampling: Mathematics, Foreign languages, Techniques & Mathematics): Experimental sciences represent more than the half of the sample (58%), Management and Economics represent a minority of (15%), whereas letters and philosophy represent (27%).



**3.2.3. Responses to Each Statement ( Representation and Discussion):**

**3.2.3.1.Statements about attitudes to English language:**

The responses of pupils to each statement are represented according to pupils distribution in relation to age, gender and branch of study in order to highlight which factor influences their responses:

**Statement 1:** I am able to think and analyse the content in English language.

**Table.2: Distribution of Pupils' Responses to Statement 1.**

<b>Statement 1: I am able to think and analyse the content in English language.</b>						
Criteria	(Distribution)	SA	A	N	D	SD
<b>Age (Years)</b>	17 or less	57%	29%	0%	14%	0%
		(4)	(2)	0	(1)	0
	18	15%	82%	0%	3%	0%
		(9)	(51)	(0)	(2)	0
	19 or more	13%	84%	0%	3%	0%
		(4)	(26)	0	(1)	0
<b>Gender</b>	Male	17%	78%	0%	5%	0%
		(7)	(32)	0	(2)	0
	Female	17%	80%	0%	3%	0%
		(10)	(47)	0	(2)	0
<b>Branch of study</b>	Experimental sciences	14%	84%	0%	2%	0%
	(8)	(49)	0	(1)	0	
<b>Branch of study</b>	Management & Economics	0%	100%	0%	0%	0%
	(0)	(15)	0	0	0	
	Letters & Philosophy	33%	56%	0%	11%	0%
(9)	(15)	0	(3)	0		
<b>Total responses</b>		17%	79%	0%	4%	0%
		(17)	(79)	0	(4)	0

A relatively high number of learners, seventy nine (79%), agreed that they are able to think and analyse the content in English language, and seventeen (17%) of them strongly agreed. Only four (4%) disagreed, no one (0%) strongly disagreed and no one (0%) was neutral with the statement.

Concerning age groups, table.2 shows that: for 18 age-old and the oldest the responses were very close, the majority agreed (82% and 84% respectively), whereas only (3%) disagreed. For the youngest (57%) Strongly agreed, (29%) agreed and only (14%) disagreed. Concerning gender, the responses were close, the majority agreed (78% and 80%), (17%) strongly agreed, whereas only a minority disagreed (5% and 3%).Concerning the branch of study, for experimental sciences and letters & philosophy only a minority disagreed (2% and 11%), the majority agreed and strongly agreed; for Management & Economics all the pupils (studying this branch) agreed that they are able to think and analyse the content in English

language. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement (except the (100%) for Management & Economics).

**Statement 2:** English language is difficult and complicated.

**Table.3: Distribution of Pupils' Responses to Statement 2.**

<b>Statement 2: English language is difficult and complicated.</b>						
Criteria		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	0%	14%	0%	29%	57%
		0	(1)	0	(2)	(4)
	18	0%	3%	0%	82%	15%
		0	(2)	0	(51)	(9)
	19 or more	0%	3%	0%	84%	13%
		0	(1)	0	(26)	(4)
<b>Gender</b>	Male	0%	5%	0%	78%	17%
		0	(2)	0	(32)	(7)
	Female	0%	3%	0%	80%	17%
		0	(2)	0	(47)	(10)
	Experimental sciences	0%	2%	0%	84%	14%
	0	(1)	0	(49)	(8)	
<b>Branch of study</b>	Management & Economics	0%	0%	0%	100%	0%
	0	0	0	(15)	0	
	Letters & Philosophy	0%	11%	0%	56%	33%
	0	(3)	0	(15)	(9)	
	<b>Total responses</b>	0%	4%	0%	79%	17%
	0	(4)	0	(79)	(17)	

A relatively high number of learners, seventy nine (79%), disagreed with the statement that English language is difficult and complicated, and seventeen (17%) of them strongly disagreed. Only four (4%) agreed, no one (0%) strongly agreed and no one (0%) was neutral with the statement.

Concerning age groups, table.3 shows that: for 18 age-old and the oldest the responses were very close, the majority disagreed (82% and 84% respectively), whereas only (3%) agreed. For the youngest (57%) Strongly disagreed, (29%) disagreed and only (14%) agreed. Concerning gender, the responses were close, the majority disagreed (78% and 80%), (17%) strongly disagreed, whereas only a minority agreed (5% and 3%).Concerning the branch of study, for experimental sciences and letters & philosophy only a minority agreed (2% and 11%), the majority agreed and strongly agreed; for Management & Economics all the pupils studying this branch disagreed with the statement that the English language is difficult and complicated. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement (except the (100%) for Management & Economics).

**Statement 3:** Learning English is essential in today's world.

**Table.4: Distribution of Pupils' Responses to Statement 3.**

<b>Statement 3: Learning English is essential in today's world.</b>						
Criteria		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	57%	43%	0%	0%	0%
		(4)	(3)	0	0	0
	18	15%	79%	6%	0%	0%
		(9)	(49)	(4)	0	0
	19 or more	13%	87%	0%	0%	0%
		(4)	(27)	0	0	0
<b>Gender</b>	Male	17%	83%	0%	0%	0%
		(7)	(34)	0	0	0
	Female	17%	76%	7%	0%	0%
		(10)	(45)	(4)	0	0
	Experimental sciences	21%	79%	0%	0%	0%
	(12)	(46)	0	0	0	
<b>Branch of study</b>	Management & Economics	33%	67%	0%	0%	0%
	(5)	(10)	0	0	0	
	Letters & Philosophy	0%	85%	15%	0%	0%
	0	(23)	(4)	0	0	
	<b>Total responses</b>	17%	79%	4%	0%	0%
	(17)	(79)	(4)	0	0	

A relatively high number of learners, seventy nine (79%), agreed that learning English is essential in today's world, and seventeen (17%) of them strongly agreed. Only four (4%) were neutral, no one (0%) disagreed and no one (0%) strongly disagreed with the statement.

Concerning age groups, table.4 shows that: for 18 age-old and the oldest the majority agreed (79% and 87% respectively), (15% and 13%) strongly disagreed, and only (4%) 18 age-old were neutral. No one (0%) disagreed and no one (0%) strongly disagreed. For the youngest (57%) Strongly agreed, (43%) agreed. Concerning gender, the majority agreed (83% and 76%), (17%) strongly agreed, whereas only a minority of female was neutral (7%). Concerning the branch of study, for experimental sciences and letters & philosophy the majority agreed (79% and 85%), however, (21%) from the first branch strongly agreed and (15%) from the later was neutral; for Management & Economics (33%) strongly agreed and (67%) agreed that learning English is essential in today's world. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement.

**Statement 4:** I feel excited when I communicate in English with others.

**Table.5: Distribution of Pupils' Responses to Statement 4.**

<b>Statement 4: I feel excited when I communicate in English with others.</b>						
Criteria		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	29%	57%	0%	14%	0%
		(2)	(4)	0	(1)	0
	18	10%	87%	0%	3%	0%
		(6)	(54)	0	(2)	0
	19 or more	6%	90%	0%	3%	0%
		(2)	(28)	0	(1)	0
<b>Gender</b>	Male	10%	85%	0%	5%	0%
		(4)	(35)	0	(2)	0
	Female	10,2%	86,4%	0%	3,4%	0%
		(6)	(51)	0	(2)	0
	Experimental sciences	12%	86%	0%	2%	0%
	(7)	(50)	0	(1)	0	
<b>Branch of study</b>	Management & Economics	0%	100%	0%	0%	0%
	(0)	(15)	0	0	0	
	Letters & Philosophy	11%	78%	0%	11%	0%
	(3)	(21)	0	(3)	0	
	<b>Total responses</b>	10%	86%	0%	4%	0%
	(10)	(86)	0	(4)	0	

A relatively high number of learners, eighty six (86%), agreed that they feel excited when they communicate in English with others, and ten (10%) of them strongly agreed. Only four (4%) disagreed, no one (0%) strongly disagreed and no one (0%) was neutral with the statement.

Concerning age groups, table.5 shows that: for 18 age-old and the oldest the majority agreed (87% and 90% respectively), and (10% and 6%) strongly agreed, whereas only (3%) disagreed. For the youngest (57%) Strongly agreed, (29%) agreed and only (14%) disagreed. Concerning gender, the responses were close, the majority agreed (85% and 86.4%), (10% and 10.2%) strongly agreed, whereas only a minority disagreed (5% and 3.4%). Concerning the branch of study, for experimental sciences and letters & philosophy only a minority disagreed (2% and 11%), the majority agreed and strongly agreed; for Management & Economics all the pupils (studying this branch) agreed that they feel excited when they communicate in English with others. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement (except the (100%) for Management & Economics).

**Statement 5:** To be honest, I really have little interest in English language.

**Table.6: Distribution of Pupils' Responses to Statement 5.**

<b>Statement 5: To be honest, I really have little interest in English language.</b>						
Criteria		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	14%	0%	0%	29%	57%
		(1)	0	0	(2)	(4)
	18	3%	0%	0%	82%	15%
		(2)	0	0	(51)	(9)
	19 or more	3%	0%	0%	84%	13%
		(1)	0	0	(26)	(4)
<b>Gender</b>	Male	5%	0%	0%	78%	17%
		(2)	0	0	(32)	(7)
	Female	3%	0%	0%	80%	17%
		(2)	0	0	(47)	(10)
	Experimental sciences	2%	0%	0%	84%	14%
	(1)	0	0	(49)	(8)	
<b>Branch of study</b>	Management & Economics	0%	0%	0%	100%	0%
	0	0	0	(15)	0	
	Letters & Philosophy	11%	0%	0%	56%	33%
	(3)	0	0	(15)	(9)	
	<b>Total responses</b>	4%	0%	0%	79%	17%
(4)	0	0	(79)	(17)		

A relatively high number of learners, seventy nine (79%), disagreed with the statement that they have little interest in English language, and seventeen (17%) of them strongly disagreed. Only four (4%) agreed, no one (0%) strongly agreed and no one (0%) was neutral with the statement.

Concerning age groups, table.6 shows that: for 18 age-old and the oldest the responses were very close, the majority disagreed (82% and 84% respectively), whereas only (3%) agreed. For the youngest (57%) Strongly disagreed, (29%) disagreed and only (14%) agreed. Concerning gender, the responses were close, the majority disagreed (78% and 80%), (17%) strongly disagreed, whereas only a minority agreed (5% and 3%). Concerning the branch of study, for experimental sciences and letters & philosophy only a minority agreed (2% and 11%), the majority agreed and strongly agreed; for Management & Economics all the pupils studying this branch disagreed with the statement that they have little interest in English language. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement (except the (100%) for Management & Economics) .

**Statement 6:** I wish I could have many English speaking friends.

**Table.7: Distribution of Pupils' Responses to Statement 6.**

<b>Statement 6: I wish I could have many English speaking friends.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	0%	29%	57%	14%	0%
		0	(2)	(4)	(1)	0
	18	0%	81%	16%	3%	0%
		0	(50)	(10)	(2)	0
	19 or more	0%	77.4%	19.4%	3.2%	0%
		0	(24)	(6)	(1)	0
<b>Gender</b>	Male	0%	75.6%	19.5%	4.9%	0%
		0	(31)	(8)	(2)	0
	Female	0%	76.3%	20.3%	3.4%	0%
		0	(45)	(12)	(2)	0
<b>Branch of study</b>	Experimental sciences	0%	82.8%	15.5%	1.7%	0%
	0	(48)	(9)	(1)	0	
	Management & Economics	0%	93%	7%	0%	0%
	0	(14)	(1)	0	0	
	Letters & Philosophy	0%	52%	37%	11%	0%
	0	(14)	(10)	(3)	0	
<b>Total responses</b>		0%	76%	20%	4%	0%
		0	(76)	(20)	(4)	0

Seventy six (76%) of the sample agreed that they want to have English speaking friends, and twenty (20%) of them were neutral. Only four (4%) disagreed, no one (0%) strongly disagreed and no one (0%) strongly agreed with the statement.

Concerning age groups, table.7 shows that: for 18 age-old and the oldest (81% and 77.4% respectively) agreed, whereas only (3% and 3.2%) disagreed and (16% and 19.4%) were neutral. For the youngest (57%) were neutral, (29%) agreed and only (14%) disagreed. Concerning gender, the responses were close, the majority agreed (75.6% and 76.3%), (19.5% and 20.3%) were neutral, whereas only a minority disagreed (4.9% and 3.4%). Concerning the branch of study, for experimental sciences and Management & Economics the majority agreed (82.8% and 93%), (15.5% and 7%) were neutral, and only (1.7%) from Experimental sciences disagreed; for letters & Philosophy more than the half (52%) agreed, (37%) were neutral, and only (11%) disagreed with the statement. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement (except the (93%) for Management & Economics).



**Statement 7:** Most of the time we talk Arabic and French , we do not use English.

**Table.8: Distribution of Pupils' Responses to Statement 7.**

<b>Statement 7: Most of the time we talk Arabic and French , we do not use English.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	0%	43%	0%	57%	0%
		0	(3)	0	(4)	0
	18	0%	44%	0%	56%	0%
		0	(27)	0	(35)	0
	19 or more	0%	45%	0%	55%	0%
		0	(14)	0	(17)	0
<b>Gender</b>	Male	0%	44%	0%	56%	0%
		0	(18)	0	(23)	0
	Female	0%	44%	0%	56%	0%
		0	(26)	0	(33)	0
	Experimental	0%	45%	0%	55%	0%
	sciences	0	(26)	0	(32)	0
	<b>Branch of study</b>	Management & Economics	0%	40%	0%	60%
	Letters & Philosophy	0	(6)	0	(9)	0
	Letters & Philosophy	0%	44%	0%	56%	0%
		0	(12)	0	(15)	0
	<b>Total responses</b>	0%	44%	0%	56%	0%
		0	(44)	0	(56)	0

More than the half of the sample, fifty six (56%), disagreed with the statement that they do not use English, however forty four (44%) of them agreed. Only four (4%) agreed, no one (0%) strongly agreed, no one (0%) was neutral, and no one (0%) strongly disagreed with the statement.

Concerning age groups, table.8 shows that: for the youngest, for 18 age-old, and for the oldest the responses were very close, more than the half disagreed (57%, 56% and 55% respectively), whereas (43%, 44% and 45%) agreed. Concerning gender, the responses were equal, more than the half (56%) disagreed, however, (44%) agreed. Concerning the branch of study, for the three branches the responses were close, more than the half (55%, 60% and 56% respectively) disagreed, whereas (45%, 40% and 44% respectively) agreed that they do not use English. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement.

**Statement 8:** I wish I could speak English fluently.

**Table.9: Distribution of Pupils' Responses to Statement 8.**

<b>Statement 8: I wish I could speak English fluently.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	0%	71.4%	14.3%	14.3%	0%
		0	(5)	(1)	(1)	0
	18	0%	92%	5%	3%	0%
		0	(57)	(3)	(2)	0
	19 or more	0%	87%	10%	3%	0%
		0	(27)	(3)	(1)	0
<b>Gender</b>	Male	0%	90%	5%	5%	0%
		0	(37)	(2)	(2)	0
	Female	0%	88.1%	8.5%	3.4%	0%
		0	(52)	(5)	(2)	0
<b>Branch of study</b>	Experimental sciences	0%	95%	3%	2%	0%
	0	(55)	(2)	(1)	0	
	Management & Economics	0%	93%	7%	0%	0%
	0	(14)	(1)	0	0	
	Letters & Philosophy	0%	74%	15%	11%	0%
	0	(20)	(4)	(3)	0	
	<b>Total responses</b>	0%	89%	7%	4%	0%
	0	(89)	(7)	(4)	0	

The majority of learners, eighty nine (89%), agreed that they want to be fluent in English, and seven (7%) were neutral. Only four (4%) disagreed, no one (0%) strongly agreed and no one (0%) strongly disagreed with the statement.

Concerning age groups, table.9 shows that: for all age groups the majority agreed, only a minority disagreed (14.3%, 3% respectively) or was neutral (14.3%, 5% and 10%). Concerning gender, the responses were close, the majority agreed (90% and 88.1%), (5% and 8.5%) were neutral, whereas only a minority disagreed (5% and 3.4%). Concerning the branch of study, the majority agreed (95%, 93% and 74% respectively), (3%, 7% and 15%) were neutral, whereas only a minority disagreed (2% and 11%) for Experimental sciences and letters & philosophy respectively. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement.

**Statement 9:** English language will help me in my future career.

**Table.10: Distribution of Pupils' Responses to Statement 9.**

<b>Statement 9: English language will help me in my future career.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	28.6%	28.6%	28.6%	14.3%	0%
		(2)	(2)	(2)	(1)	0
	18	8.1%	41.9%	46.8%	3.2%	0%
		(5)	(26)	(29)	(2)	0
	19 or more	6.5%	35.5%	54.8%	3.2%	0%
		(2)	(11)	(17)	(1)	0
<b>Gender</b>	Male	10%	41%	44%	5%	0%
		(4)	(17)	(18)	(2)	0
	Female	8.5%	37.3%	50.8%	3.4%	0%
		(5)	(22)	(30)	(2)	
<b>Branch of study</b>	Experimental sciences	10%	40%	48%	2%	0%
		(6)	(23)	(28)	(1)	0
	Management & Economics	0%	47%	53%	0%	0%
		0	(7)	(8)	0	0
	Letters & Philosophy	11.1%	33.3%	44.4%	11.1%	0%
		(3)	(9)	(12)	(3)	0
<b>Total responses</b>		9%	39%	48%	4%	0%
		(9)	(39)	(48)	(4)	0

Thirty nine learner (39%) agreed and nine (9%) strongly agreed that English will help them in their future career, and forty eight (48%) were neutral. Only four (4%) disagreed, no one (0%) strongly disagreed with the statement.

Concerning age groups, table.10 shows that: only a minority disagreed (14.3%, 3.2% and 3.2%) a significant percentage were neutral (28,6%, 46,8% and 54,8% respectively), whereas the rest of learners (more than the half) agreed (28.6%, 41.9% and 35.5% respectively) and strongly agreed (28.6%, 8.1% and 6.5%). Concerning gender, the responses were close, more than the half either agreed (41% and 37.3%) or strongly agreed (10% and 8.5%), whereas only a minority disagreed (5% and 3.4%), and a significant percentage was neutral (44% and 50.8% respectively). Concerning the branch of study, a minority disagreed (2% and 11.1%), and a significant percentage was neutral (48%, 53% and 44.4%), however a significant percentage either agreed (40%, 47% and 33.3%) or strongly agreed (10% and 11.1%). Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement.

**3.2.3.2. Statements about attitudes to English speakers:**

**Statements10:** I find American people Educated.

**Table.11: Distribution of Pupils' Responses to Statements 10.**

<b>Statement 10: I find American people Educated.</b>						
Criteria		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	57%	29%	14%	0%	0%
		(4)	(2)	(1)	0	0
	18	13%	79%	8%	0%	0%
		(8)	(49)	(5)	0	0
	19 or more	13%	84%	3%	0%	0%
		(4)	(26)	(1)	0	0
<b>Gender</b>	Male	17%	76%	7%	0%	0%
		(7)	(31)	(3)	0	0
	Female	15%	78%	7%	0%	0%
		(9)	(46)	(4)	0	0
<b>Branch of study</b>	Experimental sciences	12.1%	84.5%	3.4%	0%	0%
		(7)	(49)	(2)	0	0
	Management & Economics	7%	80%	13%	0%	0%
		(1)	(12)	(2)	0	0
	Letters & Philosophy	30%	59%	11%	0%	0%
		(8)	(16)	(3)	0	0
	<b>Total responses</b>	16%	77%	7%	0%	0%
		(16)	(77)	(7)	0	0

A relatively high number of learners, seventy seven (77%), agreed that Americans are educated, and sixteen (16%) of them strongly agreed. Only seven (7%) were neutral, no one (0%) disagreed and no one (0%) strongly disagreed with the statement.

Concerning age groups, table.11 shows that: for 18 age-old and the oldest the responses were very close, the majority agreed (79% and 84% respectively), and (13%) strongly agreed, only (8% and 3%) were neutral. For the youngest more than the half (57%) Strongly agreed, (29%) agreed and only (14%) were neutral. Concerning gender, the responses were close, the majority agreed (76% and 78% respectively), (17% and 15%) strongly agreed, only a minority (7%) was neutral. Concerning the branch of study, for experimental sciences and Management & Economics the majority agreed (84.5% and 80%), (12.1% and 7%) strongly agreed, and (3.4% and 13%) were neutral; for letters & philosophy only (11%) were neutral, the rest of pupils either agreed (59%) or strongly agreed (30%) that Americans are educated. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement.

**Statements 11:** I find American people uninteresting.

**Table.12: Distribution of Pupils' Responses to Statements 11.**

<b>Statement 11: I find American people uninteresting.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	0%	14.3%	14.3%	57.1%	14.3%
		0	(1)	(1)	(4)	(1)
	18	0%	10%	8%	79%	3%
		0	(6)	(5)	(49)	(2)
	19 or more	0%	10%	3%	81%	6%
		0	(3)	(1)	(25)	(2)
<b>Gender</b>	Male	0%	7%	12%	76%	5%
		0	(3)	(5)	(31)	(2)
	Female	0%	12%	3%	80%	5%
		0	(7)	(2)	(47)	(3)
	Experimental sciences	0%	6.9%	5.2%	84.5%	3.4%
		0	(4)	(3)	(49)	(2)
<b>Branch of study</b>	Management & Economics	0%	6.7%	6.7%	80.00%	6.7%
		0	(1)	(1)	(12)	(1)
	Letters & Philosophy	0%	19%	11%	63%	7%
		0	(5)	(3)	(17)	(2)
	<b>Total responses</b>	0%	10%	7%	78%	5%
		0	(10)	(7)	(78)	(5)

A relatively high number of learners, seventy eight (78%) disagreed and five (5%) strongly disagreed with the statement that Americans are uninteresting, and seven (7%) of them were neutral. Only ten (10%) agreed, no one (0%) strongly agreed with the statement.

Concerning age groups, table.12 shows that: for 18 age-old and the oldest, the majority disagreed (79% and 81% respectively), (3% and 6%) strongly agreed, and (8% and 3%) were neutral, whereas only (10%) agreed. For the youngest the majority either strongly disagreed (57.1%) or disagreed (14.3%), and only (14.3%) agreed. Concerning gender, the responses were close, the majority disagreed (76% and 80%), (5%) strongly disagreed, (12% and 3%) were neutral, whereas only (7% and 12%) agreed. Concerning the branch of study, a relatively high percentage either disagreed (84.5%, 80% and 63% respectively), (5.2%, 6.7% and 11%) were neutral, only (6.7%, 6.9% and 19%) agreed with the statement that Americans are uninteresting. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement.

**Statements 12:** I find American people Polite.

**Table.13: Distribution of Pupils' Responses to Statements 12.**

<b>Statement 12: I find American people Polite.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	0%	0%	57%	14%	29%
		0	0	(4)	(1)	(2)
	18	0%	84%	5%	6%	5%
		0	(52)	(3)	(4)	(3)
	19 or more	0%	55%	13%	19%	13%
		0	(17)	(4)	(6)	(4)
<b>Gender</b>	Male	0%	90%	5%	0%	5%
		0	(37)	(2)	0	(2)
	Female	0%	54%	15%	19%	12%
		0	(32)	(9)	(11)	(7)
<b>Branch of study</b>	Experimental sciences	0%	78%	12%	5%	5%
	0	(45)	(7)	(3)	(3)	
	Management & Economics	0%	86.7%	0%	6.7%	6.7%
	0	(13)	0	(1)	(1)	
	Letters & Philosophy	0%	40.7%	14.8%	25.9%	18.5%
	0	(11)	(4)	(7)	(5)	
<b>Total responses</b>		0%	69%	11%	11%	9%
		0	(69)	(11)	(11)	(9)

A relatively high number of learners, sixty nine (69%), agreed that Americans are polite, whereas eleven (11%) disagreed and nine (9%) of them strongly disagreed. And eleven (11%) were neutral, no one (0%) strongly agreed with the statement.

Concerning age groups, table.13 shows that: for 18 age-old and the oldest only (6% and 19% respectively) disagreed and (5% and 13%) strongly disagreed, whereas (84% and 55%) agreed and (5% and 13%) were neutral. For the youngest more than the half (57%) were neutral, the rest either disagreed (29%) or strongly disagreed (14%) but this percentage is less than the half. Concerning gender, for males the majority agreed (90%), (5% were neutral, however, only (5%) strongly disagreed; for females more than the half (54%) agreed, (15%) were neutral, whereas (19%) disagreed and (12%) strongly disagreed. Concerning the branch of study, for experimental sciences and Management & Economics the majority (78% and 86.7% respectively) agreed and (12%) were neutral, only (5% and 6.7%) disagreed and (5% and 6.7%) strongly disagreed; for letters & philosophy (40.7%) agreed and (14.8%) were neutral, however (25.9%) disagreed and (18.5%) strongly disagreed that Americans are polite. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement (except a little difference noticed for youngest pupils, females and pupils studying letters & philosophy).

**Statements 13:** I find British people Educated.

**Table.14: Distribution of Pupils' Responses to Statements 13.**

<b>Statement 13: I find British people Educated.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	14%	43%	43%	0%	0%
		(1)	(3)	(3)	0	0
	18	10%	84%	6%	0%	0%
		(6)	(52)	(4)	0	0
	19 or more	39%	61%	0%	0%	0%
		(12)	(19)	0	0	0
<b>Gender</b>	Male	10%	85%	5%	0%	0%
		(4)	(35)	(2)	0	0
	Female	25.4%	66.1%	8.5%	0%	0%
		(15)	(39)	(5)	0	0
	Experimental sciences	7%	84%	9%	0%	0%
	(4)	(49)	(5)	0	0	
<b>Branch of study</b>	Management & Economics	93%	0%	7%	0%	0%
	(14)	0	(1)	0	0	
	Letters & Philosophy	3.7%	92.6%	3.7%	0%	0%
	(1)	(25)	(1)	0	0	
<b>Total responses</b>		19%	74%	7%	0%	0%
		(19)	(74)	(7)	0	0

A relatively high number of learners, seventy four (74%), agreed that British are educated, and nineteen (19%) of them strongly agreed. Only seven (7%) were neutral, no one (0%) disagreed and no one (0%) strongly disagreed with the statement.

Concerning age groups, table.14 shows that: for 18 age-old and the oldest more than the half agreed (84% and 61% respectively), and (10% and 39%) strongly agreed, only (6%) of 18 age-old were neutral. For the youngest (43%) agreed, (14%) Strongly agreed and (43%) were neutral. Concerning gender, more than the half (85% and 66.1% respectively) agreed, (10% and 25.4%) strongly agreed, only a minority (5% and 8.5%) was neutral. Concerning the branch of study, for experimental sciences and letters & philosophy the majority (84% and 92.6%) agreed, (7% and 3.7%) strongly agreed, and (9% and 3.7%) were neutral; for Management & Economics only (7%) were neutral, the rest of pupils (93%) strongly agreed. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement, Although, high percentage of those studying Management & Economics are scoring the higher percentages of positive attitudes till this statement.

**Statements 14:** I find British people uninteresting .

**Table.15: Distribution of Pupils' Responses to Statements 14.**

<b>Statement 14: I find British people uninteresting.</b>						
Criteria		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	0%	29%	71%	0%	0%
		0	(2)	(5)	0	0
	18	0%	26%	11%	60%	3%
		0	(16)	(7)	(37)	(2)
	19 or more	0%	45%	0%	45%	10%
		0	(14)	0	(14)	(3)
<b>Gender</b>	Male	0%	20%	29%	49%	2%
		0	(8)	(12)	(20)	(1)
	Female	0%	40.7%	0%	52.5%	6.8%
		0	(24)	0	(31)	(4)
<b>Branch of study</b>	Experimental sciences	0%	38%	12%	45%	5%
	0	(22)	(7)	(26)	(3)	
	Management & Economics	0%	47%	0%	53%	0%
	0	(7)	0	(8)	0	
	Letters & Philosophy	0%	11%	19%	63%	7%
	0	(3)	(5)	(17)	(2)	
	<b>Total responses</b>	0%	32%	12%	51%	5%
	0	(32)	(12)	(51)	(5)	

fifty one (51%) of learners disagreed and five (5%) strongly disagreed with the statement that British are uninteresting, and twelve (12%) of them were neutral. Thirty two (32%) agreed, no one (0%) strongly agreed with the statement.

Concerning age groups, table.15 shows that: for 18 age-old and the oldest, more than the half either agreed (60% and 45% respectively) or strongly agreed (3% and 10%), and only (11%) of 18 age-old were neutral, however (26% and 45%) agreed. For the youngest, a relatively high percentage of respondents was neutral (71%) and the rest (29%) agreed. Concerning gender, more than the half either agreed (49% and 52.5%) or strongly agreed (2% and 6.8%), (29%) of males were neutral, whereas (20% and 40.7%) agreed. Concerning the branch of study, more than the half either disagreed (45%, 53% and 63% respectively) or agreed (5%, 0% and 7%), and (12%, 0% and 19%) were neutral, however (38%, 47% and 11%) agreed. with the statement that Americans are uninteresting. Thus, age, gender and branch of study have no significant influence on pupils' responses to this statement, though the negative attitude of females studying experimental sciences and Management & Economics towards British is noteworthy.



**Statements 15:** I find British people Polite.

**Table.16: Distribution of Pupils' Responses to Statements 15.**

<b>Statement 15: I find British people Polite.</b>						
<b>Criteria</b>		<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>Age (Years)</b>	17 or less	28.6%	28.6%	28.6%	14.3%	0%
		(2)	(2)	(2)	(1)	0
	18	10%	87%	0%	3%	0%
		(6)	(54)	0	(2)	0
	19 or more	6.5%	58%	32.3%	3.2%	0%
		(2)	(18)	(10)	(1)	0
<b>Gender</b>	Male	7%	68%	20%	5%	0%
		(3)	(28)	(8)	(2)	0
	Female	12%	78%	7%	3%	0%
		(7)	(46)	(4)	(2)	0
<b>Branch of study</b>	Experimental sciences	12%	81%	5%	2%	0%
		(7)	(47)	(3)	(1)	0
	Management & Economics	6.7%	86.7%	6.7%	0%	0%
		(1)	(13)	(1)	0	0
	Letters & Philosophy	7%	52%	30%	11%	0%
	(2)	(14)	(8)	(3)	0	
	<b>Total responses</b>	10%	74%	12%	4%	0%
		(10)	(74)	(12)	(4)	0

A relatively high number of learners, seventy four (74%), agreed that British are polite, and ten (10%) strongly agreed, whereas only four (4%) disagreed and twelve (12%) of them were neutral. No one (0%) strongly disagreed with the statement.

Concerning age groups, table.16 shows that: for 18 age-old the majority either agreed (87%) or strongly agreed (10%), and only a minority (3%) disagreed. For the youngest and the oldest more than the half either agreed (28.6% and 58% respectively) or strongly agreed (28.6% and 6.5%), whereas (14.3% and 3.2%) disagreed and (28.6% and 32.3%) were neutral. Concerning gender, a relatively high number agreed (68% and 78%), (7% and 12%) strongly agreed, and (20% and 7%) were neutral, however, only (5% and 3%) disagreed. Concerning the branch of study, for experimental sciences and Management & Economics the majority (81% and 86.7% respectively) agreed and (12% and 6.7%) strongly agreed, only (5% and 6.7%) were neutral, whereas only (2%) studying experimental sciences disagreed; for letters & philosophy more than the half agreed (52%) agreed and (7%) strongly agreed, (30%) were neutral, however, only (11%) disagreed. Thus, age, gender and branch of study have no

significant influence on pupils' responses to this statement (except a little difference noticed for youngest pupils, females and pupils studying letters & philosophy).

### 3.3. **Conclusion:**

The goal from the questionnaires was to test pupils attitudes towards English language and speakers, it is obvious from the analysis above that a relatively high percentages of pupils have positive attitudes, yet, there are some observations to be made.

Firstly, concerning pupils attitudes towards English language, the majority of pupils claim that: they are able to think and analyse the content in English, English is essential, they feel excited when communicating in English, they want to have many English speaking friends and they want to speak English fluently. Moreover, the majority of the pupils insist that: English is not difficult or complicated, and English interests them. But, although more than the half of them have positive attitudes about the use of English, almost the half of them assert that they do not use English and their vision of English in their future carrier is not yet clear.

Secondly, concerning pupils attitudes towards English speakers, a relatively high number of the pupils claim that they find Americans educated, interesting and polite; and they find British educated and polite, but only a half of them find British interesting.

Thirdly, it is obvious that pupils studying Management & Economics scored the highest percentages of positive attitudes towards English Language and speakers.

Fourthly, there is no significant influence of age , gender or branch of study on pupils' attitudes towards English language and/or English speakers.

To sum up, the pupils of 'Abi Amama' and 'Berrahou Mohamed' Secondary schools have positive attitudes towards English language and speakers, with no significant influence of age, gender or branch of study on their attitudes, although pupils studying Management & Economics scored the highest percentages of positive attitudes towards English Language and speakers.

## **General conclusion:**

The present study, the first one, at Dr. Tahar Moulay University, to investigate secondary school pupils' attitudes towards English language and speakers in Saida town, supports the general contention that the positive language and speakers attitudes let learner have positive orientation towards learning the target language. The results of the investigation led to the following conclusions :

- The pupils of 'Abi Amama' and 'Berrahou Mohamed' Secondary schools have positive attitudes towards English language and speakers, with no significant influence of age, gender or branch of study on their attitudes, although pupils studying Management & Economics scored the highest percentages of positive attitudes towards English Language and speakers.
- The pupils' obvious positive attitude towards English language and speakers may lead to conclude that they are well aware of the importance of English and the importance of learning it as an important subject.

Attitude concept is considered as an essential component in language learning according to the planned objectives related to TEFL. Thus, the aim of this study was to find out about secondary school pupils' attitudes towards English language and speakers, and to test the validity of the three postulated hypotheses. Eventually, two hypotheses were approved, whereas one was rejected:

- Secondary schools pupils' attitudes towards English language and speakers (Americans and British) are positive .
- TEFL at secondary schools has reached the planned objectives related to language attitude.
- Gender, age and the branch of study have no significant influence on pupils' attitudes towards English language and speakers .

As with all attitude surveys, there is a real problem with validity and being sure that the students are showing what they really think rather than what they would like things to be, or what others want them to say. In addition, the samples were very large and representative of the population, and this suggests that reliability will not be a problem and that the results can be generalized locally.

The sample of this study consisted of 100 secondary school pupils. More research, with a bigger sample, preferably a nationwide study, would be appreciated so that the results can be generalized nationally with great confidence. Further studies and researches about pupils' attitudes towards the curriculum would be carried out, in order to find out the major causes of convergence/divergence between learners' attitudes towards English language and speakers, and their attitudes towards the curriculum, hence, improving the curriculum in case of convergence, and finding solutions in case of significant divergences and/or in case of non usefulness of the TEFL methods and approaches used to reach the planned conceptual and cultural purposes.

In conclusion, this study has achieved its objective of getting to understand EFL learners' attitudes towards English language and speakers, and the factors influencing them. It has also provided recommendations for further researches.



*List of References*  
&  
*Appendices*

## **LIST OF REFERENCES**

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**Appendix A: Questionnaire**

*Dr Moulay Tahar University of Saida.*

Dear pupils, This questionnaire is an attempt for gathering information to shed the light on pupils' attitudes towards English language and speakers.

We would be very grateful if you help us by filling in the questionnaire. Your answers are of great help, and they will be used for the sole purpose of academic research. Your cooperation is highly appreciated.

1-Your age: 17 or less  18  19 or more

2-Are you: Male  Female

3-Which school do you attend? .....

4-Which branch do you study? .....

**Please, Tick one box on each line to indicate your view:**

<i>Section 2</i>	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- I am able to think and analyze the content in English language.					
2 - English language is difficult and complicated.					
3- Learning English is essential in today's world.					
4- I feel excited when I communicate in English with others.					
5- To be honest, I really have little interest in English language.					
6- I wish I could have many English speaking friends.					
7 - Most of the time we talk Arabic and French , we do not use English.					
8- I wish I could speak English fluently.					
9- English language will help me in my future career.					
10-I find American people Educated.					
11-I find American people uninteresting.					
12-I find American people Polite.					
13-I find British people Educated.					
14-I find British people uninteresting.					
15-I find British people Polite.					

*Thank you indeed*

**ملخص:** يرتبط الموقف اتجاه اللغة ارتباطا كبيرا بأهداف تدريس اللغة الإنجليزية كلغة أجنبية، تلك الأهداف تتمثل في دفع الطلاب إلى فهم أكبر لشعوب العالم، من خلال منحهم نظرة ايجابية عن عادات وطرق تفكير الشعوب الناطقة باللغة التي يتعلمونها. ولذلك، فإن الهدف الرئيسي لهذه الدراسة هو البحث في المواقف اتجاه اللغة الإنجليزية والمتحدثين بها، لدى تلاميذ ثانويتي 'أبي عمامة' و 'برحو محمد' بمدينة سعيدة؛ لهذا الغرض تم إجراء بحث وصفي، استقصائي ونوعي باستخدام منهجية البحث الاستقصائي المباشر والذي يتضمن أساليب مثل الاستبيانات. بعدها، تمت معالجة المعلومات المتحصل عليها من مئة (100) استبيان موزع، باستعمال برنامج MS Excel ثم تحليلها. نتائج التحقيق المنجز دلت على أن التلاميذ لديهم مواقف إيجابية تجاه اللغة الإنجليزية والمتحدثين بها، وعلى عدم وجود تأثير واضح للسن أو الجنس أو تخصص الدراسة على مواقفهم، رغم أن تلاميذ تخصص تسيير واقتصاد سجلوا أعلى النسب في المواقف الإيجابية اتجاه اللغة الإنجليزية والمتحدثين بها. ولقد وفقت هذه الدراسة في بلوغ هدفها المتمثل في معرفة مواقف تلاميذ الثانويات تجاه اللغة الإنجليزية والمتحدثين بها، كما أكدت على ضرورة إجراء المزيد من الدراسات والبحوث حول مواقف التلاميذ اتجاه المنهج التعليمية المتبعة، قصد معرفة الأسباب الرئيسية للتكامل أو التناقض بين مواقف التلاميذ اتجاه اللغة الإنجليزية والمتحدثين بها، ومواقفهم اتجاه المنهج الدراسي.

**الكلمات المفتاحية:** التخصص، الثانوية، الجنس، العمر، اللغة الإنجليزية، متعلمو اللغة الإنجليزية كلغة أجنبية، المتكلمون باللغة الإنجليزية، المواقف اتجاه اللغة.

**RÉSUMÉ:** L'attitude linguistique est très liée aux objectifs de l'enseignement de l'Anglais comme langue étrangère (EALÉ) visant à guider les élèves vers une meilleure compréhension des différents peuples, en leur offrant un aperçu sympathique sur les modes de vie et sur les gens qui parlent la langue qu'ils apprennent. Pour cela, l'objectif principal de cette étude été d'examiner les attitudes des élèves de troisième année secondaire à l'égard de la langue anglaise et des Anglophones, dans deux lycées 'Abi Amama' et 'Berrahou Mohamed' de la ville de Saida. Ainsi, une recherche descriptive, fondamentale et qualitative été effectuée en menant une enquête par distribution de questionnaires. Puis, les données des 100 questionnaires recueillis ont été traités via le programme MS Excel, et analysées.

Les résultats de cet enquête ont conduit à la conclusion que les lycéens ont des attitudes positives envers l'Anglais et les Anglophones, sans aucune influence significative de l'âge, du sexe ou de la branche d'étude sur leurs attitudes, bien que les élèves de Gestion & Economie ont marqués les pourcentages les plus élevés d'attitudes positives envers l'Anglais et les Anglophones.

Cette étude a atteint son objectif d'obtenir une vue claire sur l'attitudes des lycéens (apprenants de l'Anglais come langue étrangère) envers l'Anglais et les Anglophones ; et recommande que d'autres études et recherches sur les attitudes des lycéens envers les programmes scolaires seraient menées, afin de détecter les causes principales de la convergence ou divergence entre les attitudes des apprenants de l'Anglais come langue étrangère envers l'Anglais et les Anglophones, et leurs attitudes à l'égard des programmes scolaires.

**Mots clés:** L'Age, les Anglophones, les Attitudes, la Branche d'Etude, Les Élèves de l'EALÉ, la langue Anglaise, les Lycées, le Sexe.

**ABSTRACT:** Language/Linguistic attitude is related to the objective of TEFL which is bringing students to a greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of life and ways of the people who speak the language they are learning. Therefore, the main purpose of this study is to investigate tertiary pupils' attitudes towards English language and speakers in 'Abi Amama' and 'Berrahou Mohamed' secondary schools of Saida town, Hence, a descriptive, fundamental and qualitative research is carried out using a survey research methodology (direct Approach) which includes methods like questionnaires. Then, the data from the 100 collected questionnaires were processed in the computer program MS Excel and analysed.

The results of the investigation led to the conclusion that the learners have positive attitudes towards English language and speakers, with no significant influence of age, gender or branch of study on their attitudes, although pupils studying Management & Economics scored the highest percentages of positive attitudes towards English Language and speakers.

This study has achieved its objective of getting to understand EFL learners' attitudes towards English language and speakers, and it recommended that further studies and researches about EFL learners' attitudes towards the curriculum would be carried out, in order to find out the major causes of convergence/divergence between learners' attitudes towards English language and speakers, and their attitudes towards the curriculum.

**Key words:** Age, Attitudes, Branch of Study, EFL Learners, English Language, English Speakers, Gender, Secondary Schools.