

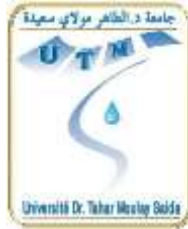
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Ministry of higher Education and Scientific Research

University of Dr Moulay Tahar -Saida-

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**An Understanding of Affective and Socio-cultural
Learners' attitudes towards EFL**

**Case study: Students of English Department at Dr Moulay
Tahar University.**

A dissertation submitted in the Department of English and Literature in partial fulfillment of
the Requirement of Master Degree in Didactics of EFL.

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Abstract:

This study aims at investigating students' attitudes towards EFL learning situation, checking whether their attitudes are effected by their social background and their readiness to learn, in addition to reviewing and analyzing the interrelationship between the learners' attitude and the factors that have an impact on it, and in order to achieve the objectives of this study some questions are asked among which: If taking into consideration all various aspects of attitudes of learners would help them promoting positive attitudes towards the EFL learning situation, and to which does these aspects impact the learners attitude.

Data were collected for this study in order to explore whether students are satisfied with their learning situation, and to measure the level of influence between their attitudes and their social and cultural background in addition to the psychological aspect.

Actually, the findings of this study reveal that the majority of students have positive attitudes towards their learning situation, besides their satisfaction with their teachers' qualification, the teaching procedures and methods, and the way they are evaluated.

By the end, we try to give some suggestions to students in order to make up for their weaknesses and problems, and enhance their attitudes through implementing some key factors to promote positive attitudes towards their EFL learning.

1 General Introduction:

It is regarded that language learning is the corner stone of human existence, knowing a language can help us to express our opinions, hopes, and dreams. In foreign language contexts, there are various factors that influence the learning process including attitudes and motivation, however; on the context of English as a foreign language, different learners appear to have different attitudes, the reason why the matter of learners' attitude is acknowledged as one of the most important factors that have an impact on language learning.

Students of English Department at Dr Mouley Tahar University in Saida are considered to hold positive attitudes towards the EFL learning process, since this study looks into the concept of attitude as one of the major effective factors in EFL context, and in order to test whether this hypothesis is true or not; an investigation has to be made through scientific tools;

Accordingly, the purpose of this study is to study the various factors that may affect the learners' attitude towards learning English, and to explore to what extent their attitudes are effected, and in order to accomplish this purpose questions should be asked such as:

1. What are the attitudes of Algerian learners towards EFL context?
2. To what extent do the affective and socio-psychological factors and their cultural background affect their EFL learning process?

According to students' questionnaire and teachers' interview, in addition to a period of observation the result reveals that the majority of students face difficulties while learning English, and this may be due to their negative attitude towards their learning process, in the same line of thought others hold positive attitude and are aware of the effectiveness of learning a foreign language in developing their linguistic, social and cultural competencies.

Indeed, in order to get reliable results, we try to required process of scientific tools, starting by preparing questionnaire to students, than conducting interviews with teachers, besides having a period of observation. Our aim is to spot the light on

students' attitude towards EFL context as well as their learning situation, and how these aspects can influence their linguistic competencies. Furthermore, this study is divided into four chapters. The first chapter which deals with the significance of language learning, and attitudes that may affect the learning process; in addition to the various factors that impact the learners' attitude, however; the second chapter deals with the description of the research tools used to conduct this study, while the third chapter involves the finding of the questionnaire, the interview, and the classroom observation which were conducted at Dr Mouley Tahar University –Saida at the English Department, moreover; the last chapter includes the discussion of the results and promoting solutions to the problems.

This study come across a number of difficulties and obstacles; such as: luck of time, lack of references, the unavailability of library at University and many students of the sample who gave dishonest answers.

2.1 Introduction:

The relationship between the language use and the nature of individuals is highly important, that is attitude is considered as one of the key predominant factors for success in language learning.

Foreign language learners' attitudes are said to reflect their beliefs and opinions about that language and its culture as well as their own culture, but this fact is always related to the nature of that foreign language; since it can be similar to the native language of the native language of the learner or not. In case of Algerian students learning English as a foreign language, many factors influence their attitudes in a clear manner towards their learning such as the individual differences, the nature of society as well as the community beliefs, moreover the political climate plays an important role .

2.2 Definition and Function of Language:

Linguists and educationalists have been trying to find a definition of language over years, some definitions are presented in order to check whether certain concepts such as: people, ideas, culture, and communication are included .

Language has been defined as:

“Whole body of words and methods of combination of words used by a nation, people, or a race“ (*Oxford Illustrated Dictionary*).

“The expression and communication of emotions or ideas between human beings by means of speech and learning, the sounds spoken or heard being systemized and confirmed by use among a given people over a period of time“ (*The New Practical Standard Dictionary of the English Language, Vol I; 751*).

“Spoken or written speech used by one nation or a tribe, or similar large group of people“(*Word Book Dictionary*).

“ A system of communication, which consists of a set of sounds and written symbols, which are used by people of a particular country or region for talking or writing“. (*English Language Dictionary, 809*).

Thus language includes some common features that can be drawn, involving words, thoughts, emotions, and people which represent the values, beliefs, and customs of a

specific culture, that is language cannot be studied separately from the culture it represents.

2.3 Learning a Foreign Language:

Learning a foreign language has become an essential means of gaining prestige in social and professional environments, thus foreign language competence has become a respected feature of educated individuals, it is generally believed that language learning provides learners with general education and knowledge about other cultures and civilizations, it is held two major values in learning a foreign language:

- The extrinsic value of learning English as a foreign language involves its practical use, students here may learn the English language in order to read textbooks and articles in English, to travel to a country where English is spoken, to get a job where the knowledge of English language is essential, or for admission or for graduation from University.
- The Intrinsic Value of Learning English as a Foreign Language refers to the value of learning the language itself; since learning a foreign language has humanistic and intellectual benefits, it liberates the individual from linguistic limitations of one single language, moreover depending on translation in order to understand others works is inadequate.

2.3.1 Spread of English in the World:

It is reported that English is conceived as the official language in twenty one countries and as co-official language in sixteen other countries, certain reasons have contributed to the spread of that language and promoted its use among different nations, starting with the historical reasons such as the British colonialism which lasted long enough for countries to get influenced and adopt the English language.

Another factor contributing to the wide use of English is the scientific and technological superiority of the United States after the First World War, which made the country a creator and market of science and technology. That is to say English has become needed for educational and communicative purposes among various countries.

At University many non-English speaking countries use English in various subjects; especially scientific and technological ones, English Departments are established in mostly all Universities offering instructions in the language learning.

2.3.2 Spread of English in Algeria:

In order to answer the following question: What is the value of learning English language for Algerian University students?. It is important to shade the light on the historical background of the country.

Algeria is an Arabic speaking country which has French as a second language due to the long period of French colonialism, that is; French language has been valued among Algerian society.

English is now considered to be the first international language in the world, it is needed then for communicative and commercial purposes, it is hypothesized that learning English in Algeria is fostered by its extrinsic value, “English has an essential instrumental value in the Arab countries at the individual level and national one, the reasoning behind this is that Arabs are now torn between their loyalty to Arabic for ideological, cultural, and nationalistic values and the learning of English as a linguistic base for keeping up with modern technology “. (Abulhamidia, 1984). The fact that teaching and learning foreign languages in addition to French language has been part of the Algerian curriculum in schools and Universities not for a long time.

It is not a secret that English is one of the most challenging languages to learn, certainly students’ difficulties towards English depends on which language (s) they already know. That is, English is naturally going to be easier to learn if one has already knowledge about a language that have the same roots, thus; it is related to the degree to which the native language differs from English. For instance, a native speaker of Chinese may face more obstacles during his English language learning process than a native speaker of French, because French is closely similar to English than Chinese is.

2.4 Definition and components of attitude:

Attitude is a psychological compose, it is a mental and emotional substance that characterizes an individual, it is a stimulated state of mind of an individual regarding a value

and brought on through a responsive expression towards a person, a thing, or an event, which is named the attitude object, and which in turns impacts the individual's thoughts and actions.

Researchers in the field of psychology and education; especially in the field of language learning consider different definitions of attitude which mention different meanings from different contexts and perspectives.

Attitudes are difficult to define. A history of attitude studies shows that early workers were not sure how to separate attitudes from other constructs in psychology and there was a tendency to assimilate attitudes with feelings. Thus, Thurnstone (1929; 222 – 241) defined attitude as how favorable or unfavorable an individual or a group of people can be towards a given issue. Moreover attitudes were not clearly separated from behaviors. Linkert (1932) defined attitudes in terms of a certain range within which responses move.

Allport (1935) combined both ideas of Thurnstone and Linkert saying that attitudes are “A mental and neural state of readiness to respond to organized through experience, exerting a directive and a dynamic influence on behavior“. This definition was used widely and still useful today; since it emphasizes the invisible construct nature of attitudes while showing how they can direct behaviors.

Gardner (1972) pointed out that attitudes are evaluative reactions to some referent. Thus, attitude is the set of beliefs that learners hold towards the members of the target language group, and the target language culture, in case of classroom learning; towards their teachers and the learning they are given. In other words, attitudes refer to the way of feeling, thinking, or behaving of learners, moreover; attitude in the language learning can also be viewed as the way learners feel about learning a given language.

Gardner (1972) concluded that the ability of students to master a foreign language is not only influenced by the mental competence or language skills, but also on student's attitudes and perceptions towards the target language. As attitude impact the learning ability, they are considered as a fundamental factor influencing language performance. Achievements in a target language rely not only on intellectual capacity, but also on language learning? This means that language learning should be approached primary as a social and psychological phenomenon rather than a purely academic aspect .

2.4.1 Aspects of Attitudes:

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, behavioral, and cognitive domains, since when one has a specific subject, he is supposed to think and behave in a different manner and one's beliefs has been distinguished. (Kara, 2009).

Gardner presented a comprehensive definition of attitude concept, he classified the term attitude into three main components namely: cognitive, affective, and behavioral, as long as the learning process has social as well as psychological aspects besides the cognitive approach, that is the attitude concept can be viewed from the above three dimensions, accordingly; each of these dimensions has different features to bring out language attitude results.

Gardner called these three aspects of attitude " **The ABC model**".

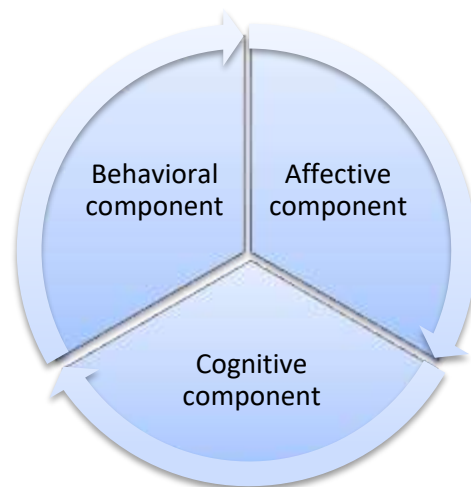


Figure 1: The ABC model (Gardner, 1992)

It is generally believed that attitude represents the positive or negative mental and neural readiness towards an attitude object, in this case of study towards the foreign language learning context.

- Affective component (neural) → feelings and emotions.
- Behavioral component (readiness) → response and action.
- Cognitive component (mental) → belief and evaluation

- **Affective component of attitude:**

The affective component is the emotional response towards an attitude object, that is helping learners to express whether they like or dislike the learning process, furthermore; the learner's attitude towards the learning situation cannot be determined by simply identifying their beliefs towards it, because emotions work simultaneously with the cognitive process.

Feng & Chenn (2009) stated that: "Learning process is an emotional process, it is affected by different emotional factors, the teacher and his students engage in various emotional activities in it and varied fruits are yield". Thus the inner feelings and emotions of foreign language learners influence their perspectives and attitudes towards the target language.

- **Behavioral component of attitude:**

The behavioral component is a verbal or non-verbal behavior tendency by an individual and it consists of actions or observable responses that are the results of an attitude object. It deals with the way a learner behaves and reacts in the learning situation, in fact; the successful language learning context enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) stated that: "Positive behaviors towards courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also absorbed to be more eager to solve problems, to acquire the information and skills useful for daily life to engage themselves emotionally".

- **Cognitive component of attitude:**

The cognitive component is an evaluation of an entity that constitutes an individual's opinion (belief or disbelief) about the attitude object, it involves the beliefs of the language learners about knowledge that they receive and their understanding in the process of language learning. The cognitive attitude towards learning can be classified into four steps:

- ✓ Connecting the previous knowledge to the new one.
- ✓ Creating new knowledge.

- ✓ Checking new knowledge.
- ✓ Applying new knowledge in various situations.

2.4.2 Three Dimension model of attitude:

The three dimension model of attitude is based on the various combinations of Affect (feeling), behavior (dealing), and cognitive (meaning) components of attitude. It is obvious that these three components are crucial and should be taken into consideration, that is when these three aspects are joined together; they construct an overall attitude about the learning situation. It is also evident that each component can be either positive or negative, the combination of these three components will be referred as triodes, each triode reflects a different state of attitude.

Triode	Affect	Behavior	Cognition
PPP	Positive	Positive	Positive
PPN	Positive	Positive	Negative
PNP	Positive	Negative	Positive
PNN	Positive	Negative	Negative
NPP	Negative	Positive	Positive
NPN	Negative	Positive	Negative
NNP	Negative	Negative	Positive
NNN	Negative	Negative	Negative

Table 1: Attitude Triode (Spooner 1992)

- **PPP Triode:** This triode is the combination when the three components of attitude : affect, behavior, and cognition are positive, thus , this situation involves learners having not only positive feelings towards the learning context but also having positive beliefs over information , than his final response would be favorable .

- **PPN Triode:** This triode is the combination of positive affect, positive behavior, but negative cognition, here the individual likes the learning situation but have a kind of confusion during evaluation based on various sources, than taking a favorable action after a clear clarification.
- **PNP Triode:** This triode is the combination of positive affect, positive cognition, and negative behavioral component, in this situation; the learner has both positive feelings and beliefs towards the learning process although he takes an unfavorable decision.
- **PNN Triode:** In this triode only the affect is positive, behavior and cognitive components are negative. This situation involves individuals liking the learning situation, but because of reliable information from various sources they made a rational assessment of negative opinion, than taking an unfavorable decision.
- **NPP Triode:** When affect component is negative with both behavior and cognitive component are positive, creating the NPP triode, in this combination; if an individual does not like the learning situation, but because of positive evaluation his decision would be favorable.
- **NPN Triode:** This combination involves negative affect and cognitive component, but positive behavior. In this rare situation, the learner neither likes the learning context nor information provided in the learning context, but because of understanding and realization of its utility; he promotes positive attitude.
- **NNP Triode:** This combination of both negative affect and behavior, but positive cognitive component including a learner who does not like the learning situation and respond unfavorably although the evaluation of the situation is positive.
- **NNN Triode:** one of the most common combinations is when all the three components are negative, which involves learners neither liking the learning process, nor the information, thus their responses would be unfavorable, that is they would have negative behavior.

As conclusion, language teachers and researchers, and students should acknowledge that positive attitudes of students facilitate the learning, that is, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will not be motivated and enthusiastic in language learning, therefore; learners' attitude could incorporate in language learning because it may influence their performance in acquiring the target language.

2.5 Factors Influencing Attitude towards EFL:

There are many factors contributing to the formation of learners' attitudes towards EFL contexts, according to Gardner (1972) these factors can be grouped into three main domains: the learner, the teaching / learning situation, and the environmental context of the teaching / learning situation.

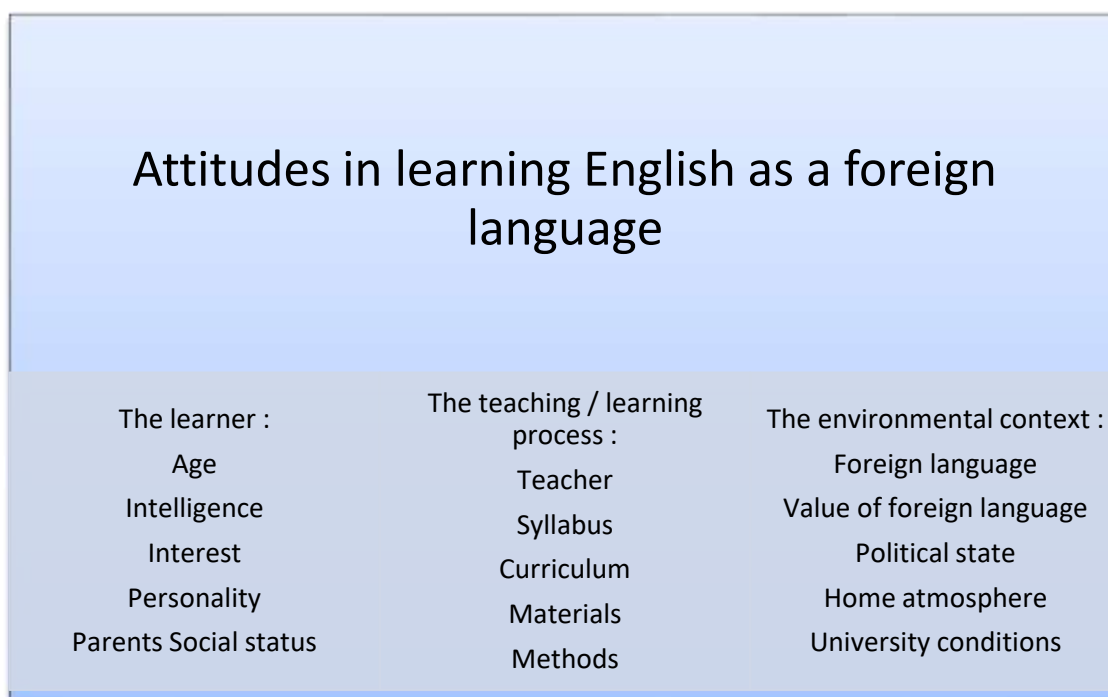


Figure 2: Factors Influencing Attitude towards EFL (Gardner, 1972).

The factors represented in the figure above tend to form the attitude of students studying a foreign language, which in turns influence achievement in the language learning, these factors comprise the variables to be studied. In order to shade the light on the most crucial aspects influencing attitudes, it is necessary to take into consideration the social aspect, the psychological factors, the cultural factors, and the relevance of the syllabus.

2.5.1 Social Factors:

The social context where FLL takes place influences clearly the learner's attitudes in the process of learning. Thus, social factors refer to any characteristics of a social community which might impact an individual's acquisition of a foreign language, for

example; the linguistic nature of the community whether monolingual or bilingual, the political climate in relation to bilingualism or mono-lingualism, the socio-economic status of the learner whether high or low, the parental encouragement, and the language learning context whether formal or informal.

“The social context may to some extent account for a learner’s attitude towards a foreign language“(Gardner; 1988). Arguing whether Algeria is a bilingual or monolingual set a questionnaire, because of the contradiction of viewpoints a question were asked to different students: Is the Algerian society bilingual or monolingual ?

Majority of students claimed that the Algerian society might be considered as monolingual since majority of the Algerians cannot master any language not the Modern Standard Arabic, illustrating that the Algerians use words in French within their speech just because of French colonialism, and that is hard for individuals to develop bilingual skills.

Foreign language learning is highly recommended, since mastering a foreign language is highly valued for social communication, as well as higher educational purposes. Whereas the learner’s social class clearly influences the achievements in FLL; high social class students tend to perceive their foreign language competencies more positively than lower class students, they generally have more chances to meet foreigners and people of the target language through travelling and attending certain meetings.

Moreover parents tend to have a major role in their children’s FLL process, Gardner (1977) identifies two major roles of parents concerning their FLL; either active or passive. The active role of parents refers to monitoring their FLL progress, and supervising their success, while the later may include encouraging them and supervising them but transferring negative attitude towards the FLL, this can be manifested through negative comments about speakers of the target language, or showing apathy in the foreign language. For example; parents may encourage their children to learn the language and stress its importance, at the same time showing negative attitudes towards the target language group, thus undermining their active role.

Gardner (1960) claimed that integrative oriented students come from integrative oriented parents who show favorable attitudes towards the target language group, thus the degree of skills the learner attains depends on the attitudinal atmosphere at home.

2.5.3 Psychological Factors:

The psychological side of a learner has a clear impact on his language learning process, it refers to the individual differences which could be characterized by the following aspects: age, gender, personality, and language aptitude.

Although it is generally believed that children are superior to adults in the FLL, studies do not prove this, since the only advantage young learners may possess is the longer time they have to master that language, in fact; adults are superior in understanding and remembering instructions given in the foreign language, therefore EFL learners especially adults concentrate in the language despite the difficulty of mastering the pronunciation, grammar, vocabulary. Older EFL learners can benefit from their mature cognition, their longer attention span, their longer term memory span, and reasoning skills.

In addition to age aspect, researchers' comparing of proficiency and achievement in the foreign language show that females are consistently better, through no important reason is reported.

Concerning the learner's personality, some studies found that there is a relationship between sociability or social spontaneity and achievements in a foreign language, however; it is believed that the more a person is open-minded, enthusiastic, active and, un-ethnocentric, the better he / she learns a foreign language, self – esteem is another factor; since no successful cognitive or affective activity can be carried out without some degree of self – esteem, self – confidence, and beliefs in one's own capabilities.

2.5.4 Cultural Factor:

In seeking to understand the relevance of the cultural factors influencing the FLL, it is crucial to first have a clear conception of the meaning of culture. Garcia (1994, 51) "Culture may be thought of as an individual's or a group's values, beliefs, and notions

about acceptable and unacceptable behaviors and other constructed ideas that members of a culture are taught“.

Language is therefore a powerful and transformative tool of culture, it is learnt, shared, evolved, and changes over time. Since language is a part of culture and culture is a part of language, cultural factors affecting FLL need to be considered and studied separately from individual differences, these cultural factors should not be used to stereotype individual students but rather teachers.

Cultural factors than are viewed as the aspects that are required by members of a cultural group consciously or unconsciously, thus culture should be integrative in the FLL context, Hofstede (1980) designated three main cultural factors influencing EFL:

- **Masculinity VS Femininity:** Which focuses on the degree to which gender role is important in cultures, some cultural traditions consider men as aggressive competitive, and responsible and women as docile and oriented towards home and family.
- **Individualism VS collectivism:** Some cultural traditions view individual and his / her rights more important than any responsibility towards the group he / she belongs to, on the other hand; people from collectivistic cultural traditions grow in strong extended families and communities, thus group loyalty precedes individual loyalty.
- **High-context Culture VS Low-context Culture:** Low-context indicates individuals using direct and verbal communication, relying on words and explicit communication, while high-context indicates the stress of understanding a message is on the listener, greater part of information depends on physical context, that is to say the speaker talks around the point and the listener must recognize the meaning.

Indeed Algerian cultural traditions rely on men, and give importance to family and society rather than individuals, that is influencing the learning context of a foreign language clearly, learners here may accept the different cultural aspects which would help in acquiring the foreign language better than learners who refuse these cultural aspects. There is some evidence that students' learning situations where their culture has a lower status than the culture of the foreign language they learn makes a slower progress in the learning process.

2.5.4 Relevance of the Syllabus:

Nunan (1988) mentions that there is a great deal of disagreement within the teaching profession on the nature of the language and learning, as a consequence, we must decide to select materials and components from all angles and perspectives. He emphasizes the need to make decisions about the content and materials, deciding what to include or to omit and which elements are to be the basis building blocks of the syllabus.

On the other hand the teacher's role as a guide, a facilitator, and a monitor is very significant, the teacher is seen as guiding learners through the learning process playing an active role, and monitoring the learner's progress, that is whenever the syllabus matches the learner's needs; there would be a progress in the FLL context, and EFL learners would foster positive attitude towards the foreign language.

2.5 Conclusion:

Language learning is influenced by a variety of factors one of the most important factors is the learners' attitudes towards the target language; in this chapter we try to provide an overview about the concept of attitudes, moreover the distinction between fostering positive or negative attitudes towards the FLL process.

In the next chapter, the research methodology and tools used in the current investigation are presented and discussed in an organized manner.

3.1 Introduction:

Research methodology refers to the process used in the research in order to collect data and information in order to test the validity and correctness of a certain hypothesis.

This chapter deals with the research tools and data description, however the objective of this study is to shed the light on EFL learning process and measure whether students' attitudes are influenced by the learning situation or not, besides the socio-cultural and psychological factors. This division of the study includes the tools used, it highlights the research design, population, sample, and research instruments that were used to gather information from participants (LMD students at Dr Mouley Tahar University) as a sample of the case study.

3.2 Tools of Study:

The term instrument refers to the entire process of collecting data in a research investigation, moreover validity is considered as an important factor in choosing the instrument, since it permits for researcher to draw conclusions about chosen individuals' characteristics, whereas reliable instrument gives precise results. In addition to validity and reliability of the tools; the appropriateness of the place where the data of the survey would be collected is fundamental in terms of ensuring privacy for participants to give sincere and honest answers.

That is, clearly the importance of procedures used is manifested; hence it allows the researcher to conduct valid and reliable data for the research investigation.

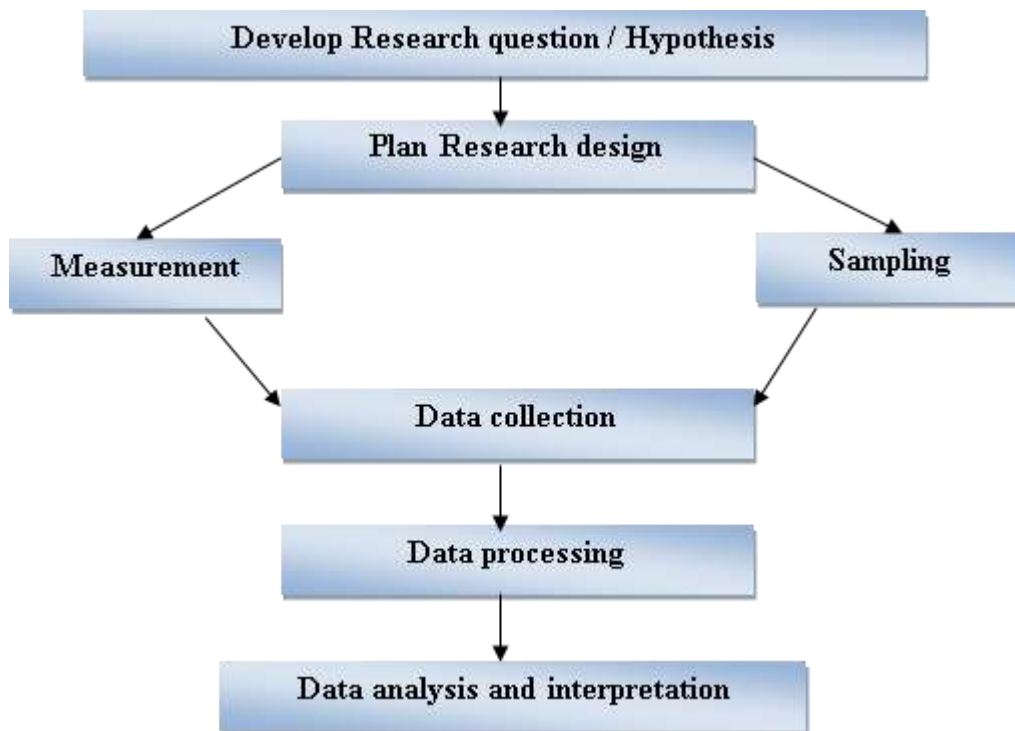


Figure 3: Structure of the research (Singleton & straits, 2010)

3.2.1 Questionnaire:

A questionnaire is a set of questions designated to generate the data necessary to achieve objectives of the research, it is the commonly used instrument for collecting research data from the participants of a study.

Aina (2004; 348) “It basically seeks the opinions of individuals in a sample or a population on issues directly related to the objectives of the research study“. Hence a questionnaire must be valid, reliable, and must not be bogus so that the data collected can be validated the research. It has many advantages which include anonymity of the respondents, it facilitates the collection of a large amount of data in a relatively short time.

3.2.2 Interview:

Kvale (1996; 174) “An interview is a conversation whose purpose is to gather descriptions of the interviewee“. It is a measurement instrument otherwise known as oral questionnaire, it involves a process where a researcher solicits information from respondents through verbal interaction. A researcher would have previously prepared a schedule list of structured questions concerning the study, this tool of the study

produces a high response rate, besides; it tends to be representative of the entire population of the study, and personal contact between the researcher and respondents enables the researcher to explain confusing and ambiguous questions in detail.

3.2.3 Classroom Observation:

A classroom observation is a quantitative method of measuring classroom behaviors from direct observations that specify events or behaviors that are to be observed and how they are to be recorded. Akinade & Owolabi (2009) assert that “Observation method is a popular tool in research especially in behavioral and social sciences“.

Generally speaking, the data that is collected from this procedure focuses on the frequency with which specific behaviors or types of behavior occurring in a classroom and measuring their duration.

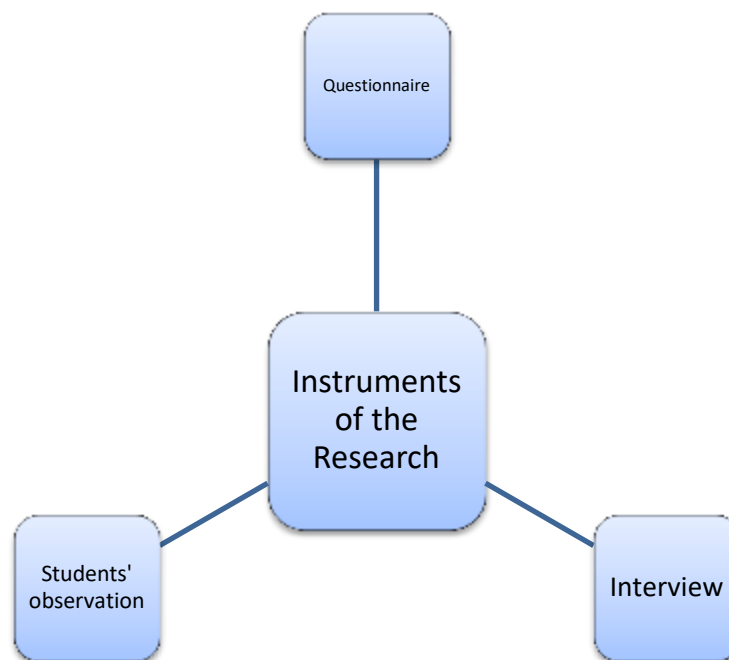


Figure 4: Instruments of the Research.

3.3 Population of the Study:

An important phase of a research study is narrowing down the whole population to finalize the respondents who would answer the research questions.

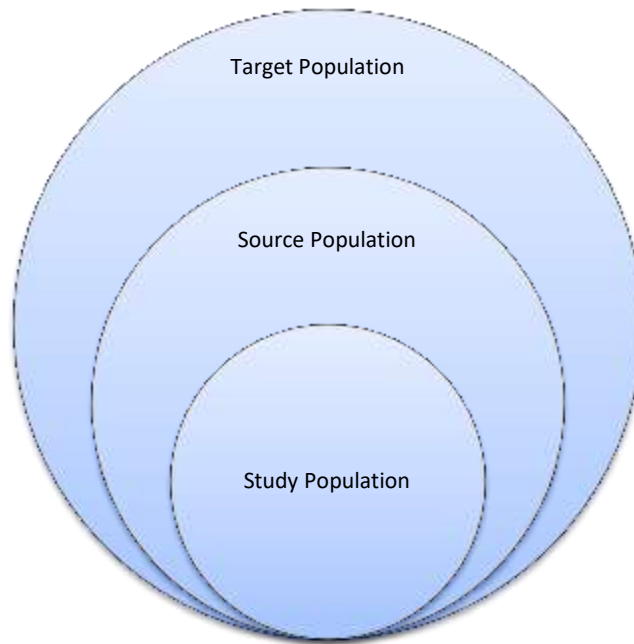


Figure 5: Sampling.

Polit & Hungler (1999, 37) refer to the population of the study as aggregate or totality of all objects, subjects, or members to a set of specifications.

The population of the study indicates individuals whom are concerned with the research problematic, these individuals participate in the study through questionnaires or interviews; investigating their answers or viewpoints, in the current study; teachers and students represent the population of the study (Students as performers, and teachers as course designers).

It is important for a researcher to identify the target population, the group of people that the researcher wants to draw a conclusion about when the research study is finished, identifying the target population requires the characteristics of individuals that make them included in the target population. The research might consider the following characteristics for an educational research study:

- Age.
- Gender.
- Special educational needs.

Once the target population is identified, then the researcher needs to select individuals from the target population to be part of the sample that participates in the research study.

2.4 Methodology:

The method used in the study is a descriptive method as far as it describes a current situation, quantitative and qualitative data were collected for this study in order to investigate and explore the socio-cultural and psychological attitudes of EFL learners towards their learning process. The qualitative research instrument indicates the use of methods as interviews and observations, on the other hand; the quantitative data implies a questionnaire that was distributed to students.

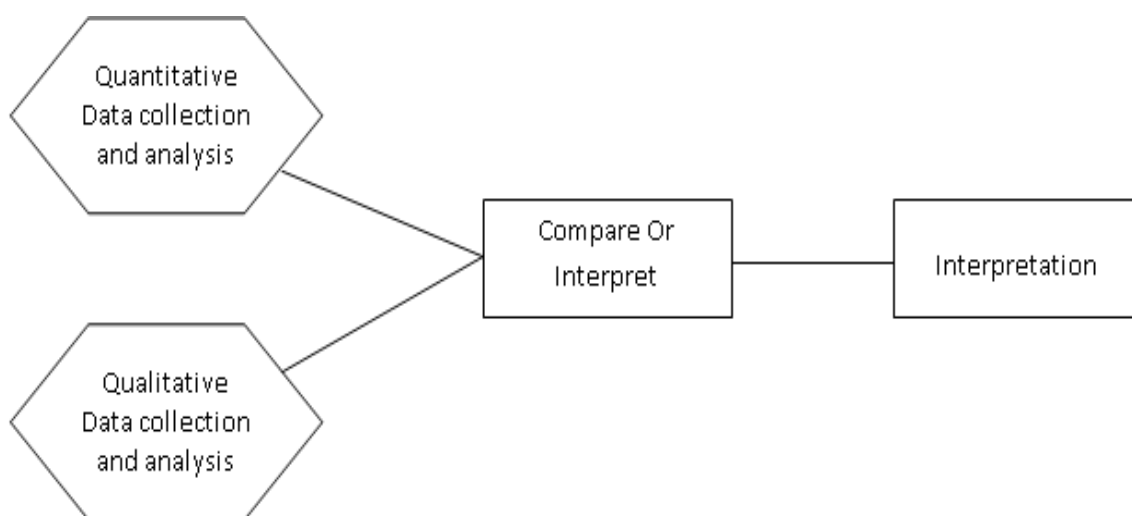


Figure 6: Combination of qualitative and quantitative tools.

2.5 Conclusion:

Research is a systematic investigation and study of materials establishing new facts and reaching new conclusions. Thus, through research findings, researchers are enabled to explain individuals' behaviors including their way of thinking and acting, shaping their understanding. This study involves the learners' difficulties in fostering positive attitudes towards their foreign language learning process. The following chapter is the major field of study where data are discussed and analyzed.

4.1 Introduction:

In this chapter we will try to interpret data collection and analyze the findings in order to observe and assess students' perceptions of their learning situation as well as their attitudes towards their foreign language learning process. However, we try to make a link between their attitudes and perceptions, nevertheless we try to find solutions in order to meet their needs in relation to their learning process.

4.2 Data Collection:

To address the questions, the questionnaire was distributed to students, both males and females studying at the Department of English at DrMouleyTahar University in Saida. The distribution is neutral without taking into consideration neither age, nor gender, nor the students' cognition competencies.

Interviews were conducted with four teachers in order to get direct answers from them; as they represent one of the major collaborators of the University.

In addition to a period of observation that was accomplished in order to investigate and observe the students' behavior during their learning situation.

4.3 Research Findings:

In order to obtain participants' accurate replies to our present study; a questionnaire is distributed, consistent of three main parts ; the first part includes 8 questions about the students' perception towards EFL context and towards their performances in English four skills . The second part consists of four questions concerning students' attitudes towards English culture and English learning; moreover the third part of the questionnaire involves five questions testing the students' level of satisfaction with the learning situation

The description of the findings is based on the data collected after the answers of students, the questions were as follow:

Part 1: Students' perception towards EFL context in addition to their performances in four skills.

Question 1: With regard to the first question of the questionnaire which says : Is studying English your personal choice ?

The results come to reveal that:

Question	Yes	No
Results	46	4
Percentage	92 %	8%

Table 1: Students' viewpoints about choosing English as a field of study.

The above table can be revealed to the following chart:

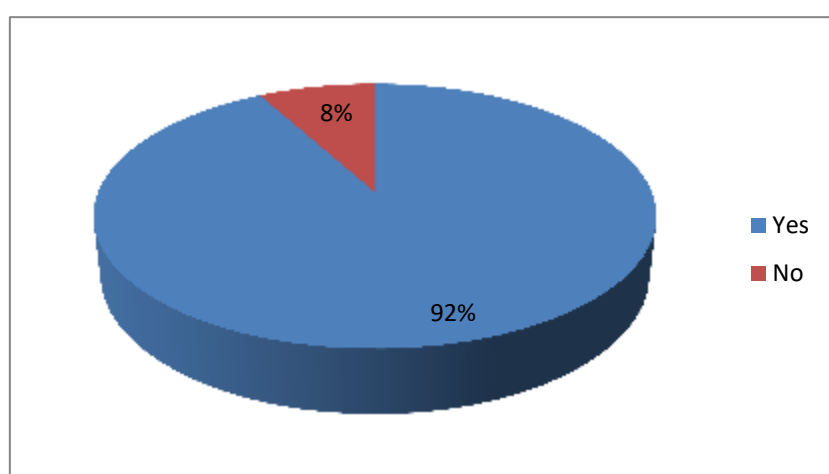


Chart 1: Adopting English as a field of study.

The first question is about whether studying English is a personal choice of students or not, according to the above table and chart nearly all students 92 % claim that studying English is their personal choice, whereas only 8% of them who have another viewpoint.

Question 2: With regard to the second question which says: Do you think studying English is a difficult task?

The following table can be drawn:

Question	Yes	No
Results	5	45
Percentage	5%	95%

Table 2: Students' perspectives towards learning English.

The above table can be revealed to the following chart:

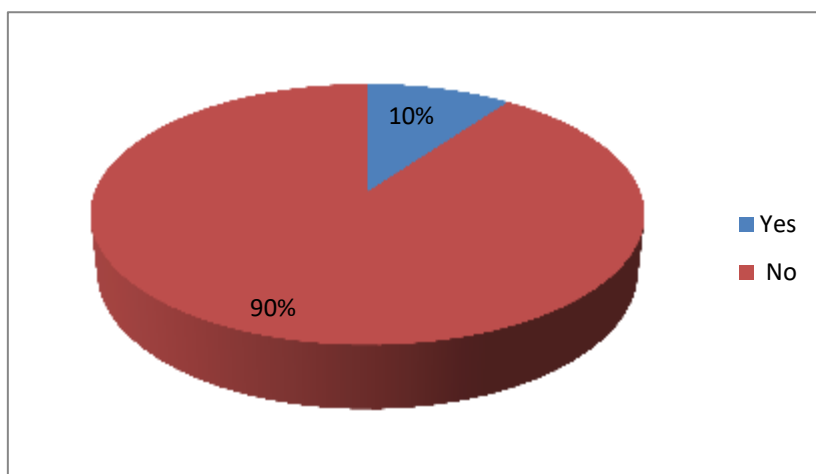


Chart 2: Students' perspectives about studying English.

The second question is about, how students perceive studying English whether it is a difficult or easy task, and according to the above table and chart, majority of students 95% consider studying English as an easy task, while the rest 5% think it is difficult to learn.

Question 3: However, with regard to the third question which says: Do you have any opportunity to use English outside University?

The following chart can be drawn:

Question	Yes	No
Results	43	7
Percentage	86%	14%

Table 3: Students' chances to use English.

The above table can be revealed to the following chart:

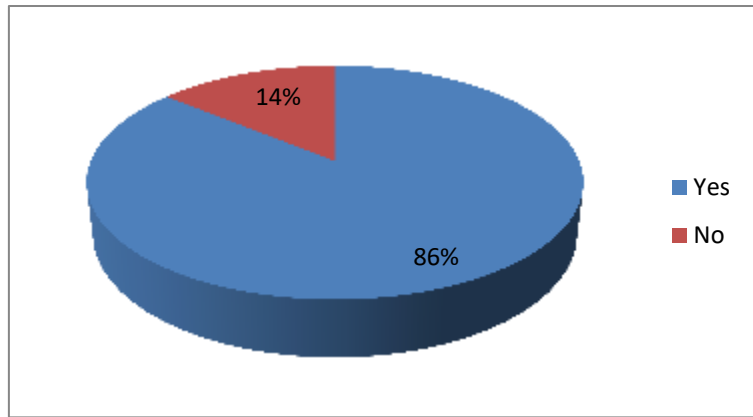


Chart 3:Students‘ opportunities of using English .

The third question is about developing the opportunity students have to use English outside University, and as seen in the above table and chart; 86% of students admit that they have opportunities of using English outside University, while 14% from them find that using English is limited only at University especially in classrooms.

Question 4: With regard to the fourth question which says: Do you think you can listen to and understand news broadcasts in English on radio?

The results show that:

Question	Yes	No
Results	40	10
Percentage	80%	20%

Table 4: Listening skill evaluation.

The above table can be revealed to the following chart:

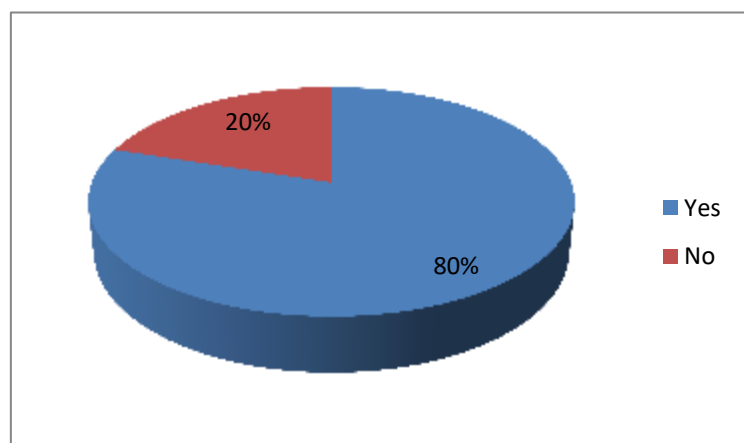


Chart 4: Listening skill evaluation.

The fourth question is about the students' evaluation of their listening skill and whether they understand everything they hear in English, and according to the table and chart above; 80% of students see that they can understand what they hear in English, while the rest 20% think that it is a difficult task.

Question 5: with regard to the fifth question which says: Do you think you can read and understand a novel without frequent use of dictionary?

The following table shows:

Question	Yes	No
Results	46	4
Percentage	92%	8%

Table 5: Reading skill evaluation.

The above table can be revealed to the following chart:

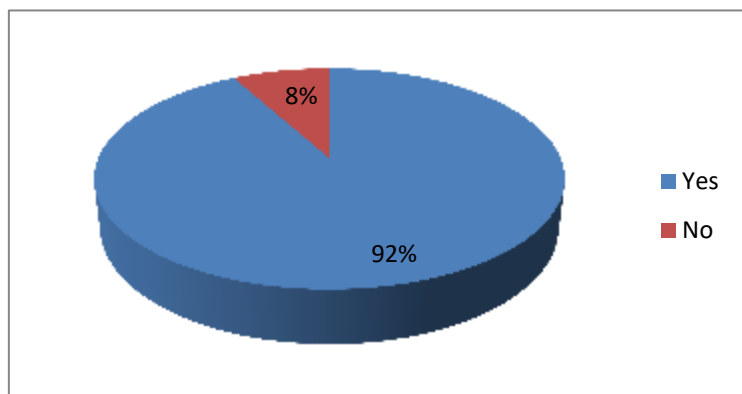


Chart 5: Reading skill evaluation

The fifth question is about testing students' reading skill and as the table and chart above show; 92% of students affirm that they have the ability to read and understand without using dictionaries, while the rest 8% think they are incapable to succeed in this task.

Question 6: With regard to the sixth question which says: Do you think you can write a report describing a task you perform?

The following table and chart show:

Question	Yes	No
Results	46	4
Percentage	92%	8%

Table 6: Writing skill evaluation.

The above table can be revealed to the following chart:

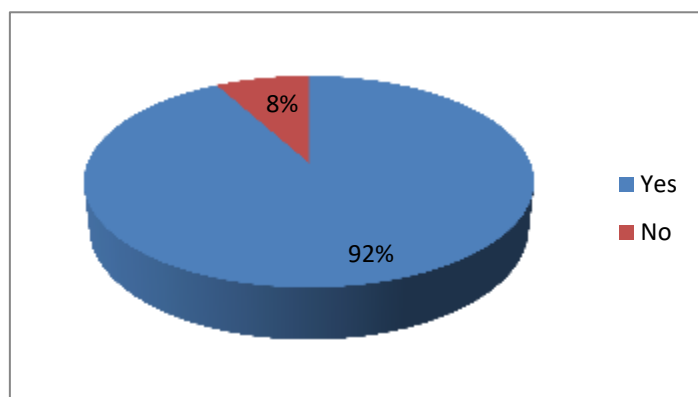


Chart 6: Writing skill evaluation

The sixth question is about the students' evaluation of their writing skill, and according to the table and chart above; 92% of students think they are able to write a report easily, whereas 8% of them deprecate their writing ability.

Question 7: With regard with the seventh question which says: Do you think you can speak about Algerian national problems in English?

The following table shows:

Question	Yes	No
Results	8	42
Percentage	16%	84%

Table 7: Speaking skill evaluation.

The above table can be revealed to the following chart:

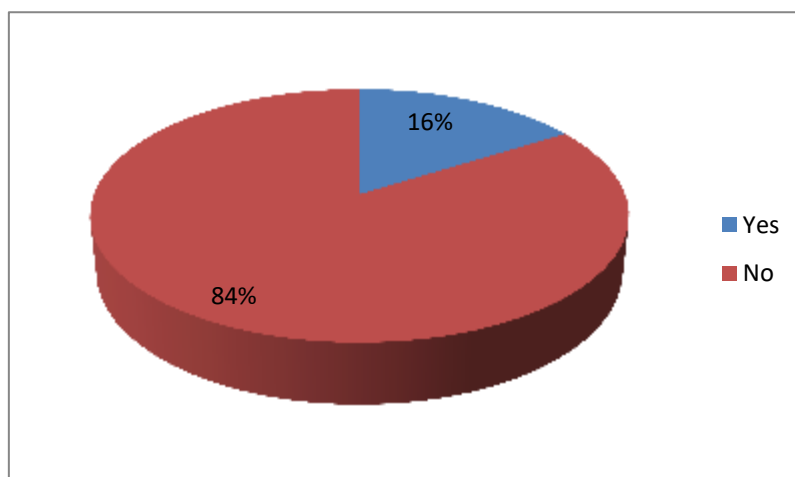


Chart 7: Speaking skill evaluation.

The seventh question is about rating students' speaking competence, as stated in the above table and chart, majority of students 84% of them believe they are not able to speak English fluently describing Algerian national problems, while only few of them 16% assume that they are disposed to be comfortable when speaking in English.

Part Two: Students' attitudes towards English learning and English culture.

Question 1: With reference to the first question which says: To which extent do you agree with the importance of studying English in the Algerian educational system?

The following table can be drawn as:

Question	Agree	Neutral	Disagree
Results	33	13	4
Percentage	66%	26%	8%

Table 8: Importance of studying English.

The above table can be revealed to the following chart:

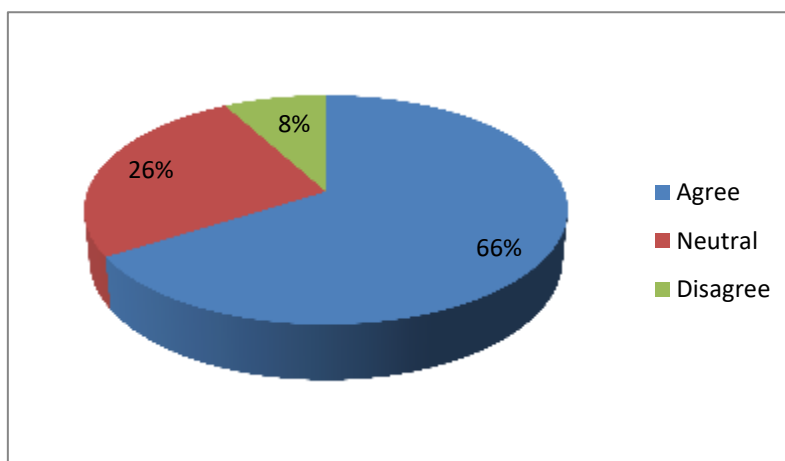


Chart 8: Significance of studying English.

This question involves the students' viewpoints about the importance of studying English in the Algerian educational system, in accordance with the above table and chart, it can be seen that 66% of students emphasize the importance of studying English, whereas only 8% of them think it is not important to be included, while 26% show their neutrality.

Question 2: With reference to the second question which says: To what extent do you agree with endangering one's own cultural identity when studying English language and its culture?

The following table can be drawn as:

Question	Agree	Neutral	Disagree
Results	13	11	26
Percentage	26%	22%	52%

Table 9: Attitude towards English culture.

The above table can be revealed to the following chart:

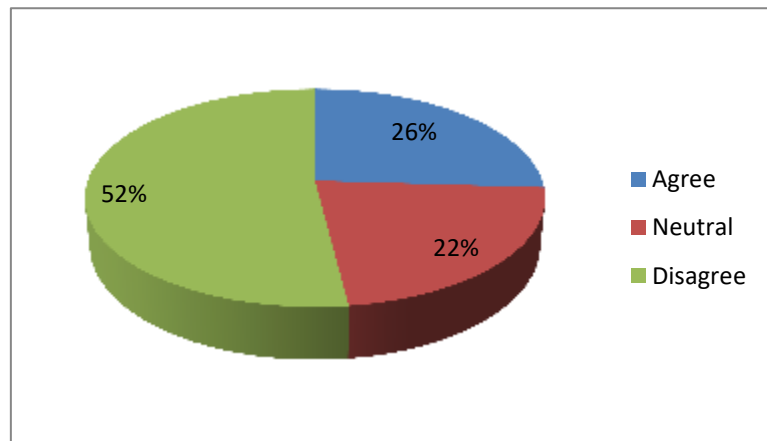


Chart 9: Attitude towards English culture.

The second question is related to how much can studying English and its culture effects one's own cultural identity, in accordance to the above table and chart, it is shown that 26% of students agree with the statement, while 52% think that studying English and its culture does not impact the personal cultural identity, whereas; 22% from them cannot decide whether it has an influence or not.

Question 3: With reference to the third question which says: To what extent do you agree with the fact that studying English makes a person more knowledgeable person?

The following table can be drawn as:

Question	Agree	Neutral	Disagree
Results	43	5	2
Percentage	86%	10%	4%

Table 10: Attitudes towards English learning.

The above table can be revealed to the following chart:

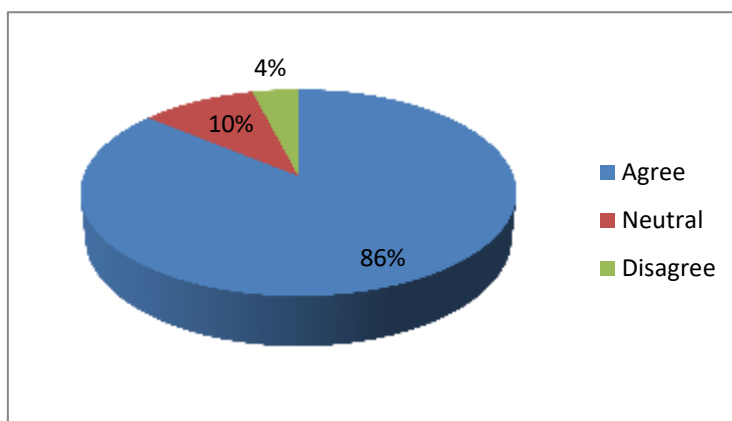


Chart 10: Attitude towards English learning.

The third question is related to the degree to which studying English can make a person more knowledgeable, as stated in the above table and chart; 86% of students think that studying English is as beneficial as it makes a person more knowledgeable, whereas, 4% of them do not agree, and 10% are not capable to decide.

Part 3: Level of students' satisfaction with their learning situation.

Question 1: In consideration of the first question which says: To which extent are you satisfied with the way your achievement is evaluated?

The following table shows:

Question	Satisfied	Neutral	Unsatisfied
Results	34	11	5
Percentage	68%	22%	10%

Table 11: Students' satisfaction about their achievements' evaluation.

The above table can be revealed to the following chart:

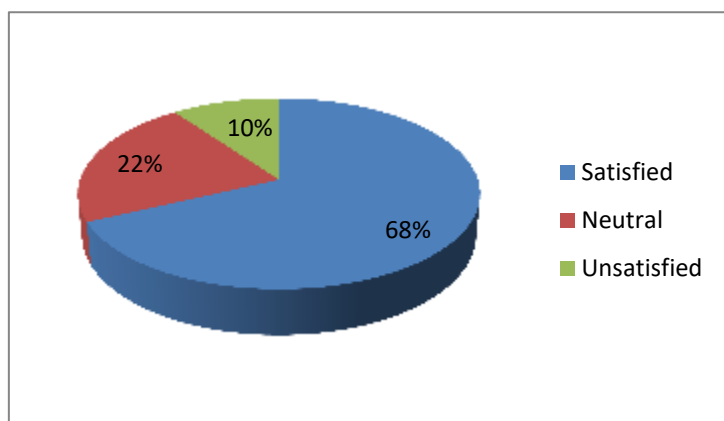


Chart 11: Students 'satisfaction about their assessment.

The first question deals with the extent to which students are satisfied with the way their achievements are evaluated, as it is seen 68% of them show positivity and are satisfied with the way they are evaluated, while 10% are not satisfied and 22% of them are not capable to decide whether they are satisfied or not and show neutrality .

Question 2: In consideration with the second question which says: To which extent are you satisfied with your teachers' ability of English speaking proficiency?

The following table can be drawn as:

Question	Satisfied	Neutral	Unsatisfied
Results	33	10	7
Percentage	66%	20%	14%

Table 12: Students' satisfaction about their teachers' speaking proficiency.

The above table can be revealed to the following chart:

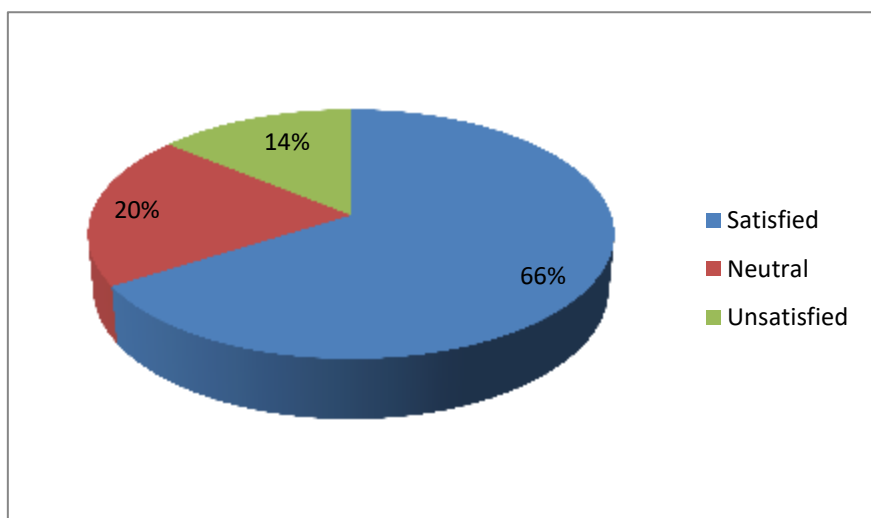


Chart 12: Students' satisfaction about their teachers' speaking proficiency.

The second question correlates with the extent to which students are satisfied with their teachers speaking competencies, as shown, 66% of students are satisfied, though 14% think they are not satisfied, and the rest 20% show neutrality and cannot decide whether they are satisfied or not with their teachers speaking proficiency.

Question 3: In consideration to the third question which says: To what extent are you satisfied with your teachers' personality?

The results show that:

Question	Satisfied	Neutral	Unsatisfied
Results	31	19	0
Percentage	62%	38%	0%

Table 13: Students' satisfactions with their teachers' personality.

The above table can be revealed to the following chart:

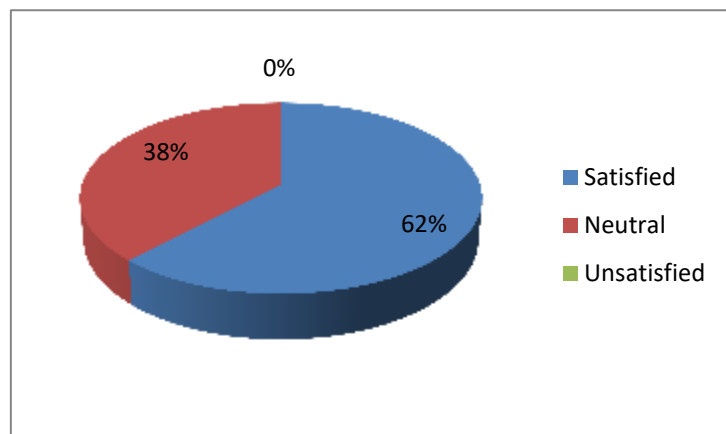


Chart 13: Students' satisfaction about their teachers' personalities.

The third question is about to which extent are students satisfied with their teachers personality, the result shows that most of students 62% show positivity towards their teachers' personality and are satisfied, when in fact, 38% of students show neutrality.

Question 4: However, in consideration to the fourth and last question which says: To which extent are you satisfied with your teachers' abilities to help you learn and overcome your points of weakness?

The following table shows:

Question	Satisfied	Neutral	Unsatisfied
Results	33	8	9
Percentage	66%	16%	18%

Table 14: Students' satisfactions about the learning context.

The above table can be revealed to the following chart:

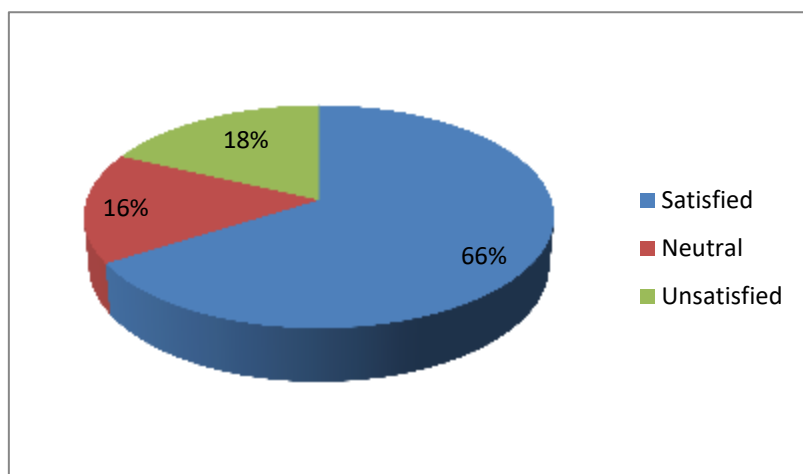


Chart 14: Students' satisfaction with their learning context.

The table and chart above show results of the fourth question which is related to the degree students are satisfied with their teachers' level of qualification of helping them to learn and overcome their points of weakness, as seen 66% of students are satisfied, whereas 18% are no , and 16% cannot decide and show neutrality.

4.4 Discussion of the Results:

According to the collected data, the results come to reveal the importance of understanding the students' attitudes towards self-perception and performances in English and towards their learning situation, majority of students claim that studying English is their personal choice, this matches their viewpoints towards considering studying English as an easy task that does not bother them to learn freely; though they believe in having opportunities to use English outside University among friends and colleagues through social media in their daily life.

Moreover , measuring the students' perceptions of their four skills performances is seen as an important part of studying the learners' attitudes towards learning English , it is obvious that the majority of students believe that they master the listening skill , the reading skill , as well as the writing skill , while they find it difficult to get the same level of qualification involving the speaking skill , and here a contradiction is manifested because students claimed that they have opportunities of using English outside classes ; which is related to the way they use English outside , because

speaking in a foreign language among friends and through social media is too much different from using it with foreigners , native speakers and with educational persons < teachers > or even with advanced learners , moreover , generally speaking ; learning English in Algeria does not mean communicating in English but is studying for examinations , though speaking about real topics in English exchanging ideas and viewpoints , and interacting with people who master that language helps in enhancing the students communicative competence , linguistic competence , and socio-cultural competence. In contrast, using English through social media would decrease the students' writing skill in addition to not being orally qualified.

Using English for useful purposes makes the person more knowledgeable, which was sustained by the majority of students arguing that studying English increases the person's knowledge; and makes him more cultivated, more respected, and more prestigious. That is they foster the idea of including teaching and learning English in the Algerian educational system as a necessary task, as far as learning a language is always related to learning its culture, it was crucial to have students' viewpoints about learning the English culture and whether it endangers one's own cultural identity, half of students emphasize the importance of involving learning the English culture in accordance with learning the English language, since language shapes the culture; and cannot be separated from each other; and in order to learn a particular language it is fundamental to have an overlook about its culture, its native speakers, its literature, and its history, whether the other half of students believe that learning English culture influences the person's own culture, since he might get influenced and tend to show assimilation which would endangers his own cultural identity.

The last part of the questionnaire involves evaluating the students' level of satisfaction about their learning situation. As seen the majority of students are satisfied with their learning, their evaluation, and their teachers. That is the majority of them show positivity towards the way they are evaluated which encourages them to make more efforts to ameliorate their communicative and linguistic qualification, majority of them also are convinced with their teachers' speaking proficiency, arguing that their teachers use understandable vocabulary, and are linguistically competent, and performing their teaching tasks in a good manner. Thus, those students can easily get influenced by their teachers' personalities in a positive way; since they are satisfied with their teachers' personalities, it is meant by the teacher personality, the

characteristics of his / her behaviors towards the teaching process, that is a teacher whose personality helps creating and preserving a classroom environment in which students feel comfortable and are provoked to learn. Thus, teacher's personality is determined by his / her successful teaching.

Moreover more than half of students argue that their teachers help them learning and overcoming their points of weakness. On the other hand there is a number of students who are not satisfied with their teachers' speaking proficiency claiming that there are some teachers who are not well trained and they do not perform well in classrooms, while others are neutral.

It can be seen that the students' satisfaction, attitudes, and abilities are correlated with their teachers expectations from them, thus teachers should not generalize about their students' abilities nor misguide them, because if students are expected to achieve more than they can produce, they will lose their motivation and interest.

4.5 Teachers' Interview:

The interview includes direct questions directed to teachers, aiming at having a clear idea about the nature of the teachers' relationship with their students, moreover testing the teachers' awareness about internal and external factors that affect students' attitudes to have positive behaviors towards their learning situation.

Question 1: How would you describe your relationship with your students?

Teacher 1, 2, and 4 argue that their relationship with their students can be described as friendly but disciplined which can be exemplified through their efforts to be close to their students because being a teacher means knowing everything about students in order to help them and to teach them according to their needs; which is fruitful for them to learn better and faster.

Teacher 3 describes his relationship with his students as a formal relationship, which is limited only on teaching students, evaluating them, and helping them overcoming their points of weakness if needed.

Question 2: Are aims of teaching English in Algeria known to you as a teacher? If yes; does these goals match the students' needs to learn English?

All of teachers argue that the goals of teaching English are not known to them at University, because they do not have a syllabus to be followed, except for Canvas concerning the selection of modules; but it is not enough, teachers are obliged to set objectives according to the modules they teach, in addition to trying to provide their students with relevant and suitable information in accordance to their needs; depending on their personal efforts.

Question 3: Do you think students could have accomplished more if the EFL context has been planned in a different manner?

This question also clusters the teachers' viewpoints, all of them agree on the correctness of the statement that is if the EFL content would be changed, there would be a change in a good manner concerning achievements of students, arguing that the main cause is that there is no facilities promoted by the department in order to use modern methods and approaches of teaching, so that the learning context would be changed, and ameliorating the students' achievements. And the Canvas set the same modules and content for many years that is the same results are achieved.

Question 4: To what extent do you think the following factors influence the students' attitude and achievement towards learning English?

- Students' behaviors towards FLL.
- Students' behaviors towards native speakers of English.
- The teacher's personality.
- The teaching procedures, approaches, and evaluation tools.
- The opportunity students have to practice English outside.

All of teachers argue that the students' behaviors towards FLL and towards English native speakers plays an important role in their learning process, thus they succeed if they foster positive attitudes towards these two factors.

Teacher 1, 2, 4 emphasize the significance of the teacher's personality on how students who are positively influenced by their teacher's personality would learn faster, while teacher 3 neglected this fact claiming that students who have a desire to learn; would succeed without getting affected by their teacher's personality, especially

when talking about University students, since studies at University depend more on the students' efforts to learn; not only on the content provided by the teacher.

All of teachers assert that teaching methods and approaches influence the students' achievements as well as the evaluation tools, whether the teacher uses traditional methods or modern approaches, thus the teacher is updated to new teaching approaches; which would affect the learning process either in a negative or positive way, accordingly to the procedures used.

All of teachers claim that students have insufficient exposure to English and that there is a limited opportunities to use English outside University, that is students can pass exams easily, but they find it difficult to use English to communicate, thus students lack communicative competencies which can be overcome through encouraging students to use English outside and inside University.

4.6 Students' observation:

At the beginning of the chapter it is mentioned that there was a period of observation in license classes during oral sessions, where students has an opportunity to speak and interact as well as exchanging ideas with each other, classroom observation is used in order to notice the students' behaviors towards their learning process.

During this period of observation we have noticed that half of students are passive and not interested in oral activities, while the other half are highly motivated; they were participating and giving their viewpoints about certain topics, their interactions show a medium level of fluency in the English language.

When the teacher changes the activity and all of students were obliged to get included into the discussion, another aspect was noticed; students who seem to be passive were interacting, but it was clear that they are not linguistically competent; that is they hesitate to interact and this may be due to the low rate of motivation and anxiety because several students had good answers and logical viewpoints but they hesitate getting involved within the discussion.

Another aspect that should be taken into consideration is that some students always come late to the course which interprets their negligence of oral sessions' significance.

Generally speaking, it is obvious that students have prior knowledge about many topics; but the fact that they forget what they have learnt affirms that they learn only to get marks, that is, their learning is for its extrinsic value, and not for improving their linguistic competencies.

4.7 Conclusion:

The results of the different tools used in our investigation come to reveal that students foster positive attitudes towards learning English, whereas there are some obstacles and problems that decrease their motivation and cause the low rate of achievements. The main cause is that students are not linguistically competent and they do not have opportunities of using English frequently. Thus, this may cause a kind of negligence that can lead to negative attitudes towards the whole learning process.

The next and last chapter includes solutions and recommendations among which FLL learners can improve their linguistic and communicative competence.

5.1 Introduction:

As far as EFL learning context includes positive and negative attitudes, it is important to emphasize both aspects, thus investigating the students' attitudes towards their learning situation. The results of our current study reveals that students of Dr Mouley Tahar University in Saida hold positive attitudes towards the EFL context, but there is also some negative aspects that influences their learning in a negative manner.

Accordingly, this chapter involves some key elements that enhances the students' learning and can make the learning process beneficial.

Thus, it is widely accepted that success in FLL is related to students' positive attitudes. In EFL context students who consider learning English as a positive and rewarding process are less likely to suffer from apathy, anxiety, and lack of motivation. By contrast; they would have higher rate of motivation, desire of learning, which would ameliorate their linguistic and communicative competence.

5.1 Teacher / Learner Relationship:

Teachers and learners need to play active roles if they are to establish a more positive relationship, for the reason that teacher and learner relationship has a significant impact on students' attitudes and achievements, as well as the relationships students create inside University, if the students feels comfortable with teacher and the environment at University, they can construct more positive relationships; developing a better way to behave in the social context and improving their social competence. In addition; by creating healthy relationships, teachers can motivate their learners during the learning process, they have to be aware of their students' emotional and academic needs, they should create communication involving all of students, because students' active interactions determines their performances in the foreign language, the teacher also has to make his students aware that regardless of past failures and previous weak performances, they should believe in their abilities and develop their competencies. By this means, the creation of positive attitudes between teacher and learners would be easier.

5.3 Enhancing Students' autonomy in Learning:

The idea that learners need to be able to take control over their own learning to be successful not just in class but also to learn independently without a teacher has become widely accepted in language learning and teaching mainstreams.

“The learners' autonomy is a complex construct that includes psychological and pedagogical dimensions” (Benson, 1996)

At a particular level, the teacher should enhance his learners to build up some skills that allow them to direct their own learning. Teachers may use learner centered approaches which includes methods supporting the development of autonomous learning skills over students, furthermore, depending on teachers' knowledge about autonomy in learning and their abilities of integrating such procedures and methods into the learning / teaching situation.

Learners' autonomy hold a central place in the field of EFL teaching and learning, since learners are involved in their learning, they would be active and their learning would be more efficient.

5.4 Fostering a Positive Classroom Atmosphere:

It is important to establish a kind of classroom community, in which students feel free to communicate using the foreign language, it is important also to bear in mind that the teacher should create a classroom atmosphere in which language errors are considered as a natural part of the EFL learning process, incorporating collaborative work also makes students involved in the language learning process and increase their motivation.

5.5 Developing Cultural Awareness:

Cultural awareness and developing cultural awareness among EFL learners is a crucial task, thus in order to achieve a better understanding of the English language and also to ensure a successful cross-cultural communication in real situations; it is required to reconsider the significance of cultural factors in EFL contexts, and to include teaching culture within the learning process. That is, students should be familiar with the various situations of the English speaking countries, they should comprehend the

interaction between English language and its social variables, as a result the students' ability to assess the culture of the target language should be enhanced.

5.6 Enhancing Communicative Competence:

Communicative competence refers to the language skill including knowledge about how language is used to convey the different functions and purposes, knowledge about how to vary the language based on its setting whether formal or informal, knowledge about how to create and understand many kinds of texts, and knowledge about the communication strategy with people from different countries.

It is very normal to find that EFL learners in Algeria have accurate grammatical skills, but very poor oral proficiency due to limited resources available in the classroom, and lack of exposure to native speakers. However, enhancing learners' communicative competence through stimulating and encouraging students to interact in the target language is effective and cooperative learning principles which can be adopted in classrooms. Nunan (1991) stated that: "language is acquired as learners actively interact with each other to communicate in the target language".

5.7 Conclusion:

Most of English learners are in struggle with linguistic and communicative qualification because of some obstacles that seem to be challenging in mastering English language, according to the results of the investigation of our current research; it is obvious that the EFL teaching / learning situation is characterized by students positive attitudes and a medium rate of motivation towards their learning, but having some difficulties including their weak proficiency within and outside classrooms, thus this chapter included some recommendations that help the teachers as well as learners in EFL classrooms.

5 General Conclusion:

Attitudes are complex social, cultural, and psychological factors that influence the way students approach many situations in life, including a foreign language learning. It is an obvious truth that students with positive attitudes usually progress more rapidly in foreign language learning because their positive attitudes act as a motivational stimulus that enables students' efforts to be greater in order to achieve the goals of FLL.

In the present study we attempt to investigate the extent to which students' affective and socio-cultural attitudes towards EFL context impact their learning situation, besides examining issues students face towards their learning process, and according to the data and analysis and findings , it is clearly noticeable the significance and effectiveness of students' awareness about their learning situation, and that their attitudes whether positive or negative clearly influence their behaviors and their achievements either in a positive or negative way, that is students' attitudes towards the EFL context clearly show that they have to some extent positive attitudes towards their EFL learning; and that they are not confused about what they need or expect from their learning process even if they are learning English for its extrinsic value, in addition; students also are generally apt to make efforts in order to meet their needs, especially for a small variety whose aim is studying the foreign language for its extrinsic as well as its intrinsic value.

In this level it can be said that our hypothesis have been proved by experiments while designing a questionnaire to students, conducting interviews with teachers, besides having a period of observation helps us collecting relevant data for the analysis, however the results reveal positivity of students' behaviors and attitudes towards learning English language and its culture, in addition to their awareness about the significance of learning foreign language and how it helps them achieving certain objectives and makes them cultivated and prestigious, and gaining respect, this means that they have readiness of acquiring knowledge, whereas the problem is presented in the extent to which the knowledge and feedback provided to them match their needs, and if it is relevant and suitable and modified as long as they advance in their learning, as far as students do not have much opportunities of using English outside University,

as far as, the absence of regular syllabus to be followed and that the content of modules depends on teachers' efforts. Furthermore, it is claimed that there are no specific objectives of teaching English in Algeria, thus it is the teachers' responsibility to provide his students with relevant feedback that matches their needs.

That is to say positive attitudes of students and teachers, and their motivation and interest in EFL context are fundamental but not sufficient, because there should be relevant atmosphere, relevant procedures, and tools of teaching and learning, and above all of this; there should be particular objectives in order to be updated, enthusiastic, and highly motivated to the learning process.

Students' awareness of the difficulties they face in their learning process helps them identifying the various problems and trying to find relevant solutions in order to overcome their points of weakness, in short; successful language learners make efforts in order to succeed not only in achieving linguistic and communicative competencies, but also being affective members in society, thus learning the English language successfully helps learners attaining academic, linguistic, communicative, and socio-cultural development.

Appendices:

Appendix one: Students' Questionnaire

Dear students, you are kindly requested to fill this questionnaire. Your answers will remain confidential and will serve the only purpose of the research we are undertaking.

The study aims to investigate the students' attitudes among affective and socio-cultural aspects towards the EFL context. We hope you will give us full interest and attention. Please, tick the appropriate answer and justify whatever it is needed.

Part One:

Please read the following statements and give your reaction; indicate to which extent each statement is applicable to your own feeling:

Statements	Yes	No
Is studying English your personal choice?		
Do you think studying English is a difficult task?		
Do you have Opportunities to use English outside University?		
Do you think you can listen to and understand news broadcast in English on radio?		
Do you think you can read and understand a novel without frequent use of dictionary?		
Do you think you can write a report describing a specific task you perform?		
Do you think you can speak about Algerian national problems giving examples and illustrations?		

Part Two:

Please indicate to which extent you agree with each of the following statements, giving sincere answers:

Statements	Agree	Neutral	Disagree
Do you think English is an important part of the Algerian educational system?			
Do you think studying English and it's culture endangers one's own cultural identity?			
Do you think studying English makes you a more knowledgeable person?			

Part Three:

Please indicate to which extent you are satisfied with each of the following aspects:

Statements	Agree	Neutral	Disagree
The way your achievement is evaluated.			
The teacher's personality.			
The teacher's ability to speak English.			
The teacher's ability to help you learn and overcome your points of weakness.			

Thank you.

Appendix Two: Teachers' interview:

Dear teachers, we would be very grateful if you accept to share your experience with us by answering the following questions concerning the teachers' awareness about the various internal and external factors influencing students' achievements in EFL learning.

Question 1: How would you describe your relationship with your students?

Question 2: Are aims of teaching English in Algeria known to you as a teacher? If yes, does these aims match the students' needs to learn English?

Question 3: Do you think students could have accomplished more if the EFL context has been planned in a different way?

Question 4: To what extent do you think the following factors influence the students' attitudes and achievements towards learning English?

- Students' behaviors towards FLL.
- Students' behaviors towards native speakers of English.
- The teacher's personality.
- The teaching procedures and approaches.
- The opportunity students have to speak English outside University.

Thank you.

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