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Students' Attitudes towards Learning the French Language in the English Department: The Case of First, Second, and Third Year English Students at Tlemcen University

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Signature:

Dedication

To my beloved father, and my dear brothers

To the strongest woman I know, my dear mother I hope you are proud of me, and thank you for being with me and believing in me, this work would have never happened without you.

To my dearest Friend Kaouter, and my favorite cousin Ines

To my lovely friend and partner Douaa, thank you for being with me throughout this journey.

Samah

Dedication

I dedicate this work to my beloved mother and to the soul of my father, who left us too soon, you have been my rock and my guidance throughout my life, thank you infinitely for your love and support.

To my lovely friends

To my amazing partner Samah

Douaa

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Abstract

Language attitude plays a crucial role in determining whether a learner succeeds or struggles in language acquisition, as it significantly influences their motivation and approach to learning. This study aimed to collect data on the attitudes of English students toward learning another foreign language. The main purpose was to measure students' attitudes and perceptions toward learning the French language in the English department. The last objective was the factors behind students' attitudes. In this case study, three research instruments were used to gather data; a questionnaire for 121 students, a structured interview for the French teachers, and a matched guise technique questionnaire for the students at the English department at Tlemcen University. The main findings revealed that the majority of students expressed negative attitudes towards the French language. It revealed also that a minority of the students are aware of the importance of French in Algeria as the language most spoken and the significance of French in their Academic and career goals. The findings have shown that the negative attitudes are dominated by language difficulty and other educational, psychological, technological, and historical reasons. To presume, the current study demonstrated that examining learners' attitudes is a crucial factor in comprehending the French teaching and learning process.

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List of Acronyms and Abbreviations

FL2: Second Foreign Language

FL1: First Foreign Language

L1: First-year license students

L2: Second-year license students

L3: Third-year licensed students

EFL: English as a Foreign Language

MGT: Matched Guise Technique

SVO: Subject Verb Object

General Introduction

General Introduction

In recent years, learning a foreign language has become very important and popular as it can offer a wide range of benefits, both personally and professionally. In this perspective, English is considered the dominant and the most frequently used language in the world. However, learning a language besides English is significant as it includes cognitive, academic, and social advantages. In this respect, research suggests that individuals may have either positive or negative attitudes towards learning a foreign language and language can affect the nature of the emotion that is perceived or experienced.

The French language has taken a vital part in the national educational and non-educational systems, due to its status, in Algeria, as the first foreign language. EFL students at university perceive the French language from different angles, as many factors could affect their perception. This fact shapes their motivation and interest differently depending on language preferences, cultural influences, and educational dynamics.

This present research is an attempt to investigate how students perceive the French language in the English department, and to comprehend the reasons behind their attitudes toward this language. This work, therefore, could contribute to the field of applied linguistics by setting two goals. The primary goal of the study is to examine the intricate language dynamics within the English department in Algerian universities. This involves investigating how students engage with and perceive the coexistence of English and French within their academic pursuits. The second goal is the aim to identify and analyze the factors influencing students' attitudes toward the French language. Consequently, in this research, two questions are raised:

1- What are the students’ attitudes toward learning the French language in the English department?

2- What are the main factors that affect the students' attitudes toward learning the French language?

In parallel, the mentioned questions help to formulate the following hypotheses:

1- Students hold negative attitudes toward learning the French language in the English department.

2- The factors that affect students' attitudes negatively towards learning French in the English department are language difficulty, poor educational system, lack of relevance, and media and technology influence.

In order to achieve the previously set objectives of the present work, an exploratory case study research was designed to deal with the first-, second-, and third-year students in the English department at Tlemcen University. To confirm or refuse the above-mentioned hypotheses, a set of research instruments have been used. The online questionnaire, the matched guise technique questionnaire for students, and the structured interview for the French teachers in the English department. The results of the study will be analyzed and examined quantitatively and qualitatively to address the questions of this investigation.

To implement this research, the present work is divided into two chapters. The first one shapes the theoretical background of the study. It provides an overview of the status of French in the world in general and in the Algerian community and education in specific. It also deals with the situation of English in Algeria, and the overlap between the term second and foreign language. Then, it provides a hint about attitudes in social psychology and factors influencing these attitudes on students' learning process.

The second chapter, the cornerstone of this research work, addresses data processing and interpretation to provide answers to the earlier research questions. It is divided into two parts. The first part describes the methodology of the present research. The second part maintains the analysis, description, discussion, and

interpretation of the obtained data. Additionally, this chapter strives to answer the queries raised by either confirming or disconfirming the research hypotheses. It also provides the research findings. The research ends up by providing general conclusions.

Chapter One

Language Dynamics in Algerian Education

1.1 Introduction

The French language holds significant global importance, particularly in North African nations, major universities worldwide, and key international organizations such as the European Union and the United Nations. In Algeria, French, stemming from its colonial history, remains the primary foreign language. However, many view its prevalence as a relic of colonialism, prompting calls for reconsideration. This chapter aims to present the primary framework for the study, reviewing relevant literature and emphasizing the linguistic landscape of Algeria, with a focus on the enduring influence of French and its intricate relationship with Algerian society. Additionally, it explores the role of English both globally and within Algeria's educational system, addressing the rivalry between French and English within the country.

In the educational journey, students' attitudes towards a language play a crucial role in their pursuit of studies and efforts to attain advanced levels of proficiency. This chapter aims at discovering the concept of attitude in social psychology, its various types, methods of measurement, and factors influencing the learners' attitudes.

1.2 Status of French in the World

The belief that French plays a unique role as a world language, second only to English, is based on its widespread use, cultural standing, and the number of its speakers. French holds a significant position in the world, being the fifth-largest language by the number of speakers. According to the International Organization of La Francophonie (OIF), as of 2023, there were about 321 million French speakers worldwide. French is considered the official language in twenty-nine countries, and the second language learned as a foreign language after English.

Rivarol (1783) in his essay on the universality of the French language, states that what is not clear is not French. Senghor held French to be the language most

fitted to be “la langue de culture de la civilisation universelle” (Senghor, 1961, p. 363). Colin and Druon (2005) argue that French has a status and even a role apart and that it is a marvelous clockwork of thought particularly suited to the discussion of human rights. French linguists argue that its clarity, precision, and range make it suitable for communication or thought processes. However, it is essential to recognize that no language is inherently superior or inferior in all aspects. The suitability of a language for communication or thought processes depends on various factors, including personal preferences, cultural context, and the specific requirements of the communication task.

The French situation in the world has long been influenced by its history of colonization, notably in Algeria. For more than a century, this North African nation was ruled by France, which had a profound impact on the country's politics, culture, and social structure. Consequently, understanding this historical context is crucial in comprehending France's position in the global arena and its ongoing interactions with former colonies like Algeria.

1.3 The French Colonization in Algeria

Before French colonization, the history of Algeria was marked by a rich tapestry of Berber and Arab cultures, characterized by various kingdoms and trade routes across the region. Between 1830 and 1962, Algeria came under French colonial rule. The French troop’s invasion continued widely from one area to another. The French realized the various and heterogeneous cultures of Algeria as well as its religious unity, which was cultivated in huge families, distinct tribes, and towns. This led to a powerful resistance from the local population, leading to decades of conflict. The French implemented policies that marginalized Algerians, fostering social and economic disparities. France was able to subdue any opposition to its growth and eventually declared authority over the entire territory. During this period, France implemented policies aimed at assimilating the local population into French culture. These strategies included suppressing the Algerian identity by promoting the French language and culture, aiming at diminishing the use of Arabic and Berber languages.

Additionally, French authorities discouraged local languages, viewing them as obstacles to assimilation. This linguistic assimilation was part of broader efforts to integrate Algeria into French society, eroding indigenous cultural distinctiveness.

The imposition of French rule brought about changes in governance, economy, and society that continue to influence Algeria to this day. One key aspect of French colonialism was the establishment of an educational system designed to serve the interests of the colonizers. The goal of this system was to marginalize indigenous languages and customs while advancing French language and culture.

1.3.1 Colonial Educational System

Nothing exemplified the attempt of France to subjugate Algeria more than the integration of Algerians into French culture in the educational system. The most detrimental component of colonialist policy was made evident by the imposition of French educational standards and the denial of the Algerian people's rightful cultural identity through language, curriculum, and teaching methods regulations. The French never constructed enough schools to teach more than a small minority of Algerian children of school age, not until they were ready to give up their hegemony over the country. Up until 1962, the French colonial government controlled education not just the institutions of higher learning but also the wide range of additional social activities that are typically included in education.

The French colonial educational framework in Algeria played a noteworthy part in forming the educational landscape of the region. Amid this period, education was used as a tool for cultural assimilation and control. In any case, post-colonialism brought approximately critical changes to the educational system in Algeria. With independence, there was a thrust for the decolonization of education, yet the legacy of the French colonial educational system continued to influence the post-colonial education system in Algeria, leading to a complex blend of French and Algerian educational practices.

1.3.2 French in Algerian Education (Post-Colonialism)

In Algeria, Arabic and French are the two most commonly spoken languages, sharing a contentious relationship with one another with national identity. The heritage of French colonization is responsible for the dominance of French and its ongoing significance in Algerian society. After gaining independence from France in 1962, Algeria began the process of Arabizing its school curriculum, which included banning French and requiring the study of Islamic law and the Qur'an. This was a significant shift away from the French colonial education system. "In ten to fifteen years…, Arabic will have replaced French completely and English will be on its way to replacing French as a second language." (Gordon, 1966, p. 113). However, the French language continued to be widely used in the country. Despite intermittent attempts to eradicate French from public life, the proportion of French speakers in Algeria was much higher than on the eve of independence.

Despite endeavors to decolonize the education framework post-independence, remnants of French impact continued, influencing the way subjects were instructed and languages were prioritized. This historical setting laid the establishment for the proceeded prominence of French as a second language in Algeria, reflecting its enduring legacy and significance in both academic and societal spheres. As Algeria navigates its post-colonial identity, the role of French as a second language remains a complex and advancing aspect of its linguistic and educational scene.

1.4 French as a Second Language in Algeria

The terms "second language" and "foreign language" are often used interchangeably, but there is a distinct difference between them. According to Richards and Rodgers (1997, p.3), a second language is "any language that is learned subsequent to the mother tongue". Crystal (2004) suggests that a language is employed within a community or broader society, despite not being the speaker's native language. Foreign language refers to any language other than that spoken by the people of a specific place. A second language in contrast, is a language a person

learns after their mother tongue, especially as a resident of an area where it is in general use, for instance, the French in Algeria.

When France invaded Algeria in 1830, its goal was not only political dominance or economic exploitation but also a thorough annexation that would eradicate the culture of the country. For 132 years, the French ruled over industry, government, education, and the majority of intellectual life. However, over forty-five years after the French colonists left, the nation is still having difficulty bringing its disparate facets of identity together.

From the end of the 1970s to the early 1990s, French was taught as a subject and as the first mandatory foreign language, starting from the fourth grade in the primary cycle, and the second language in Algeria. (Marinoor, 2000). Arabization, or the language policy implemented to displace French altogether, failed. Today Algeria is the second largest French-speaking community in the world. (Le Figaro littéraire, 2004). Algerians who could read Literary Arabic only were estimated at 300, 00010 while 1 million read French and 6 million spoke French. French is still widely used and spoken in daily life in Algeria's largest cities, and it is considered the second most spoken language in the country. Although French is not an official language in Algeria, it is still used in government, higher education, and industry.

The French language is considered one of the most common languages in the world and is recognized as an official language in many nations. Due to its colonial influence, French has a long history in Algeria and it is still widely used in administration, business, and education. Conversely, English has become the world's most widely used language and it is considered the universal language in many regions. In the context of Algerian educational development, the proliferation of English language instruction can be attributed, in part, to a motivating factor that seeks to disengage from the historically dominant French cultural hegemony while concurrently embracing the multifaceted aspects of globalization.

1.5 English Situation in the World

English is considered the most widely spoken global language, with over 1.5 billion people speaking it as either a first or a second language. Alfarhan (2016) says, "English has become a global language with over 380 million people speaking it as their first language and over 200 million people taking it as their second language."(P1)This is what made this language acquire the title of "the global language".

1.5.1 English as a Global Language

The concept "English as a global language is a powerful and controversial one. For some, it is the natural outcome of the spread of English as a global lingua franca."(Crystal, 2003, p.8). (Lin Pan, 2011; David Block, 2011) describe it as how the English language is widely used and influential throughout the world. It conveys the notion that English has taken the lead as the language of choice for academics, business, technology, and international communication. The widespread acceptance of English as a second language and as a lingua franca language for communication has been ascribed to historical, political, economic, and cultural considerations.

The history of English as a global language can be traced back to the colonization of the world by Britain. As Crystal, (2003, p.31) stated "English is not the language of imperialism; it is the language we have seen that has evolved out of a history of which we need not always be proud, but whose legacies we must use to good effect.". The spread of English was facilitated by several factors, including the development of new technologies (such as the telegraph and radio) and the growth of international trade and travel. The United States played a significant role in the global spread of English in the 20th century, particularly after World War II. Alfarhan (2016) stated that English today is the most widely spoken language in the world "with over 380 million people speaking it as their first language and over 200 million people taking it as their second language" (Alfarhan, 2016, p.1).

The global dominance of English as a lingua franca has undoubtedly influenced educational policies worldwide, including those in Algeria. In the Algerian context, the integration of English into the education system reflects the country's recognition of English as a vital tool for global communication and economic competitiveness. However, challenges arise in implementing English education effectively, such as ensuring equitable access and quality instruction, while also preserving the cultural and linguistic heritage of Algeria.

1.5.2 English Situation in the Algerian Education

English is a language that was introduced in Algeria without any historical connections between the Algerians and the Anglo-Saxon world (Benrabah, 2013). It is considered the second foreign language, besides French. It is mostly referred to only in educational settings, as it does not particularly play an important role in the national and social life of the Algerian people, and it is not one of the historical components of the Algerian cultural identity. Additionally, the entire cultural context in Algeria is different from the lifestyle in English-speaking countries, and English is not the students' natural communicative environment. (Slimani, 2016).

English language education in Algeria has undergone significant changes over the years, reflecting the country's evolving language policies and educational reforms (Rezig Nadia, 2011). Its history can be traced back to the 1970s when the Arabization arrangement of 1971 and economic changes occurring worldwide led to an increase in the use of English as a conveying vehicle in globalized Algeria. As a result, the use of French began to decline, leaving more space for English to be instructed as a foreign language. In the 1990s, English was defined as a second foreign language in Algeria. In 1993, the Algerian government introduced English as an option for fourth-grade students to fulfill their foreign language requirement, alongside French. The government argued that English was an international language that provided access to science and technology, and therefore needed to be offered at an early age. However, the majority of students chose French, which has been in use in Algeria since 1830 and was seen as more practical for job opportunities.

Since then, the presence of English in Algeria has grown, particularly in the business and academic sectors. The rise of oil prices and the shift to a market economy that requires the learning of foreign languages have also contributed to the increasing importance of English in Algeria. The British Council and the U.S. Embassy in Algeria have implemented various programs to promote English language education and cultural exchange, as Belmihoub (2018, p.2) stated that "The American embassy also operated the American School and a Cultural Center that had a library, and Algerians were awarded scholarships for study in the US every year". Today, English is taught as a second foreign language in middle schools starting from the 1st grade and has recently been implemented in the 3rd year of primary school. English is gaining more and more territory in Algeria to stay tuned with Globalization. Moreover, it has started to be recognized within Algerian society, especially among the young generation. The position of English within the educational system as a Second Foreign Language (FL2) may be displaced towards being the First Foreign Language (FL1) thanks to its power as an international language dominating the world. (Haddam, 2022; Belmihoub, 2015).

The English situation in Algerian education intersects with the long-standing presence of French in the country's linguistic landscape. While French has historically been the dominant foreign language in Algeria due to colonial legacies and ongoing cultural ties, the increasing emphasis on English reflects a global shift in language priorities. This contrast prompts discussions on the role of English versus French in Algeria.

1.5.3 English vs French in Algeria

The rivalry between English and French is a complex and multifaceted issue, especially in the context of Algeria. Historically, French has been the dominant language in Algeria due to colonization and cultural ties. French was the language of the colonial administration and was also used in education, media, and other domains. After Algeria gained independence in 1962, French continued to be an important language in the country, particularly in the areas of education, business,

and government. However, in recent years, English has been gaining ground in Algeria and it is seen as a more practical language for international communication and is increasingly being used in business and technology. (Belmihoub. 2017).

The rivalry between the English and French in Algeria is influenced by a multitude of interconnected factors, reflecting a complex interplay of historical, sociopolitical, and educational dynamics. As stated by (Benrabah, 2007); the historical legacy of colonialism and decolonization has left a profound imprint on language attitudes, as evidenced by Benrabah's exploration of the ambivalence towards French due to its association with colonial rule and its role in the resistance, as well as its conveyance of universal values. Furthermore, the implementation of language policies, such as the introduction of English as a competitor to French in the educational system, has significantly influenced the rivalry between the two languages, reflecting the preferences and decisions of policymakers regarding language instruction and bilingualism.

The attitudes of Algerian schoolchildren and the broader population towards French and English play a pivotal role in shaping the rivalry, with preferences for additive multilingualism, resistance to language substitution, and the valued image associated with French influencing language dynamics (Benrabah, 2007). Moreover, he explained that societal changes, including urbanization, economic shifts, and demographic factors, have contributed to the evolving dynamics of language rivalry, underscoring the implications for language use, prestige, and the role of major social institutions such as education and the media (Benrabah, 2007). In essence, these multifaceted influences collectively shape the rivalry between English and French in Algeria, reflecting a rich tapestry of historical, sociopolitical, and educational factors that continue to shape language attitudes and language planning in the Algerian context.

The linguistic situation in Algeria, particularly concerning the prevalence of French alongside Arabic and Berber, directly informs attitudes toward language.

French, deeply rooted in Algeria's colonial history, holds considerable prestige and it is widely used in formal contexts such as government, education, and business. English, meanwhile, increasingly represents global interconnectedness and opportunities, particularly among the younger generation. These linguistic dynamics shape attitudes toward language, reflecting complex societal perceptions of tradition, modernity, and international engagement.

1.6 Attitudes

Attitude originates from the French term, derived from the Italian word "attitudine," and also from Late Latin "aptitüd" and "aptitüdin."(American Heritage Dictionary of the English Language, 2000; Venes, 2001). It encompasses evaluations of individuals, locations, objects, and concepts. According to Pickens (2005), attitudes aid in shaping our perception of situations and guide our behavior towards them or the objects involved.

1.6.1 Attitudes in Social Psychology

Attitudes are recognized as a pivotal aspect of social psychology, and "probably the most distinctive and indispensable concept in contemporary social psychology" (Bohner &amp et al, 2002, p.10-11). This notable interest in attitudes within social psychology has resulted in a lack of consensus on a single definition, primarily due to the divergence of attitude scholarship into two contrasting perspectives: the mentalist and behaviorist views.

1.6.2 Definitions

Allport's (1935, p.810) frequently cited definition of attitude reflects the mentalist perspective, which views attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". He highlights that attitudes are mental and neural states shaped by experience. It emphasizes that attitudes play a directive or dynamic role in influencing how individuals respond to all objects and situations in their environment.

Similarly, Ajzen and Fishbein (1980) stated that attitude, whether verbal or non-verbal, is a concept that reveals the individual's state of mind and their feelings towards a person, an object, or an event, which allows us to predict their behavior to either encourage or discourage that behavior from appearing again. In addition, Eagly and Chaiken (1993, p.1) define it as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". Meaning, that it underscores the subjective nature of our evaluations towards specific entities, reflecting our inclinations toward favor or disfavor. Attitudes play a crucial role in shaping our thoughts, feelings, and behaviors, influencing how we engage with people, objects, and ideas in our environment.

On the other hand, (Adewuyi, 2006), remarked that attitude is considered to be individualistic, an abstract entity, and a kind of intervening variable imposed in order to explain regularities in behavioral responses. It indicates that attitude is perceived as individualistic, abstract, and serves as an intervening variable utilized to elucidate patterns in behavioral responses.

1.6.3 Types of Attitudes

In psychology, attitudes are evaluative judgments about a person, object, or idea. They can be categorized into various types, including positive, negative, and neutral. There are hundreds or more types of attitudes, but all can be classified as being mainly positive, neutral, or negative, influencing how individuals perceive and respond to the world around them.

1.6.3.1 Positive Attitudes

A positive attitude is a powerful tool that fosters enthusiasm, promotes self-esteem, and creates an atmosphere conducive to learning. Viewing challenges and obstacles in life from a positive perspective means that one has a positive attitude. Since positive thinking implies that one has a propensity to anticipate favorable events and reach satisfactory conclusions, it may be linked to positive attitudes. Fitzmaurice (2011) claims that having a positive mindset is crucial in various aspects

of life. If one aims to build or achieve something, embracing positivity is essential. Positive attitudes are the key to success in work, endeavors, aspirations, and all accomplishments. Nevertheless, he assures that having an excess of positive attitudes might not be advantageous. Having a positive attitude can have a significant impact on mental and physical health and behavior. Positive thinking has been linked to less stress, better problem-solving skills, and a better sense of well-being. Maintaining a positive outlook leads to positive experiences, while a negative attitude can result in negative outcomes (Olukoya, 2010). A positive attitude can lead to a better quality of life and enhance mental and physical well-being.

1.6.3.2 Negative Attitudes

Negative attitudes refer to a pessimistic or unfavorable outlook on the environment, oneself, or others. These attitudes can be influenced by various factors, including sensitivity to discomfort, lack of skills to deal with adversity, and exposure to role models with negative attitudes. "Negative attitudes help you with protection, prevention, and planning. Those attitudes help you with negation". (Fitzmaurice, 2011, 98). This was described in Leadstart Publishing (2011) as the 'what if' attitude. However, it is important to note that this perspective is not universally accepted, as maintaining a consistently negative attitude can have detrimental effects on mental well-being and relationships. Negative attitudes can shorten one's life, create an unpleasant future, harm others, and lead to unsatisfying circumstances.

1.6.3.3 Neutral Attitudes

Neutral attitudes can be described as a lack of strong positive or negative feelings or opinions regarding a certain subject. Individuals with neutral attitudes may be emotionless by choosing to ignore their personal issues. Fitzmaurice (2011) claims that maintaining a neutral attitude when one finds himself in a middle ground, undecided or not yet committed. "Neutral attitudes are not for accomplishment. Neutral attitudes are best for tolerance, understanding, and peace" (Fitzmaurice, 2011, 98). In this sense, Individuals with a heightened level of elaboration tend to assess persuasive arguments more positively when experiencing happiness as

opposed to a neutral emotional state. (Wagner & Petty, 2011). However, this kind of attitude may not be appropriate since it encourages acceptance rather than change or development.

1.7 Factors Influencing Attitudes

The correlation between the nature of the attitude of the learner and the learning outcomes has piqued the interest of scholars studying foreign/second language learning. This shows that the learner who grows and develops positive attitudes learns effectively and more. Gardner, Lambert, and Burstal (1987) suggest that there is a positive relation between learning outcomes and attitude toward learning a second or foreign language. As a result, a few scholars have determined that attitudes towards a language can be influenced by various factors. According to, some of these factors include educational factors, social factors, learner personality factors, and other factors.

1.7.1 Language Difficulty

The difficulty of learning a foreign language can significantly impact the learning process for the learner, in which he may face some challenges and issues due to several reasons such as language Distance. The linguistic distance between the native language and the target language plays a crucial role. If the languages are from the same language family or share similarities in grammar and vocabulary, the learning process may be easier. However, greater linguistic differences can pose challenges. For instance, French in Algeria, the use of the mother tongue, Algerian Arabic, has been found to facilitate the learning of French for adult learners in Algeria. However, they may find certain aspects of French challenging due to differences in grammar, syntax, and vocabulary. (Ellis and Larsen-Freeman, 2006) argues that Language difficulty can be a double-edged sword; while some challenges are necessary for learning, excessive difficulty may lead to frustration and hinder the learning process.

Grammar structure and verb conjugation together can make a language more challenging to learn. French is known for its complex system of verb conjugations. Verbs change forms based on the subject, tense, and mood, and many irregular verbs do not follow standard conjugation patterns. Learning and memorizing these conjugations can be demanding. Krashen and Terrell (1983) claim that Language difficulty should be carefully calibrated in instructional materials; an optimal level of challenge promotes language acquisition, while excessive difficulty may lead to cognitive overload and hinder learning.

1.7.2 Poor Educational System

The poor educational system can have a significant impact on learning a foreign language. Concerning Teaching Strategies, Studies have shown that teaching strategies adopted by tutors can be outdated, which hinders effective language learning. Outdated methods may impede the learning process, as language acquisition is dynamic and influenced by contemporary communication trends. Toffler (1970) says, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn". The design of language curricula influences the content, structure, and sequencing of language learning. A well-structured curriculum can provide a systematic and comprehensive approach to language acquisition, incorporating grammar, vocabulary, and cultural aspects.

Another reason why the poor educational system can affect badly learning or teaching a second language is adding another foreign language to the program. The student will face challenges and pressure trying to acquire both languages. For example, the Algerian government introduced the teaching of English in the first educational cycle, in preparation for replacing the French language, which has been used as the official language of companies and government agencies since independence. (Asharq Al Awsat). The shift towards English would also be a challenge for the Francophone current in Algerian society, especially given the tendency among youth to lean towards English over French. (Carnegie endowment

for international peace, 2023).A poor educational system can impede the effective learning of a foreign language through outdated teaching strategies, curriculum design, shifting between two foreign languages, and the competence of teachers as well. Addressing these issues is crucial to promote effective foreign language education for all learners.

1.7.3 Lack of Relevance

Language learning can be challenging, and one of the reasons for this is the lack of relevance. Learners may struggle to find interest and motivation in the language they are learning due to the unavailability of good facilities, supporting learning circumstances, and interesting materials. Authentic activities have been found to have a positive effect on foreign language learning, suggesting that relevance is an important factor in language acquisition. As Chomsky (1988) mentioned on Cognitive Engagement, language learning is not merely a cognitive task but an active engagement of the mind. A disinterested learner creates a void where linguistic stimuli struggle to take root. However, even motivated learners may not engage in language learning if they do not see the relevance of the language to their lives. (Sage Journals).

In the sense of motivation and engagement, some scholars show that without relevance, learners may struggle to see the practical application of the language in their lives. This lack of connection can lead to a decrease in motivation and engagement. Gardner (1985) on the socio-educational model claims that motivation is the driving force behind successful language learning. Lack of interest can be likened to a stagnant pool, impeding the flow of knowledge. When learners do not perceive the language as relevant to their goals or interests, they may lose interest in the learning process altogether. This motivation leads to effective communication skills.

Communication skills, which involve understanding and using language in context, play a major role in learning such language effectively. If learners do not

find the language relevant to their communication needs or social interactions, they may struggle to develop strong communication skills. For instance, English students who study French courses do not see the practical or personal benefits of learning and using French, they may lack motivation to communicate in the language. On the whole, the importance of relevance has been recognized in vocational education, where students need general knowledge to complement domain-specific learning.

1.7.4 Media and Technology Influence

The influence of media and technology on language learning is significant. Digital technology, including the internet, social media, and educational tools, has become an essential factor in the language learning process, empowering learners and expanding educational potential both inside and outside the classroom. Several studies have highlighted the positive impact of technology on language learning, such as increased exposure to the language, enhanced communication, and improved attitudes toward learning. Social media, gaming, platforms, and career opportunities that require technology can influence language learning positively.

Technology careers such as gaming, gambling, and tech are perfect for multilingual, and language skills are fundamental in many of these jobs. Both academics and teachers have been writing about the benefits of using games in the language classroom for many years. The demand for English proficiency in the job market is increasing, particularly in sectors like technology, finance, and tourism. Algerian students and professionals, for example, may prioritize learning English to enhance their career prospects, sometimes at the expense of French language skills.

Social media platforms can be used to follow accounts that post content in the target language, and learners can choose accounts that match their interests, hobbies, and level of proficiency. English is commonly used on social media platforms like Facebook, Instagram, and Twitter, where Algerians engage with global trends and conversations. English hashtags and memes may gain more traction than their French counterparts, shaping online discourse and culture. Therefore, the integration of

media and technology into language learning can significantly enhance the learning experience and outcomes for students.

1.8 Attitudes Measurement

Maio and Haddock (2008) stated that attitude measurement refers to the process of assessing individuals' attitudes, which are evaluative judgments or feelings towards people, objects, or ideas. Attitudes can be measured using various methods, including direct and indirect techniques.

1.8.1 The Direct Method

Direct measurement of attitudes involves obtaining individuals' responses without using any stimuli or indirect methods. This can be achieved through self-report surveys or interviews, where individuals express their attitudes toward a specific issue or object. While direct measurement offers simplicity and reduces measurement errors compared to indirect methods, it is limited by individuals' potential lack of self-awareness or reluctance to accurately report due to social desirability bias or other influences. (Krosnick, 1999; Maio& Haddock&amp, 2008; Antonak, 1995). One of the most often used scales is the Likert scale.

The Likert scale, named after its creator Rensis Likert, is a widely used psychometric tool for measuring attitudes and opinions. It consists of a series of statements or items to which respondents indicate their level of agreement or disagreement on a scale. It is a significant way to measure attitudes in a quantitative way (Edwards & amp, 2021; Wirth 2021). The Likert scale typically ranges from strongly agree to strongly disagree, allowing researchers to quantify subjective responses and analyze data efficiently. The responses are typically structured on a 5-point or 7-point scale. (Livneh &amp, 1995; Antonak, 1995).

The Likert scale provides a quantitative assessment of attitudes by assigning numerical values to the responses, allowing for statistical analysis of the data. It is a versatile tool that can be used in surveys, questionnaires, and research studies to

measure a wide range of attitudes and opinions on various topics. Researchers often analyze Likert scale data by calculating mean scores, conducting factor analysis to identify underlying dimensions, and examining relationships between variables. The Likert scale is valued for its simplicity, ease of administration, and ability to provide structured and standardized measurements of attitudes (Krosnick, 1999).

Taking the example of the researcher Bouhmama Oumaima in her doctoral thesis with the name A Comparative Study of Students' Language Use and Attitudes towards MSA and English in Al-Ain University (UAE) and MSA and French in Tlemcen University (Algeria) (2018-2019). The Likert scale was used in the questionnaire for measuring students' attitudes towards the three language varieties (MSA, AA, French in Algeria, MSA, EA, English in the UAE) was a trichotomous scale with three points: agree (3 points), neutral (2 points), and disagree (1 point). The interpretation of the means was categorized as follows:

- 1 – 1.67: Negative attitudes
- 1.68 – 2.34: Moderate attitudes
- 2.35 – 3.01: Positive attitudes

It was designed to focus on positive statements only to avoid statistical miscalculations in data analysis and to prevent confusion among respondents. A total of 26 items were used in the scale, with 10 items for attitudes towards MSA, 6 items for attitudes towards SA, and 10 items for attitudes towards the FL (French in the Algerian context and English in the Emirati context). Each language was measured separately to enhance result accuracy.

1.8.2 The Indirect Method

Since the direct methods have a variety of weaknesses, the indirect approach emerged to cover these shortcomings. It contains methods of attitude measurement that do not rely on individuals' explicit self-reports of their attitudes, but instead infer

attitudes from other measures, such as response times or physiological responses. (Maio&amp, 2008; Haddock, 2008).

Lambert and his associates introduced the match-guise technique in 1960. (Gaies &amp, 1991; Beebe, 1991). (Nejjari ,et al, 2018) define it as a research approach utilized to investigate listeners' attitudes and perceptions towards various languages or accents. It entails presenting listeners with recordings of the same text spoken by different individuals matched in demographics but differing in language or accent. Listeners then assess the speakers based on criteria like intelligence, friendliness, or competence, aiming to discern the impact of language or accent on these judgments. This method is frequently employed to explore the influence of language or accent on social attitudes and stereotypes. However, The Matched Guise Technique may not capture the full complexity of attitudes, as it focuses on specific characteristics rather than the overall message or speaker. Additionally, the results may be influenced by factors such as the context in which the message or speaker is presented (Maio&amp, 2008, Haddock, 2008).

Take the example of the same researcher Bouhmama Oumaima in her doctoral thesis. She used this method to assess language attitudes towards different languages. It involved the meticulous preparation of a written text about marriage for volunteer speaker-readers, followed by recordings with bilingual speakers in Algerian and Emirati contexts. The recordings were manipulated using Praat software to analyze para-linguistic features like tone, pitch, and pauses. Additionally, the MGT questionnaire, structured with Likert scale items focusing on status and solidarity dimensions, incorporated traits derived from open-ended questions administered to students.

1.9 Conclusion

In summary, this chapter has provided a thorough examination of the historical and social contexts surrounding the two foreign languages, French and English, both on a global scale and within Algeria specifically. It has elucidated the coexistence of

these languages within the Algerian context, considering various dimensions such as cultural, linguistic, and educational factors. Furthermore, the chapter has addressed diverse aspects related to the theoretical framework, including discussions on attitudes and their significance in social psychology, as well as the classification of different types of attitudes and methods for assessing language attitudes.

Chapter Two

Research Methodology and Analysis

2.1 Introduction

The second chapter is regarded as the practical part which seeks to explore the teaching/learning situation of the French language in the department of English. This part focuses on examining students preparing a Licence degree in English and French teachers' thoughts and perspectives toward the teaching/learning of the French language in the English department. It also describes the research design, the informants under investigation, and the research instruments. The gathered data was analyzed both qualitatively and quantitatively.

2.2 Research Design and Procedures

Crafting an appropriate and well-designed research strategy is essential to develop a research study. Due to the interest in obtaining detailed information on the current situation of the teaching/learning of the French language in Algeria, particularly in the English department, a case study approach was adopted to investigate and explore different aspects of the topic. Therefore, the present work is a case study of L1, L2, and L3 English students at Tlemcen University.

Both qualitative and quantitative data were considered suitable for this study. Qualitative and quantitative research methods differ in how data is collected and analyzed. These various data collection methods can supplement each other and increase the reliability and validity of the results. Quantitative data are typically used to collect closed-ended questionnaires, whereas qualitative data are used to collect open-ended questionnaires, interviews, and classroom observations (Zohrabi, 2013). In this research, the quantitative analysis involves statistics and numbers gained from the questionnaire and the results obtained from the matched guise technique. The qualitative analysis involves the teacher’s interview as it provides more information.

2.3 Research Objectives

This investigation seeks to assess students' attitudes towards the learning the French language within the English department of Tlemcen University, and to investigate the intricate language dynamics involved in the coexistence of English and French within the students' academic pursuits. It also attempts to identify the factors influencing their attitudes towards learning the French language. Lastly, the objective of this research is to contribute to the field of applied linguistics by providing insights into the interaction between students and the use of the French language within an English academic context.

2.4 Sampling and Participants' Description

The participants of this study are first, second, and third-year English students, during the academic year of 2023-2024 in the department of English at Abou Bakr Belkaid, Tlemcen. Besides students, and for the purpose of collecting reliable data, the researchers interviewed three teachers of French at the English department who have a lot of teaching experience.

2.4.1 EFL Students

The informants of this research are composed of one hundred twenty-one EFL students from first, second, and third-year license students from different groups at the University of Tlemcen. The age of the majority of the participants is approximately seventeen to twenty-four. Females represent 91 participants and males represent 30 participants.

2.4.1 Teachers of French

In addition to the participation of EFL students, three (03) French teachers, who teach the language in the English department, were part of the investigation as well. All of them are currently teachers as each one of them teaches a level (L1, L2, and L3). French teachers have been chosen because they can enhance the research

by providing their vision about how attitudes influence the students' behavior about the French language in the classroom, and what strategies they can use to overcome such problems.

2.5 Instrumentation

The researchers' work is based on collecting, analyzing data then drawing a conclusion about it. The use of multiple research instruments is necessary to obtain reliable research results. As has been mentioned, different research instruments have been applied in this research work to collect data. The questionnaire was addressed to EFL students (L1, L2, and L3) while the interview was set for teachers, in addition to the matched guise technique. These methods aim to comprehensively grasp students' attitudes toward the French language and identify factors influencing these attitudes within the investigated context.

2.5.1 Students' Questionnaire

As a matter of fact, the questionnaire is the first instrument used in this research (Appendix A). It is carried out for first, second-, and third-year license students of the English department. The questionnaire is the most frequently employed instrument to collect data about the situation under study. Richards (2005:6) defines it as "one of the most common instruments used. They are relatively easy to prepare, they can be used with a large number of subjects, and they obtain information that is easy to tabulate and analyze." In other words, questionnaires are valued for their practicality in research settings, offering researchers a straightforward method to collect data efficiently. This ease of use, coupled with the ability to gather data from a broad sample size, makes questionnaires a valuable tool for researchers aiming to analyze data both quantitatively and qualitatively.

According to Brown (2001: 6) questionnaires are "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answers". That is to say, questionnaires are versatile tools that enable researchers to systematically gather data, analyze responses, and draw meaningful conclusions based on the information provided by respondents.

2.5.2 Teachers' Interview

An interview is a research method used to gather information from individuals through direct questioning and conversation. In qualitative research, interviews play a crucial role in collecting in-depth and rich data that can provide insights into the participants' perspectives, experiences, and meanings attributed to certain phenomena (Coughlan, et.al.2009).

There are three types of interview: structured interview, where the interviewer asks a set of predetermined questions in a specific order. This type of interview ensures consistency in the questions asked to all participants. An unstructured interview is more conversational and open-ended. The interviewer may have a general topic in mind but allows the conversation to flow naturally, exploring different areas based on the responses of the interviewee. Last, semi-structured interview combines elements of both structured and unstructured interviews. The interviewer has a set of core questions but also has the flexibility to ask follow-up questions or delve deeper into specific areas based on the responses (Sachs, 1999).

This study used a structured interview as a second research tool intended for French teachers in the English department. It was conducted in French, as this is the language common to the participants. In parallel, the interview aims to examine how attitudes affect students' participation (from teachers' perspectives).

2.5.3 Matched Guise Technique

Gaies and Beebe (1991) indicate that the matched-guise technique (MGT) has become a fundamental method for measuring language attitudes as it offers a unique way to assess attitudes towards language varieties that questionnaires may not capture accurately. While questionnaires are commonly used to gather information on attitudes, they may not fully reflect how students truly feel and think about specific language or variety. MGT provides a more nuanced and direct approach by presenting listeners with actual language samples, allowing for a more authentic assessment of attitudes toward different language varieties and codes.

This method enables researchers to observe how individuals react to specific linguistic cues and variations, providing valuable insights into their perceptions and evaluations of different languages. Thus, an MGT questionnaire was designed to unveil the thinking and emotions of the respondents. This method indirectly examines English students' (21 students from L1 to L3) attitudes towards languages: English and French.

2.6 Data Analysis and Interpretation

This section serves as a public area for our data. The sorting of the results will be based on the type of research instrument.

2.6.1 Questionnaire Results Interpretation

The students' questionnaire (Appendix A) was handed out online to 1st, 2nd, and 3rd year EFL students at the University of Abou Bakr Belkaid, Tlemcen (the researcher received about 121 respondents). There are fourteen (14) questions total, with a mix of multiple-choice, open-ended, and closed-ended questions. All students were given a link to the questionnaire using the platform: Google Forms, which gives them enough time to answer their questions in suitable conditions and at their convenient time. However, some questions have been left unanswered. The results of each question will be discussed and displayed in separate tables and graphs below.

Students' profile

Gender distribution of the students

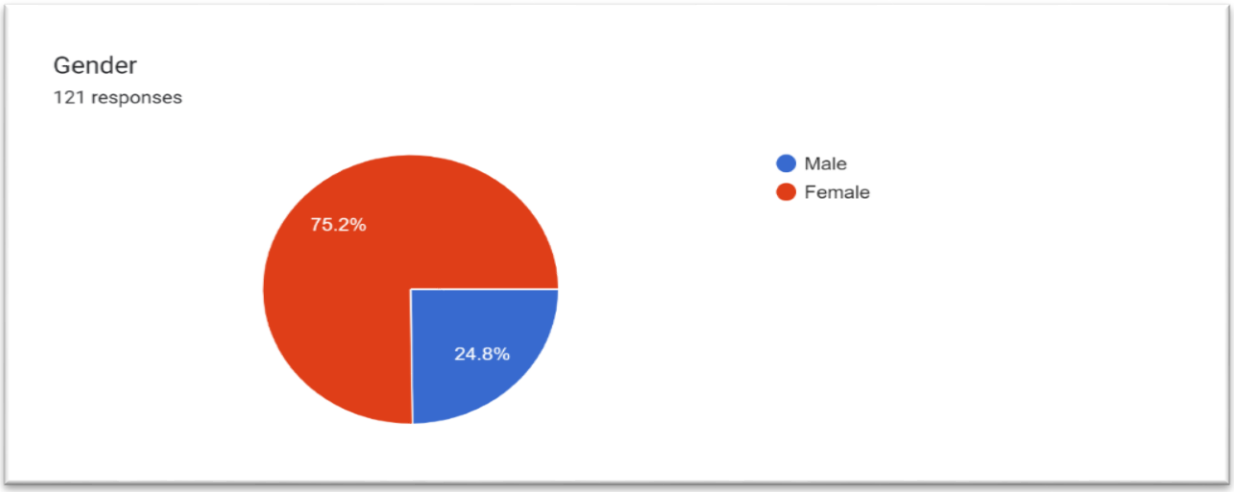

Figure2.1: Gender' Distribution

The graph above revealed that the number of females is higher than males with 91 females and 30 males.

Age distributions

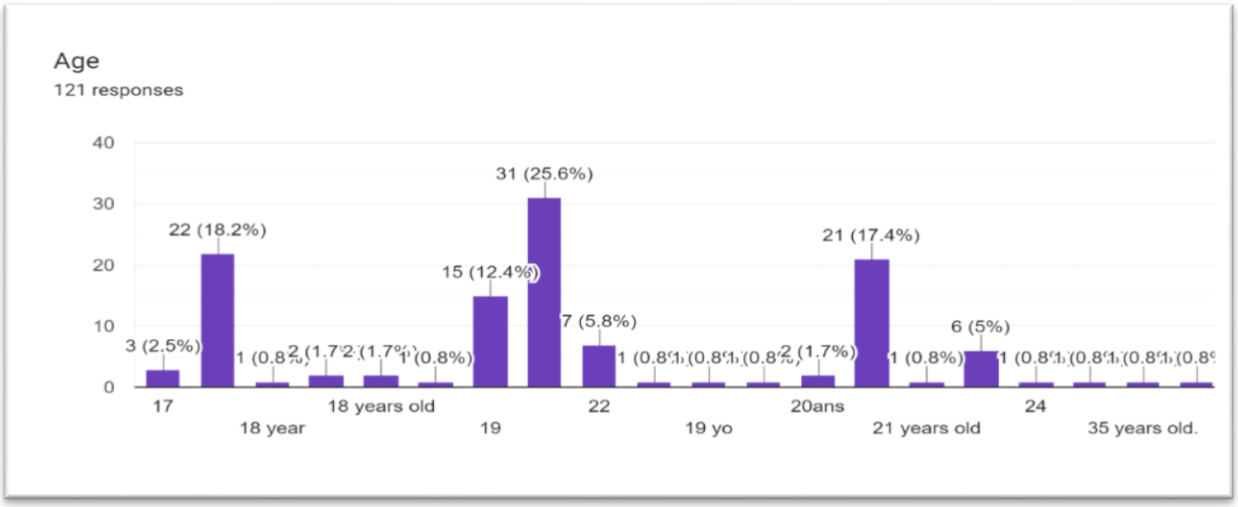

Figure2.2: Distribution between Ages

The result of this distribution showed that the respondents' ages ranged from 17 to 53 years old, with the majority being under 24 years old (97.52%).

Level of education

This one is assigned to the students to know their level of education.

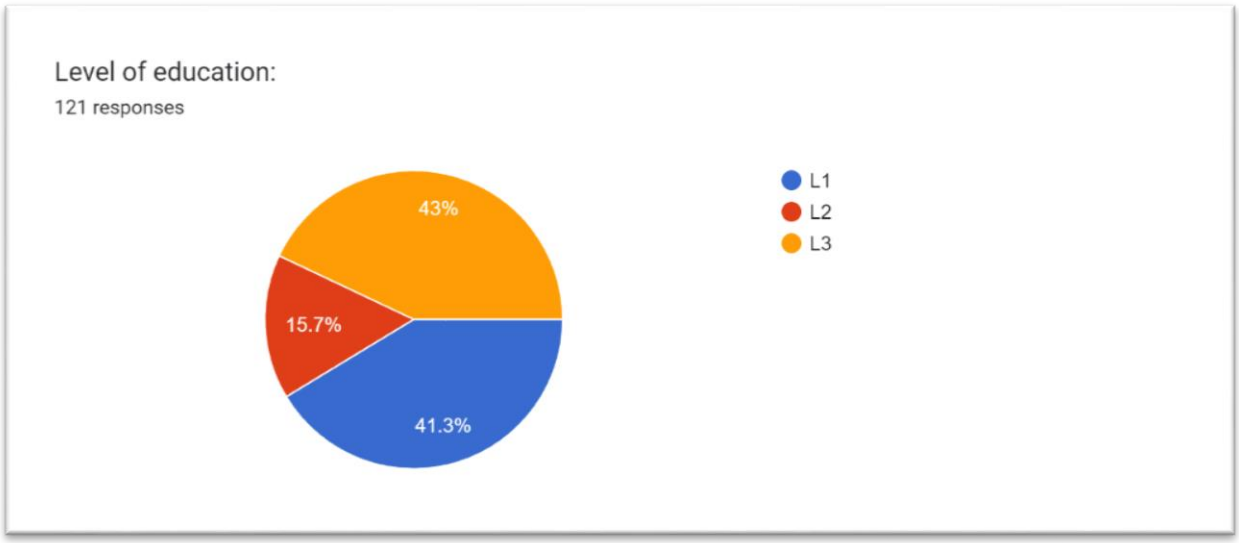

Figure2.3: Students' level of education

The responses exemplified that 43% of the informants are L3 students, 15.7% are L2 students, and 41.3% are L1 students.

Part Two: Questions

Question one: How do you evaluate your level in French?

Table 2.1: students' self-evaluation in their level in French

Level	**Percentage**
Average	47.1%
Good	28.1%
Poor	19%
Excellent	4.1%
Under Poor	0.8%
Not Interested	0.8%

In this question, the participants were purported to assess their level in French. 47.1% chose average to describe their level in French, as it is the highest percentage. 28.1% aligned with good as their level. 19% viewed themselves as poor in French while 4.1% declared that they are excellent in French. However, two participants chose to answer with different answers that were not related to any of the choices the researchers provided. 0.8% believed that they were under poor while 0.8% asserted that they were not interested; they were the smallest portions.

Question Two: The following statements aim to assess and rate your attitudes toward learning the French language in the English department. For each statement tick (√) where you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

The participants were provided with a set of statements that seek to assess and evaluate their attitudes and perceptions toward learning the French language in the English department. The gathered data is shown in the figure below:

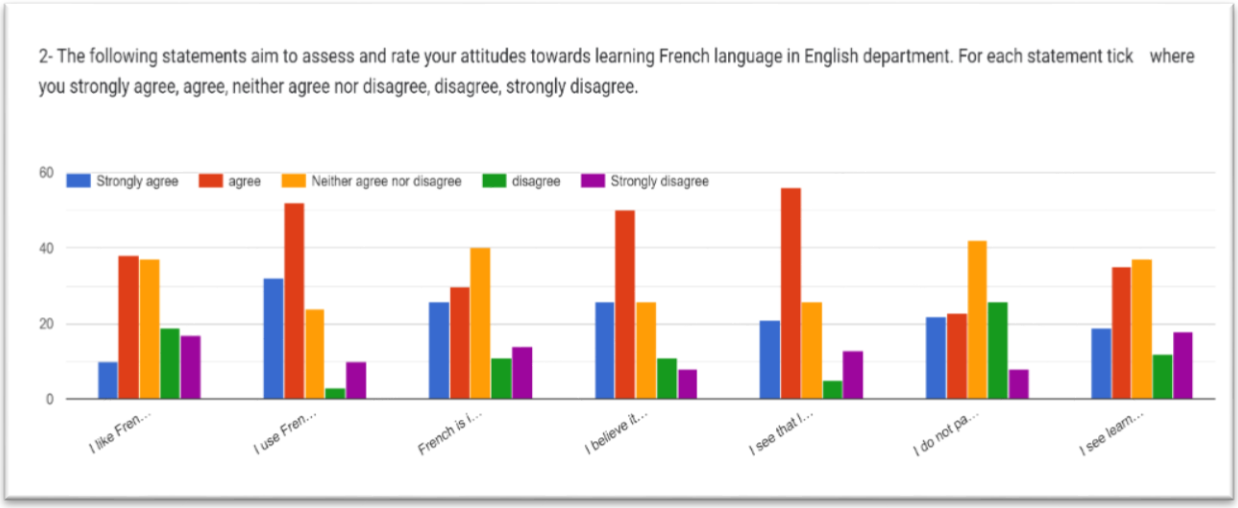

Figure 2.4: students' perceptions and attitudes toward learning the French language in the English department.

From Figure 2.4, it can be said that the majority of students hold a positive attitude towards learning and using French and they are ready to study French in the English department. Students are also aware of the significance and the importance of learning of the French language for their academic and career goals.

Question Three: How do you feel when studying/using French?

The aim of this question was to determine how students feel when they are learning French. The goal was to illustrate the range of emotions experienced by learners in the classroom atmosphere during instruction. Indeed, 44.7% of informants stated that they feel Happy, excited, interested, and relaxed. However, 48.8% of informants claimed that they feel bored, not interested, fearful, anxious, sad, and disgusted. Lastly, 5.8% of informants stated that they mostly had no feelings, indifferent, normal, or neutral feelings about studying French.

Question Four: In what ways do you think learning French may enhance your understanding of the English language?

The target of this question was to determine students' opinions about the significance of French in boosting their understanding of the English language. 56.5% of the participants agreed that French might enhance their understanding of English because they think that the similarities between the two languages may help the learning process as they have large shared vocabularies. In addition, French and English somehow have the same structure such as SVO. Also, many English words are coined or borrowed from the French language and vice versa. It is much easier to translate from French to English and for this; they see that the two languages get along well together. However, 43.4% of the students claimed that there is no relation between the two languages as French cannot reinforce their understanding of the English language.

Question Five: How was studying French before University like for you?

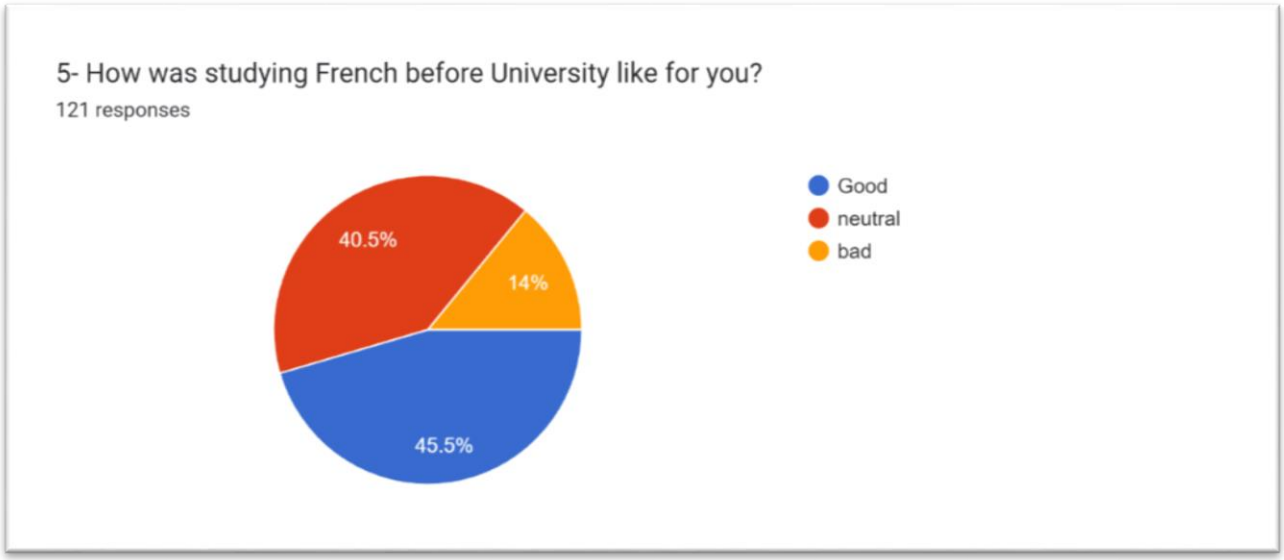

Figure 2.5: Students' self-assessment of their French-level pre-university

The target of this question is for students to reflect on their experience with learning French before university. It implies a request to analyze their feelings,

challenges, and overall experience with studying French prior to attending university. The higher percentage (45.5%) of participants had a good experience studying French before attending University. At the same time, 40.5% stated that their experience was neutral neither good nor bad. However, 14% of participants stated that they had a bad experience studying French before University.

Question Six: Did you see an improvement evaluating your level in French before and during University?

This question was addressed in order to know whether the participants witnessed an improvement in their level of French before and during university. The figure below summed up the results obtained.

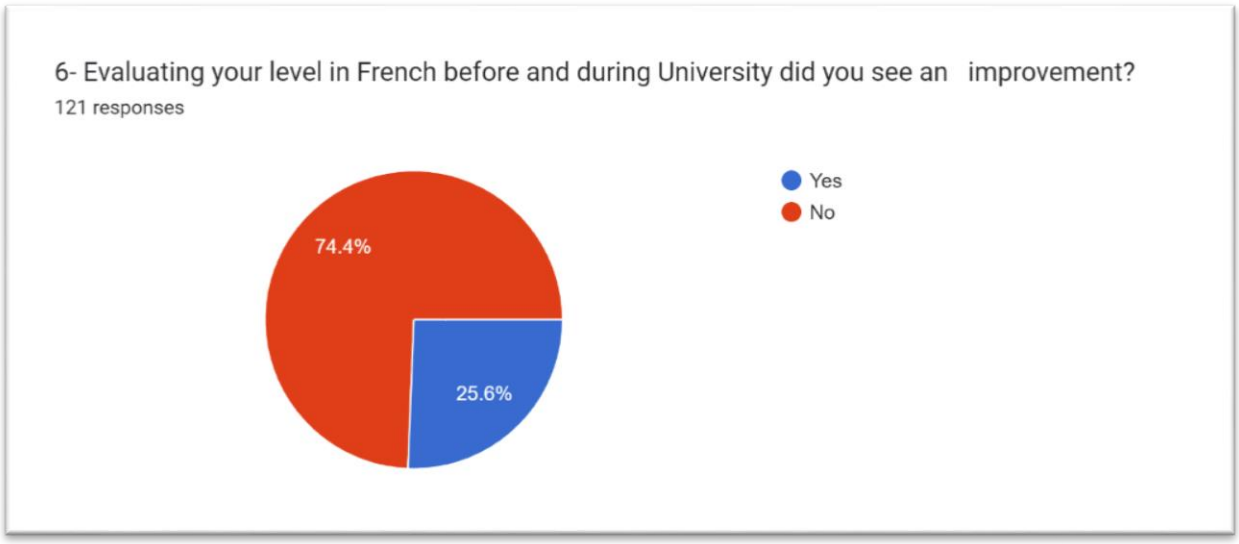

Figure2.6: Self-Assessed French proficiency: pre-university and during university comparison

Drawn from the figure above, the researcher can notice that the majority of the students with 74.4% claimed that they did not see any improvement in their level in French during university. Whereas, 25.6% answered with yes, meaning that they had improved due to some reasons. Some of them explained their answers by saying that sometimes teachers speak in French and then translate it into English, which makes the students understand and comprehend the French language. Others stated that

English and French are somehow similar and related, so when they learn English it makes them learn some French words as well.

Question Seven: do you think learning French as a module in the English department is important? Why?

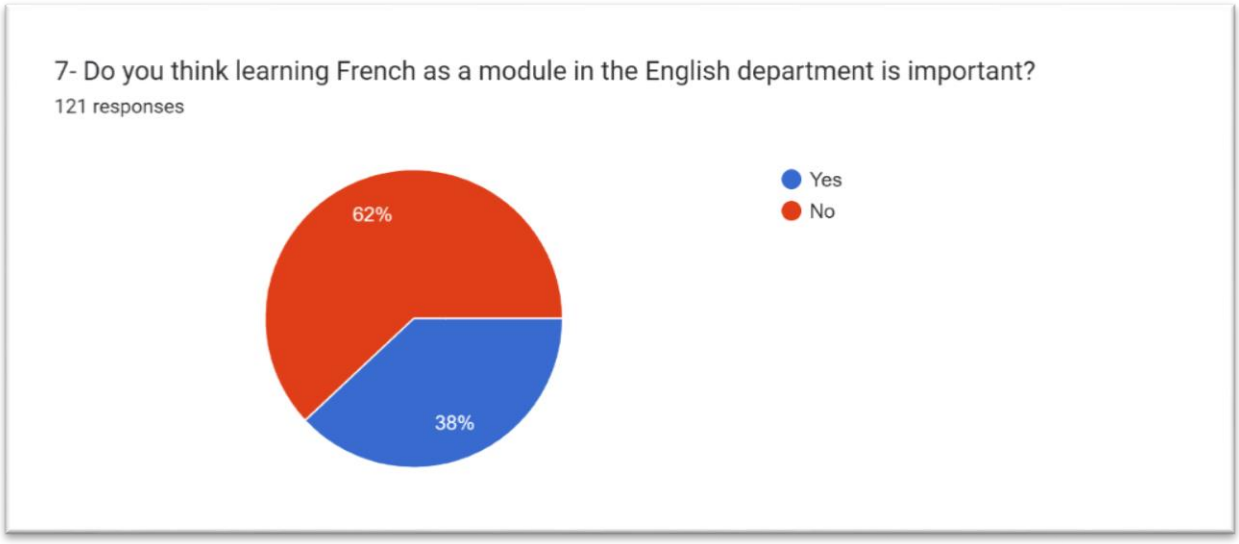

Figure2.7: the French importance according to students

This question asks whether teaching French within the English department is important. It requires examining the value and relevance of including French in an English-focused curriculum. A significant percentage of the students (62%) declare that the learning of French in the English department is not important. When asked why most of their answers were: the program was boring and repetitive; same courses from high school, most of the participants viewed the French course as an additional module that felt unnecessary, offering no benefits or relevance to their goals. While, 38% of the informants regarded learning French as important in the English department, as they believed in the importance of maintaining proficiency in a language already acquired. For some of them, it is crucial not to lose touch with the French language, also its status in Algeria as a fundamental language; ie, mastering the French language will open doors for them in both academic and professional spheres. Also diversifying language exposure beyond English breaks the monotony

and enriches linguistic skills, essential for academic excellence and broader career prospects.

Question Eight: How do you find learning French in general?

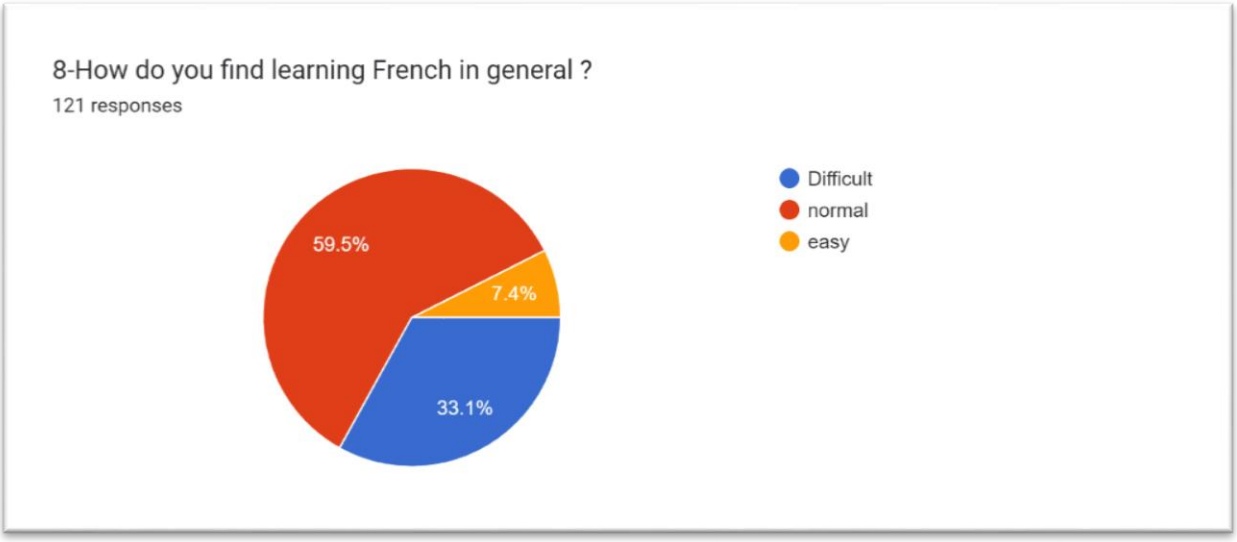

Figure2.8: the degree of difficulty in learning French

When asking students about how they found learning French in general, 59.5% claimed that they found it normal; neither difficult nor easy. 33.1% of the students found it difficult due to different reasons such as conjugation; some students claimed that the tenses in French are hard to conjugate, as there are many tenses, others answered by grammar, especially the exceptions rules. Others face some challenges at the level of structures as moving from English to French structure might be confusing for example, adjective placement like the phrase "the red hat" in English would be "le chapeau rouge" in French, where "rouge" comes after "chapeau." Moreover, some of them claimed that they feel the more they enhance their English, the more they forget about French. The remaining believed that they could not learn two languages at the same time. However, 7.4% see that learning French is easy and they do not find any problems with it.

Question Nine: Do you find learning French interesting?

This question seeks an analysis of students' personal interest in learning the French language, prompting an exploration of their feelings and attitudes toward the language.

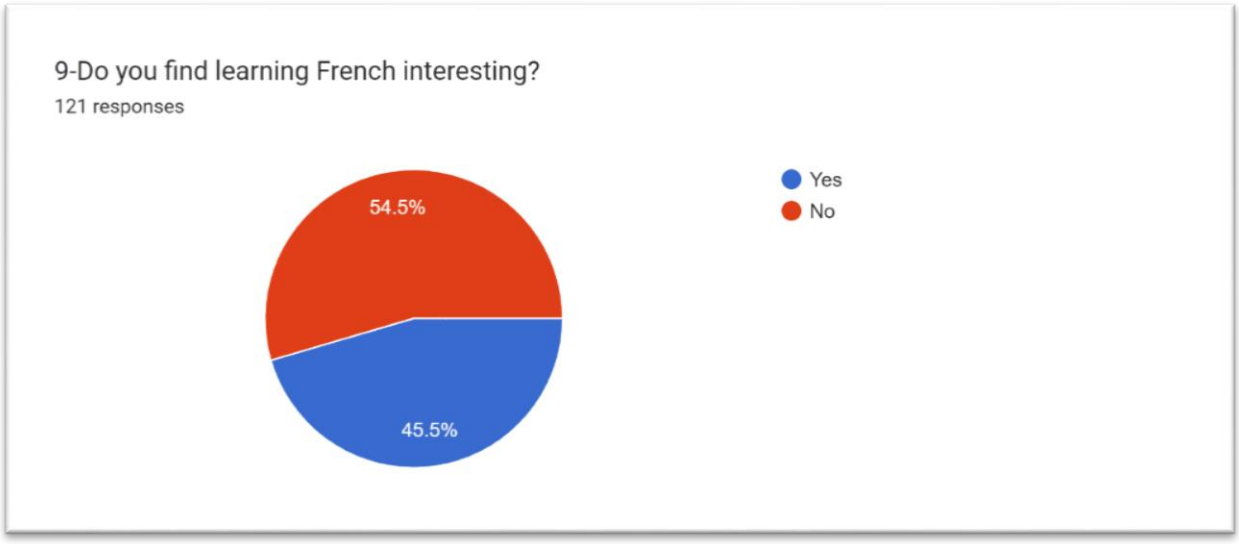

Figure2.9: Students' interest in learning French

As represented in the figure, the results of this question show that 45.5% of informants stated that they feel interested in learning the French language, because it is a highly used language in the Algerian dialect and it is used in their daily life, and it is the most used language in administrations. Also, it is important to acquire as many languages for improving memory and problem-solving skills. On the other hand, 54.5 of the informants said that they were not interested, the most frequent reason stated by the participants was the colonization of France and considering the French language as the colonizer language. Another reason is the spread of the English language globally and in Algeria specifically as participants stated that English is now replacing French in many fields.

Question Ten: How would you rate your overall interest in learning French in university and outside university? (From 1 to 10).

This question asks for a numerical rating, ranging from 1 to 10, to measure students' level of interest in learning French both within and outside of the university. It prompts reflection on their interest in the language across different contexts and may provide insights into the perceived impact of formal education on language acquisition compared to informal learning experiences.

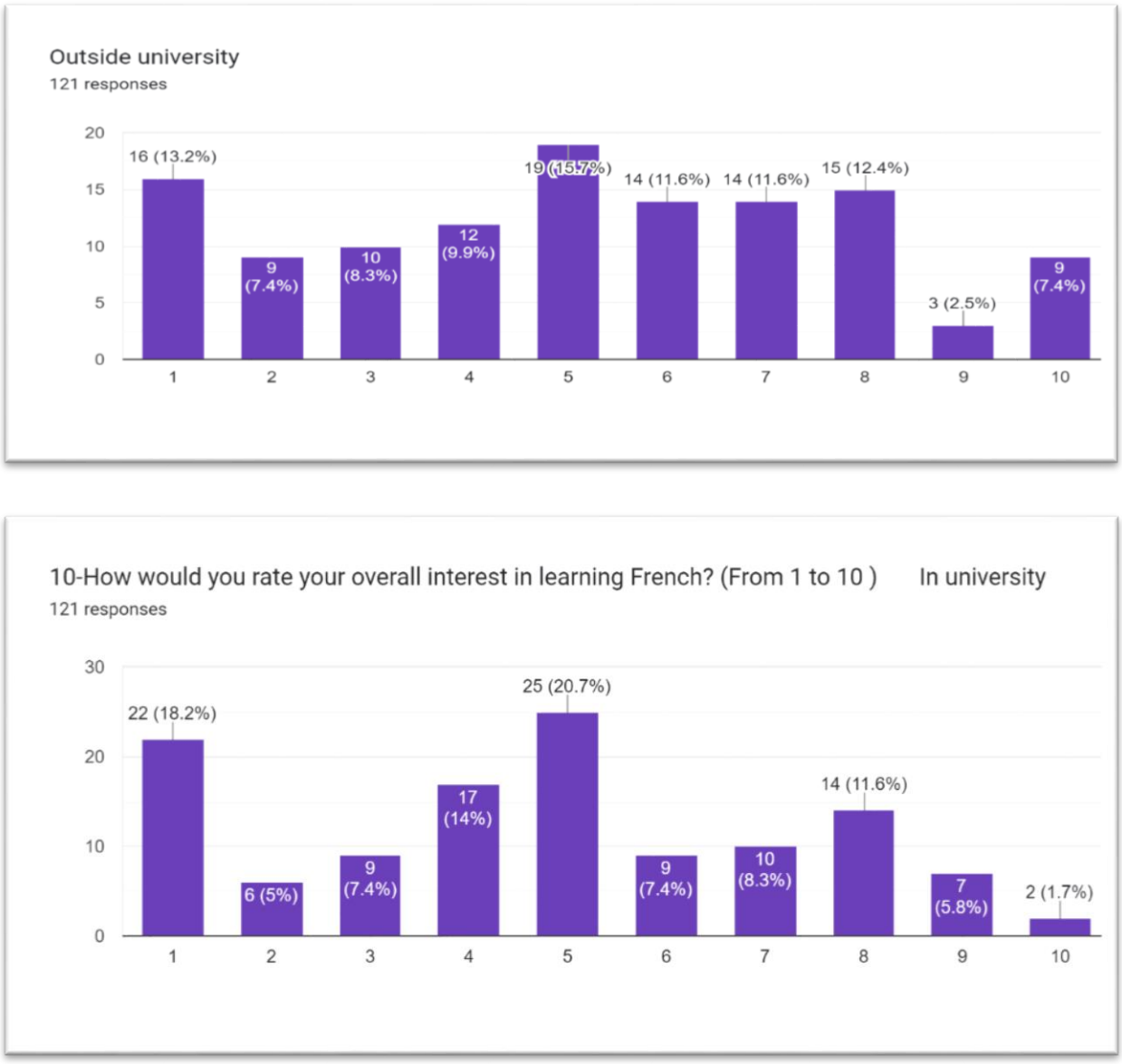

Figure2.10: Students' interest in learning French: university versus outside university

In the charts, the numbers go from one being not interested at all, to five being mildly interested, to 10 being very interested. In university, 18.2% chose number 1, which is the second highest number chosen by participants, which indicates that they were not interested in learning French. 20.7% of participants chose number 5, which is the highest percentage, in comparison with number 10 with the lowest percentage (1.7%), as only 2 participants, chose. Outside the university, 13.6% chose the number 1, whereas 15.7% chose the number 5, which is the highest percentage, and 7.4% chose 10, which is very interesting. Comparing the in-university and outside-university charts, it is observable that the percentage of interest in learning French increased going from in university chart to the outside-of-university chart; numbers from 6 to 10 increased from 34.8 to 45.5.

Question Eleven: In what language do you prefer to watch videos?

In this question, students were asked to reveal their preferred language when watching movies, series, documentaries, and YouTube videos. The participants were obliged to choose between English or French, with additional space to mention other languages they use. The students' replies are shown in the charts below

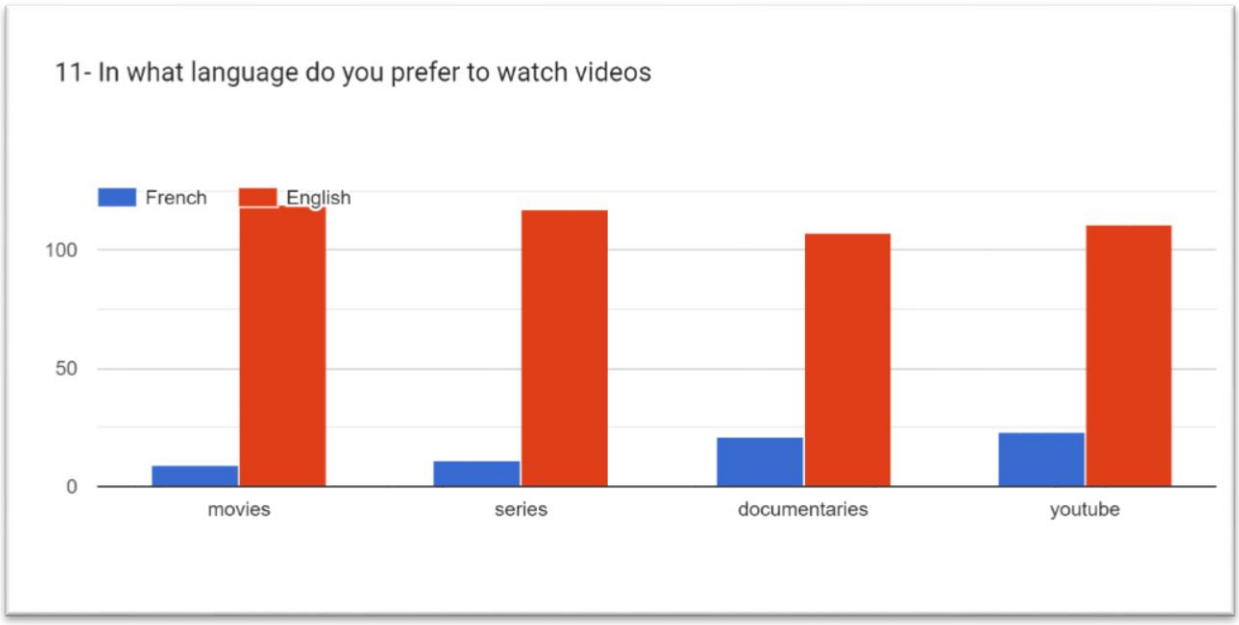

Figure2.11: Students' preferred languages concerning video-watching

The chart reveals the predominance of English as a preferred Language in all items: more than 100 tokens for each, while French was only picked by a few participants 23 maximum in the YouTube item. Many other languages were mentioned by the participants such as Arabic, Turkish, Spanish, Korean, Italian, and many more.

Question Twelve: What language do you use while using the internet and social media?

This question was directed to the students to examine the impact of the internet and social media on their attitudes towards the French language.

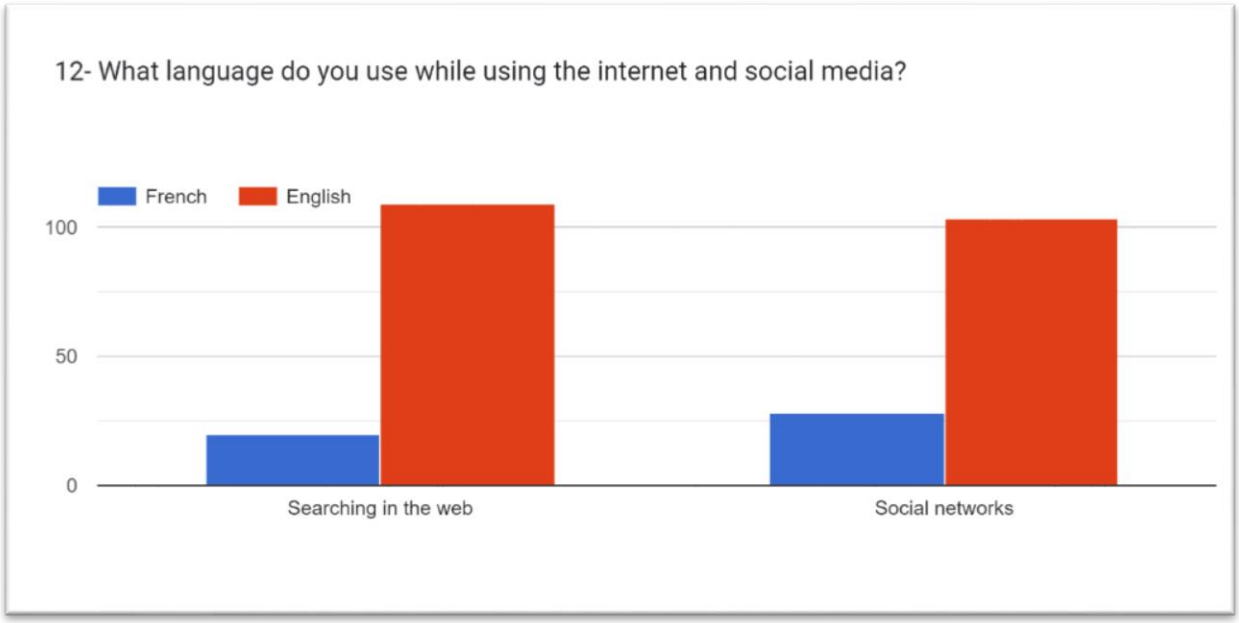

Figure2.12: Students' used languages concerning networks

As the chart shows, 109 students use English when searching on the web while 20 students use French. In terms of social networks and media, 103 students prefer to use English whilst 28 students use French. As the results obtained showed, students who tended to use English were more the ones who preferred to use French. The students had the choice to choose more than one option. 52 students mentioned other languages when using the web or social media such as Arabic with 37 students, 6 students with Spanish, and 4 students answered with Turkish.

Question thirteen: what language do you use as a default in your personal phone?

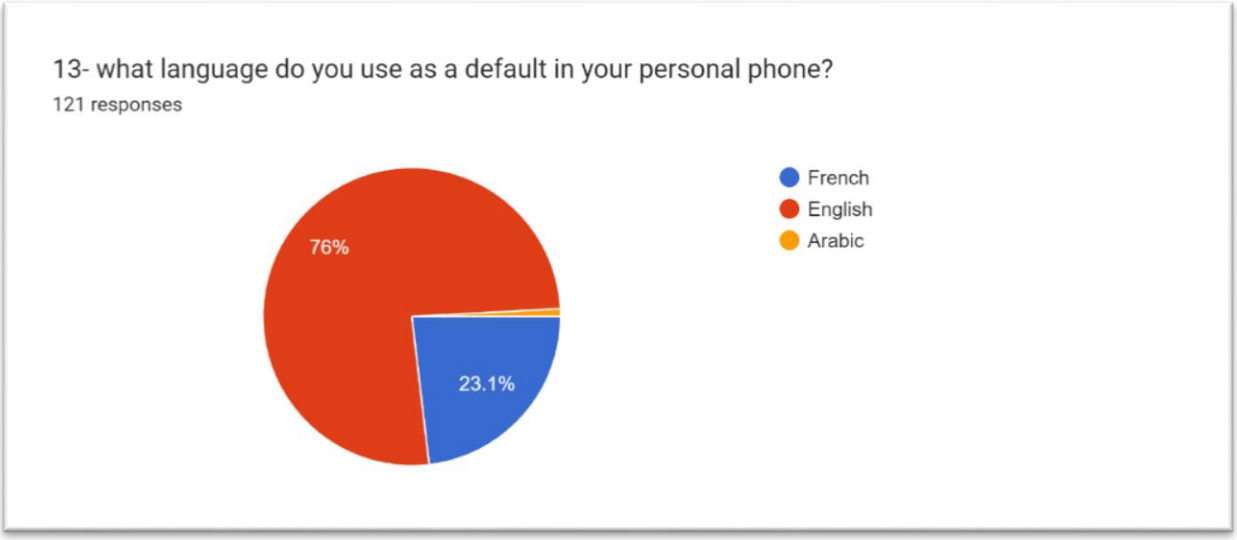

Figure2.13: the language students use as a default in their phones

This question attempted to know the language the students use the most as a default in their phones. As the graph shows, 76% of the students use English when using their phones, while 23.1% prefer French. The one remaining student utilizes Arabic.

Question Fourteen: From your personal experience, what are the main factors, positive or negative, that affected your attitude and perception concerning the French language?

This question seeks to identify the primary factors, both negative and positive, that have influenced the attitude and perception of participants toward the French language. The positive factors the participants mentioned are the prestigious nature of the French language and its culture. The French importance in Algerian society in both daily life communication and informal situations. The embracing of learning languages, and having access to good teachers. On the other hand, participants also mentioned the negative factors that impacted their attitudes toward the French language: the most repeated answers were the difficulty of the language especially

its grammar, and the bad history the Algerian country has with France. There are other reasons such as the poor educational system and the bad teachers, which made many students, develop anxiety while using the language. The globalization of English, and the fast-growing interest of teens and young adults in English. Lastly, finding the French language unlikeable, and French-speaking people's way of speaking annoying.

2.6.2 Interview Results Interpretation

The teachers' interview schedule was designed for the purpose of collecting data about the teachers' perspectives and observations concerning students' attitudes and perceptions toward learning and studying the French language in the English department. Three French teachers in the English department at Abou Bakr Belkaid Tlemcen were selected for a structured interview. The interview questions were originally written in English (Appendix B), but for the sake of collecting as much data as possible, a French-translated version of the questions was provided for the teachers (Appendix C). Due to its structured format, the interview contained 8 questions to gather precise data.

Question One: From your perspective as a teacher in the English department, what are your observations regarding students' attitudes toward learning the French language?

According to the teachers in general, although students' specialization is English, the need to acquire another language can help learners acquire the specialized language. However, teachers believe that interests vary from one student to another. Some students may be highly motivated to learn French because of their interest in the language, some have a certain competitive aggressiveness between languages and in some cases, there will be situations in which learners are interested in enriching their vocabulary so that they can face all communicative situations that require the use of the French language. Others may have lower motivation, perhaps

because they perceive learning French as a requirement to obtain their mark in the end rather than a personal choice.

Question Two: Have you noticed any particular trends or patterns in students' attitudes towards French language learning?

All interviewees stated that some students are highly motivated to learn French due to their interest in the language. However, the majority of others have lower motivation. The common reason all of the participants mentioned is that students perceive the French language as an additional language, as they do not plan to use the language in their future careers. Another reason stated by a participant is that learning French for students is a requirement rather than a personal choice, another reason is that some students may find French more difficult than English due to grammatical differences, pronunciation, or verb conjugation. This can affect their attitude towards learning the language, sometimes making them frustrated or discouraged.

Question Three: How do you think students perceive the importance of learning French alongside studying English literature and language?

This question was formulated to see the perception of the importance of learning French alongside studying the English language. All the respondents affirm that it may vary from student to student depending on several reasons. Some students may view learning French as an additional skill that could be useful to them in their personal or professional lives. There are students who have an interest in French-speaking culture, literature, cinema or other aspects of the Francophonie may be more inclined to perceive learning French as enriching and rewarding. For others, if learning French is a required course in students' curriculum, their perception of its importance may be influenced by the need to complete these requirements to graduate or continue their education.

Question Four: What do you believe are the main factors that influence students' attitudes toward learning French in the English department?

Participants stated that the main factor is that all modules students acquire are in English, and French is just an additional language. The second factor they agreed on is that most students see English as the language of science and the future, even in Algeria, so they do not have any interest in learning French. An important factor stated by one of the participants is that English students believe in their minds that they are Anglophones, so they are no longer Arabophones or Francophones, and they may want to show themselves as better than Francophones; they want to demonstrate superiority over Francophones. Another participant stated that the first thing to mention regarding the factors is the interest of the students in French as she stated that some students are immensely interested in languages and want to learn, whereas there are some students whose aim is just to achieve a passing grade to move from one year to another.

Question Five: In your experience, what challenges do students commonly face when learning French within the English department?

The answers obtained from this question indicate that the challenges faced by English students when learning French are represented in linguistic planning, and so teachers of the French language must retrace a didactic path with a clear transposition with very fixed objectives to be able to fill in the gaps. Also, language difficulties: Some students may find French more difficult than English due to grammatical differences, pronunciation, or verb conjugation. This can affect their attitude towards learning the language, sometimes making them frustrated or discouraged.

Question Six: Are there any strategies or approaches you use to help motivate students and foster a positive attitude toward learning?

This question attempted to obtain an idea about the strategies that are used by teachers to motivate students to foster a positive attitude toward learning French. All

3 teachers mentioned these strategies: Creating a positive and comfortable learning environment for students, using multimedia resources such as integrating videos, songs, games, podcasts, and other French-language multimedia resources into their teaching to make learning more interactive and engaging, and providing constructive feedback and encouragement. One of the teachers explained the teaching program that he has been using for years; it is a multi-year program to motivate students, starting with self-description and progressing to discussing likes/dislikes, childhood memories, media events, and goals. In subsequent years, students delve into topics like famous personalities and culminate in presenting a start-up project. This structured approach fosters engagement and drives students to explore diverse topics while developing their projects.

Question Seven: How do you assess the effectiveness of the resources and materials available for teaching French in the English department?

As for the results, all the teachers agreed that the English department is sparing no effort to put them in a situation that will be adequate to be able to teach with the material with everything necessary to also be able to teach via the platforms now given that French is taught face-to-face and also remotely.

Question Eight: In your opinion, how does learning French complement and enhance students' understanding of English literature and language?

All of the teachers agreed about the complementarity between the French and English languages, as the French language enriches the learner's vocabulary in one way or another, and puts them in contact with other languages, they observed that this linguistic diversity greatly motivates the learner to better grasp all languages, including the English language.

2.6.3 Matched Guise Technique (MGT) Results Interpretation

A matched guise technique (MGT) Questionnaire was designed to indirectly unveil the thinking and emotions of the respondents regarding the French and English

language. An Arabic written text that was adapted from an article on a web page MIELI Suomen Mielenterveysry about immigration, was translated into English and French by the researchers and was read and recorded by a female bilingual who mastered both French and English language. The recordings are 57 seconds for each spoken language. The English recording was manipulated via the use of an application called "Voice Changer" to adjust the tone, and the pitch so that the student heard 2 different speakers rather than one speaker. The MGT questionnaire (appendix D) was handed out Online to 1st, 2nd, and 3rd year EFL students at the University of Abou Bakr Belkaid, Tlemcen (the researchers received about 21 respondents). There are three (3) questions total, two (2) of the question being multiple choice and one (1) open-ended question. All students were given the audios and a link to the questionnaire using the platform: Google Forms, which gave them enough time to answer their questions in suitable conditions and at their convenient time. The results of each question will be discussed and displayed in separate tables and graphs below.

Part One: Participants' Profile

Gender Distribution

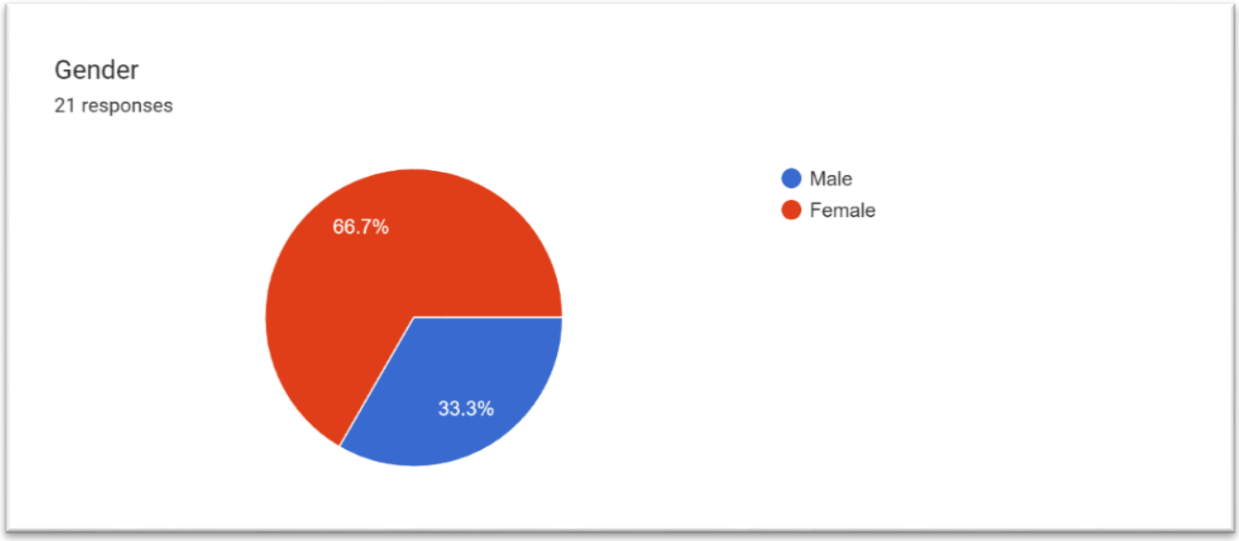

Figure2.14: Students' Gender

The graph above shows that the number of female participants (66.7%) is higher than male participants (33.3%).

Age Distribution

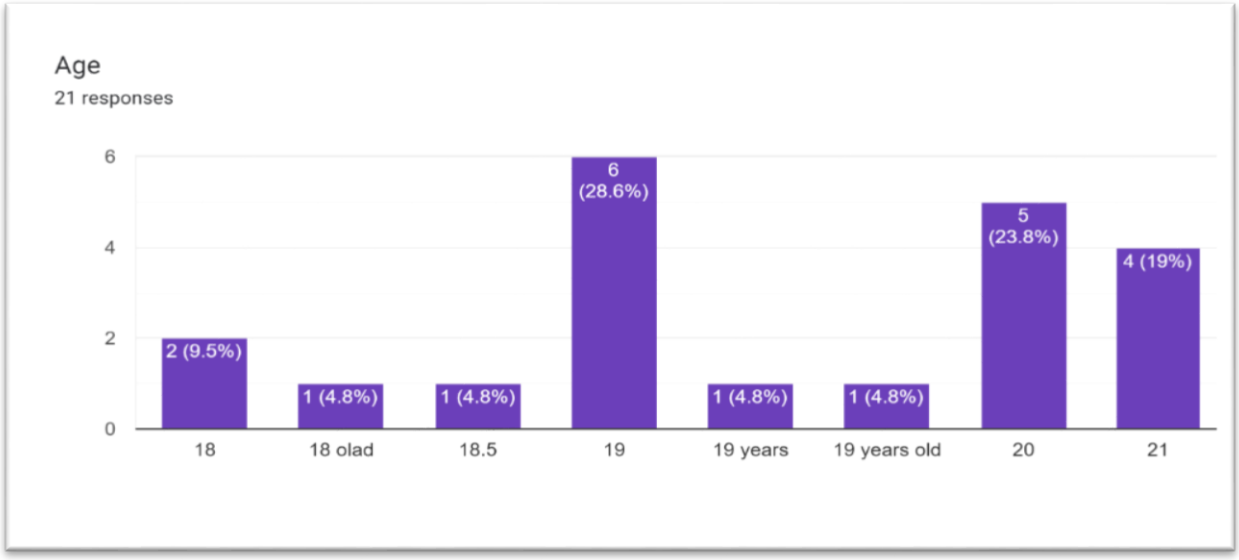

Figure2.15: Classification between ages

The result of this question revealed that the respondents' ages ranged from 18 to 21 years old, with all of them being under 21 years old.

Level of education

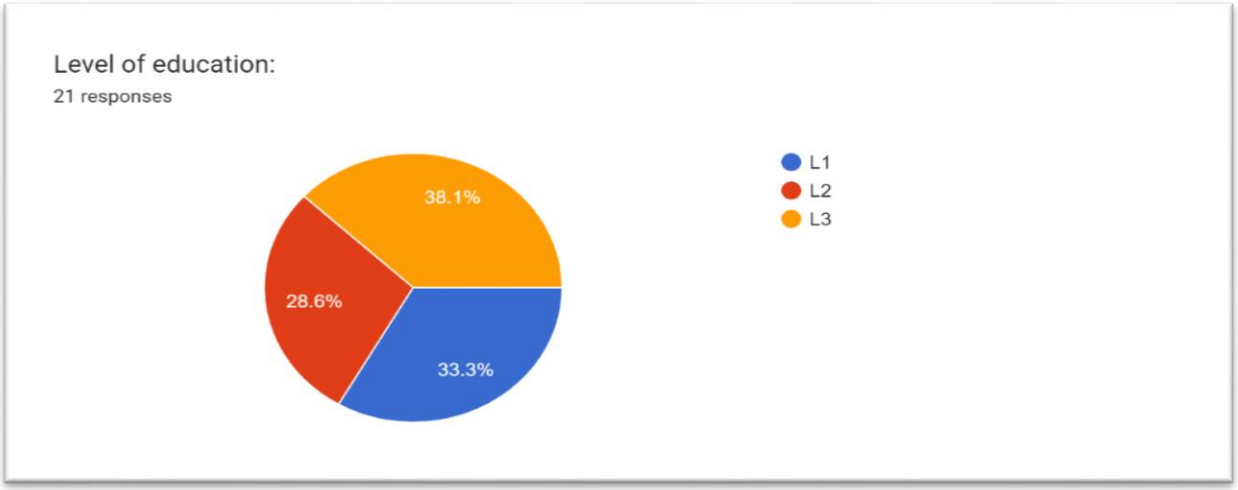

Figure2.16: Students' level of education

The answers to this question show that 38.1% of the participants are L3 students, 33.3% of them are L1, and 28.6% of them are L2 students.

Part Two: Questions

Question One: What are the impressions you can attribute to the person speaking English?

Table 2.2: Students' impressions of the person speaking English

Impressions	**Percentage (%)**
Interesting	33.3%
Neutral	23.8%
Charismatic	19%
Indifferent	14.3%
Knowledgeable	9.5%

This question aimed to determine how students feel when someone is talking in English. Indeed, most of the informants expressed a positive attitude towards the English-speaking audio, as 33.3% described the speaker as interesting, 19% chose charismatic, and 9.5% of them described her as knowledgeable. However, the rest of the informants had neutral feelings about her audio as 23.8% chose neutral feelings, and the last 14.3% chose indifferent.

Question Two: What are the impressions you can attribute to the person speaking French?

Table2.3: Students' impressions of the person speaking French

Impressions	**Percentage (%)**
Knowledgeable	23.8%
Boring	19%
Charismatic	14.3%
Neutral	14.3%
Ignorant	9.5%
Interesting	9.5%
Indifferent	4.8%
Egotistical	4.8%

This question seeks to dictate students' attitudes and feelings toward a person who speaks French. As a matter of fact, 47.6% of the participants showed a positive attitude towards the French audio, as 23.8 % found it knowledgeable, 9.5% found it interesting and 14.3% saw it charismatic. Others found it neutral with 14.3%, and 4.8% found it indifferent. Unlike English, there were 33.3% of students, who showed negative emotions towards the person speaking French. 19% of students found it boring, 9.5% ignorant and 4.8% egotistical.

Question Three: Between these two, which person do you find yourself more comfortable talking to? Why?

The majority of the participants (85.71%) chose the person who is speaking English as the person they are most comfortable talking to for several reasons including the difficulty of understanding French and the feeling of aversion they feel toward the French language. On the other hand, only 9.52% of the students answered with the French one claiming that they are francophone. The remaining 4.76% selected both French and English, as they felt comfortable talking with both speakers as they like to learn different languages and cultures.

2.7 Discussion of the findings

As a matter of fact, the main purpose of this piece of work is to estimate English students' attitudes toward learning the French language. In addition, to look into the complex language dynamics that are involved in English and French coexisting in students' academic endeavors. Another objective was to pinpoint the elements affecting their perspectives on acquiring French.

Concerning the first hypothesis, which prescribed that the students have negative attitudes towards French, the findings revealed some intriguing data. The results carried out showed that the first hypothesis was strongly confirmed in which the majority of students shared honest negative perceptions and opinions in their answers. However, they consider the language itself as a significant language for their academic and career goals, an important language in Algeria, and that it is important to have a basic understanding of French. Regarding the questionnaire, students have negative emotions and feelings when learning and studying French. The matched guise technique questionnaire showed the same results where some students found the speaking French community boring, egotistical, and ignorant. Following the interview and from the teachers' opinions, students viewed the French language as an additional module and option that seemed pointless and had nothing to do with their objectives. They also find it more difficult than English and more

complex to understand. Although teachers provide a welcoming and comfortable learning atmosphere for their students by utilizing multimedia tools like podcasts games songs videos and other French-language multimedia resources in their lessons to make learning more dynamic and interesting, the majority of students feel bored, not interested, fearful, anxious, sad, and sometimes disgusted.

The second hypothesis, concerning the factors that have a negative impact on students' attitudes toward learning French in the English department, both the matched guise technique questionnaire and the students' questionnaire have brought fascinating results. Regarding the first factor, which is language difficulty, some students have a negative attitude toward French because they find this language difficult; only some of the students find learning French easy, and the most repeated reason these students gave about their negative attitude toward the French language was its difficulty, especially in term of its grammar. As for the second factor, which represents the poor educational system, most students have good or average levels in the French language. However, the majority of them did not see any improvement in their French level after studying it at university. This is a big indicator that either the system is poor, or the teachers are bad. From the results constructed from the interviews that were done with almost all the French teachers in the English department, it can be concluded that it is not the teachers' fault as they are doing the best they can with no help from the administration. They all complained about the English department administration not sparing any effort to put them in a situation that would help them to teach with the necessary materials such as data show projectors at least. Students also blamed the boring and repetitive program; most of the participants viewed the French course as an additional module that felt unnecessary.

In addition, the third factor, which appeared for a lack of relevance, as a significant percentage of the students perceive the French language as irrelevant to be studied in the English department offering no benefits or relevance to their goals. In connection with the last factor mentioned in the hypothesis, which is media and

technology influence, it can be seen in the questionnaire that most of the students chose the English language rather than the French language when watching movies, series, documentaries, and YouTube videos. They went with English as well when using the internet, social media, and as a default language on their phones. Again, the second hypothesis is confirmed. However, two crucial factors were not mentioned by the researchers in the hypothesis. The first factor is the colonization of France in Algeria; and the terrible history the Algerian country has with France. The second factor is the globalization of English and the fast-growing interest of teens and young adults in English.

2.8 Conclusion

This chapter attempted to provide some context for the English department of the Faculty of Foreign Languages, which is the subject of the investigation. Furthermore, some lights were shed on the learning and studying situation of French in the English department. Then, the methodology framework that guided the study was provided in this chapter. Finding sufficient responses to the research questions and related hypotheses was the major goal. The researcher described, evaluated, and interpreted the data gathered from the schedule provided to the students in the English department. Furthermore, the results contributed to confirming the proposed hypotheses

General Conclusion

General Conclusion

The integration of French language instruction into English departments has become a popular and cutting-edge academic strategy in recent years providing students with a chance to interact with both languages in a complementary way. Important insights can be obtained to improve language learning methods curriculum development and overall student engagement by exploring the perspectives motives and difficulties students face in this particular academic setting. Examining how students view French value in an English-focused setting how much they care about cultural facets and how teaching strategies affect their learning can yield a thorough understanding that can guide future educational initiatives and create a more encouraging and productive environment for language learners.

Therefore, the research was divided into two chapters; the first dealt with the study's theoretical background. It highlights the key concepts related to the topic; it starts with a description of the current sociolinguistic situation in Algeria, then shifts to language attitude and an overview of factors that affect learners 'attitudes. The researchers answered the questions and verified the validity of the hypotheses in the second chapter, which offered a broad overview of the attitudes toward the French language among the younger generations.

By performing a case study that serves as an explanation and following the analysis and interpretation of the data gathered from the questionnaires addressed to the licensed students, and the interview addressed to the French teachers in the English department, the prior hypotheses were confirmed. In fact, the students who revealed negative attitudes towards French exceeded those who expressed positive attitudes. The reasons behind the negative attitudes of the students towards French can be summarized under the poor educational system, language difficulty, lack of relevance, and media and technology influence reasons. It is also important to note that the few students demonstrated positive attitudes. They held the opinion that the

majority language spoken by Algerian speakers is French. To them, it still serves a formal and significant purpose.

Some of the factors that could limit the data include the researcher's incompetence and ignorance, the instruments, the sample population, and the topic among others. Undoubtedly, there were limitations to this research as well. In fact, the major limitation is that the researcher could not access many second-year students, as not all the questionnaires addressed to them were filled. Collecting data for the matched guise technique was done online, in which the researcher could not access many students, as he was unable to interact with the informants and observe their body language and facial expressions, which vividly convey their attitudes. Also concerning the interview with the teachers, some questions have not been answered as expected though the questions have been administered in French.

This research work may serve as a solid basis for future studies. The main ideas can be expanded upon or other ideas extracted by other researchers. For instance, exploring another linguistic phenomenon in Algeria, such as comparing the status of French with English in Algeria, or examining the impact of extracurricular activities, such as language clubs or cultural events, on students' motivation and attitudes towards learning French within an English department context.

To conclude, the recent research sheds light on a very serious issue that may face the majority of students. Since the French language is still a part of the curriculum and a very important language in Algerian society. Therefore, they should be aware of its significance to succeed in the learning process and their life in general.

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Appendices

Appendices

Appendix A: Students' Questionnaire

Questionnaire

Dear student, you are kindly required to fill out the following questionnaire, which aims to know your opinions about learning French besides English in the English department and your attitudes towards it. It would be greatly appreciated if you could contribute to this research. Please note that the answers will be used anonymously.

- Part One

*Gender

Male

Female

*Age

*Level of Education

L1

L2

L3

- Part Two

1- How do you evaluate your level in French?

Excellent

Good

Average

Poor

Other:

2- The following statements aim to assess and rate your attitudes towards learning the French language in the English department. For each statement tick (√) where you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I like French courses					
I use French words in daily life interaction					
French is important in Algeria					
I believe it is important for English students to have a basic understanding of French					
I see that learning French is beneficial for my overall					

academic and career goals					
I see learning French is significant to my academic and career goals					

3- When studying/ using French, how do you feel?

Happy		Not comfortable	
Confident		Fear	
Excited		Disgust	
Interested		Bored	
Relaxed		Anxious	

Other

4- In what ways do you think learning French may enhance your understanding of the English language?

- Part Three

5- How was studying French before University like for you?

Good

Neutral

Bad

6- Evaluating your level in French before and during University did you see an improvement?

Yes

No

If yes, how?

7- Do you think learning French as a module in the English department is important?

Yes

No

Why?

8- How do you find learning French in general?

Difficult

Normal

Easy

-if you find it difficult, what challenges do you face while learning French?

9-Do you find learning French interesting?

Yes

No

If yes, why?

10- How would you rate your overall interest in learning French? (From 1 to 10)

In university

Outside university

11- In what language do you prefer to watch videos?

	movies	series	documentaries	YouTube
French				
English				

Other languages:

12- What language do you use while using the internet and social media?

	Searching on the Web	Social Networks
French		
English		

If you use other languages, mention them:

13- What language do you use as a default in your personal phone?

French

English

Other:

14- From your personal experience, what are the main factors positive or negative that affected your attitude and perception concerning the French language?

Appendix B: Teachers' Interview Schedule

Teachers interview the English version

1. From your perspective as a teacher in the English department, what are your observations regarding students' attitudes towards learning the French language?

2. Have you noticed any particular trends or patterns in students' attitudes towards French language learning?

3. How do you think students perceive the importance of learning French alongside studying English literature and language?

4. What do you believe are the main factors that influence students' attitudes towards learning French in the English department?

5. In your experience, what challenges do students commonly face when learning French within the English department?

6. Are there any strategies or approaches you use to help motivate students and foster a positive attitude towards learning French?

7. How do you assess the effectiveness of the resources and materials available for teaching French in the English department?

8. In your opinion, how does learning French complement and enhance students' understanding of English literature and language?

Thank you for your collaboration

Appendix C: Teachers' Interview Schedule

Teachers Interview the French version

1. De votre point de vue en tant qu'enseignant au département d'anglais, quelles sont vos observations concernant les attitudes des étudiants à l'égard de l'apprentissage de la langue française ?

2. Avez-vous remarqué des tendances ou des modèles particuliers dans les attitudes des étudiants à l'égard de l'apprentissage de la langue française?

3. Comment pensez-vous que les étudiants perçoivent l'importance d'apprendre le français parallèlement à l'étude de la langue anglaise ?

4. Selon vous, quels sont les principaux facteurs qui influencent l'attitude des étudiants à l'égard de l'apprentissage du français au département d'anglais ?

5. Dans votre expérience, quels défis les étudiants rencontrent-ils couramment lorsqu'ils apprennent le français dans le département d'anglais ?

6. Voici quelques stratégies ou approches que vous utilisez pour aider à motiver les élèves et encourager une attitude positive envers l'apprentissage du français ?

7. Comment évaluez-vous l'efficacité des ressources et du matériel disponible pour enseigner le français dans le département d'anglais ?

8. À votre avis, comment l'apprentissage du français complète-t-il et améliore-t-il la compréhension des étudiants de la littérature et de la langue anglaise ?

Merci de votre collaboration

Appendix D: The Matched Guise Technique

Dear student, you are kindly required to listen to two audios one person speaking French and the other one speaking English, and fill in the following questionnaire, which aims to know your opinions about people who are Francophones and the ones who are Anglophones. It would be greatly appreciated if you could contribute to this research. Please note that the answers will be used anonymously.

- Part One

*Gender

Male

Female

*Level of Education

L1

L2

L3

*Age

- Part Two

1- What are the impressions you can attribute to the person speaking English?

Indifferent

Neutral

Charismatic

Bland

Ignorant

Interesting

Boring

Knowledgeable

Other:

2- What are the impressions you can attribute to the person speaking French?

Indifferent

Neutral

Charismatic

Bland

Ignorant

Interesting

Boring

Knowledgeable

Other:

3- Between these two, which person do you find yourself more comfortable talking to?

-Why?

Appendix E: The Matched Guise Technique Read Texts

Original text:

بغض النظر عن سبب الرحيل، يضطر الجميع إلى ترك أمر ما والتخلي عنه عند الذهاب إلى بلد جديد, كما يمرون جميعًا بمرحلة التكيف والتأقلم مع الوضع الجديد, وبالنسبة للبعض قد يكون التغيير مؤلم ومليء بالفضول والحماس والأفكار والمشاعر الإيجابية, بينما قد يستغرق آخرون سنوات عديدة.

الهجرة يعد الانتقال إلى دولة أخرى من التغييرات الكبرى والجوهرية للحياة, وبعد الوصول إلى البلد الجديد, يمر كل مهاجر بعملية الهجرة, والتي يحاول من خلالها المهاجرون التخلص من جميع الآثار الداخلية التي لحقت بحياتهم نتيجة لتغير أوضاعهم, ويجب التعامل مع هذه الآثار حتى عند الانتقال بين الدول ذات الثقافات المتشابهة, فضلا عن أنها قد تكون شديدة للغاية عندما يكون الفرق بين البلد الأم والبلد الجديد ملحوظا بدرجة كبيرة.

Text in English:

Regardless of the reason for departure, everyone is forced to leave something behind when going to a new country, and they all go through a stage of adaptation and adjustment to the new situation. For some, change may be painful yet inspiring, filled with curiosity, excitement, positive thoughts, and emotions, while others may take many years to adapt.

Migration is considered one of the major and fundamental changes in life. After arriving in the new country, every migrant goes through the process of migration, where they try to rid themselves of all the internal effects that have affected their lives due to their changing circumstances. Dealing with these effects is necessary even when moving between countries with similar cultures, and they can be extremely intense when the difference between the home country and the new country is significantly noticeable.

Text in French:

Quelle que soit la raison du départ, tout le monde est contraint de laisser quelque chose derrière lorsqu'il se rend dans un nouveau pays, et ils traversent tous une étape d'adaptation et d'ajustement à la nouvelle situation. Pour certains, le changement

peut être douloureux mais inspirant, rempli de curiosité, d'excitation, de pensées positives et d'émotions, tandis que d'autres peuvent mettre de nombreuses années à s'adapter.

La migration est considérée comme l'un des changements majeurs et fondamentaux de la vie. Après être arrivé dans le nouveau pays, chaque migrant passe par le processus de migration, où ils essaient de se débarrasser de tous les effets internes qui ont affecté leur vie en raison de leurs circonstances changeantes. Il est nécessaire de faire face à ces effets même lorsqu'on déménage entre des pays ayant des cultures similaires, et ils peuvent être extrêmement intenses lorsque la différence entre le pays d'origine et le nouveau pays est nettement remarquable

Summary

Language attitude influences a learner's success or struggle in language acquisition. This study examines the attitudes of first, second, and third-year English students towards learning French in the English department. Data was collected through student questionnaires, matched guise technique questionnaires, and interviews with French teachers. Results show that students generally have a negative attitude towards the French language, influenced by perceived difficulty, lack of relevance, a poor education system, and the influence of technology and media.

Key Words: Attitude, Language, French, EFL, Factors,

ملخص

تؤثر المواقف اللغوية على نجاح أو صعوبة المتعلم في اكتساب اللغة. تدرس هذه الدراسة مواقف طلاب السنة الأولى والثانية والثالثة في قسم اللغة الإنجليزية تجاه تعلم اللغة الفرنسية. تم جمع البيانات من خلال استبيانات للطلاب، واستبيانات باستخدام تقنية"matched guise" ، ومقابلات مع معلمي اللغة الفرنسية. تظهر النتائج أن الطلاب لديهم موقف سلبي بشكل عام تجاه اللغة الفرنسية، متأثرين بالإدراك لصعوبة اللغة، وعدم الأهمية، ونظام التعليم الضعيف، وتأثير التكنولوجيا والإعلام.

الكلمات المفتاحية: المواقف، اللغة، اللغة الفرنسية، اللغة الإنجليزية كلغة اجنبية، العوامل

Résumé

L'attitude linguistique influence la réussite ou les difficultés d'un apprenant dans l'acquisition d'une langue. Cette étude examine les attitudes des étudiants de première, deuxième et troisième année d'anglais envers l'apprentissage du français au sein du département d'anglais. Les données ont été recueillies par le biais de questionnaires auprès des étudiants, de questionnaires utilisant la technique du "matched guise" et d'entretiens avec des enseignants de français. Les résultats montrent que les étudiants ont généralement une attitude négative envers la langue française, influencée par la perception de la difficulté, le manque de pertinence, un système éducatif médiocre et l'influence de la technologie et des médias.

Mots-clés: Attitude, Langue, Français, EFL, Les facteurs.