

Effect of Foreign Language Teaching in Algeria as a Mediterranean Country: Attitude Impact on ESP Learners' Communicative Needs

KHETIR Naima

, Superior School in Applied Sciences, Bel Horizon. Tlemcen, Algeria.

: hidayette13yousfi@outlook.fr

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Abstract: As a Mediterranean country Algerian higher education provides ESP learners with foreign language communicative competence. This paper highlights the relationship between language attitude and motivation for learning English for specific purposes. Twenty male and twenty female informants expressed their attitudes towards the English language usage in a questionnaire. Quantitative analysis showed that English learning for specific purposes is seen to be influenced by communicative. Significantly, it was discovered that the effects of the interaction between the speaker, the listener, and the message are all seen to influence the communication process. Hence, the need for variant forms for performing English in class is well considered. Students appear to be conscious of the importance of English as a world language and as a medium that gives access to knowledge and communication. They express their need to use appropriately and effectively this language in different speech situations inside and outside the class.

Keywords: Mediterranean position; Communicative needs; ESP learning; language attitudes; willingness to communicate.

KHETIR Naima : hidayette13yousfi@outlook.fr

1. Introduction

Student motivation for learning ESP (English for Specific Purposes) is probably the most important element of a learning process which is inherently hard work. Hence, only motivated students will show more

readiness for both acquiring and making use of the language in different situations. However, unmotivated students will learn very little and generally make teaching painful and frustrating. Hopefully, research revealed that instructor could be more creative as to the use of different techniques to motivate their students to acquire the target language more effectively. It is often assumed that ESP learners should be involved in every class, which is not always the case when learners do not show real motivation. In some cases, ESP students are not conscious of the importance of the underlying aims related language attitudes, course assignments and exams. Thus, they seem to lack experience and wisdom to concentrate on activities that give access to better understanding of the language they need to use in order to achieve appropriate educational goals. For the same reason, a student cannot be expected to come into every course motivated to learn the material. For instance, if a student feels some anxiety when going through learning procedure, he will not make the necessary effort to have access to the material he is exposed to. Therefore, the teacher can be considered as a qualified discoverer to enhance the students' concern with the relevant material that could be regarded as intellectually interesting for the learners. Convincing the students to act naturally and involve them in the learning process is not an easy task so the instructor should think of useful as well as enjoyable means to complete such important goals. One can ask this question? What kind of approach can an instructor follow to motivate his students to participate effectively in learning in class? This subject has been widely discussed by researchers. Naturally, learners are not all involved with the same degree of motivation, so, some elements are relevant to the learning motivation: personal relevance, some control of the involvement in the learning process, and a sense that one can attain—and is attaining—the material.

2. Scope of the Research

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The present study is conducted with 20 male/female 4th year students aged between 22 and 23 enrolled in control engineering branch in the Superior School in Sciences and Techniques in Tlemcen. ESP is taught during 1st, 2nd and 4th year for the questioned informants. Those students are meant to study technical and scientific modules during five years. They finish their studies as engineers in control engineering. (www.epst-tlemcen.dz).

2.1 Research Objectives

2.1.1. To investigate the reasons for learning motivation of university students studying English for specific purposes.

2.1.2. To examine the learners attitudes towards ESP learning as well as perceptions of students towards English language communicative need and its use in accordance with its role as a world language.

2.1.3. To find out the relation between the accomplishment of an activity and more highly motivated feeling in order to be engaged in English studies from the subject to the actual use of the target language.

2.1.4. To find out what approach would learners perceive to help them attain not only context restricted and syllabus linked competence of English but also acquire a certain level of communicative competence which will create the feeling of the learner's embracement of the language when performing in different speech situations.

3. Proposed Hypotheses

3.1 It is suggested that the greater the value the individuals attach to the accomplishment of a learning activity, the more highly motivated they will be to engage in communication and later to put sustained effort until they achieve their goal.

3.2. ESP learners tend to hold more favourable attitudes towards English when better knowledge is attained.

3.3 One can propose that male and female differences also tell us that both internal and external factors have an important role to play in motivating learners.

3.4 It is proposed that students' interest goes in parallel with the importance of the language.

4. Literature Review

4.1 Foreign Languages for Specific Purposes

Algeria is one of the Arab North African countries that were exposed to the French colonisation (1830-1962). The European explorations in the Mediterranean basin gave rise to an elite that uses French in many domains, mainly scientific areas. Linguistic contact between different ethnic groups often appears when two linguistically different groups coexist in the same organizational state. Moreover, the necessity to provide higher education learners with another world language which is English represents a competition between French and English in Algeria and all countries of the Mediterranean basin like Tunisia, Morocco and Lebanon. The main objective is to inculcate the learners with the 'lingua franca' considered as a medium of instruction for ESP students or as a 'second foreign language' in Algeria. In this sense, Benrabah describes the relation of French vis-à-vis English in Algeria as a pseudo 'rivalry' (2014). The North African

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countries (Morocco, Tunisia and Algeria) were colonised by France; however, they had no direct contact with the Anglo-Saxons, hence the spread of English as an international language due to globalization, technology and internet, created a rivalry with the French language that is regarded as a competitive opponent. For instance, we do not notice such cases in Egypt, India and other countries colonised by the British Empire because the English language is already there.

English for Specific Purposes (ESP) concerns studying the English language within relevant scientific field dealt with. It focuses on language in context and less importance is given to grammar and language structures. It covers several topics of human sciences technological and scientific innovations, for example, learners are introduced to the main subjects of learners through the use of technical texts, videos and debates. In this investigation, students concentrate on the development of the four skills-listening, reading, speaking and writing in technological fields, such as industrial, electronics engineering. Dearden (2014) sees that English-medium instruction provides access to an institution based on international represented-properties. Prestige and a better access provide better opportunities to utilize English as a medium of instruction inculcating students with higher level of a global world knowledge. Vila (2015) argues that the existing increase of a worldwide use of English as the 'lingua academica', major interest is taken into account to establish an effective language situation within higher education system. Beukes (2015) has seen that, when we compare English with African languages, we notice that they are as inferior and not adequate to use for learning as they are not 'already developed' like the world languages. Students have access to linguistic knowledge of technical English so that they could have the opportunity to talk and deal with other speakers in technical English, mainly. So, the teacher can build effective communicative skills in the classroom. The aim

of ESP learning is to promote the language in a context that they understand and find interesting, therefore, the goal of the teacher is to select courses, design and organise to support students in their efforts and give them feedback on their progress. As language learning is carried out throughout our life span, ESP learners are constantly confronted with a wide range of vocabulary items and a variety of activities, so they become fluent in their fields and adjust their linguistic behaviour with new situations or new roles. As a result, the potential of students to design curricula based on relevant goals that take into account the communicative competence of the student is of remarkable interest. Learning a foreign language can be essentially different in some respects from other types of academic courses, since language is not just a coding communicative system, but is also an important element of an individual's identity. Learning a language is not only concerned with cognitive factors, but also factors that can correlate with affective value. Motivational material is performed in the context of social psychology related to teaching and is strongly related to affective factors (Gardner, 1985).

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coding communicative system, but is also an important element of an individual's identity. Motivational material is performed in the context of social psychology related to teaching and is strongly related to affective factors (Gardner, 1985).

4.2 Involvement & Interest

First, all activities must be considered as relevant as well as interesting to the learner. The importance and inquisitiveness are here directly associated with the learner. This means the students should recognise relevant language experiences and aspirations that lead to discover ways to connect the material to the selected activities. What may be interesting for the teacher may not motivate learners to perform the expected effort. In class, the presented activities are regularly considered as finding ways to present them in terms of real life world situations and problems that can be solved more or less easily. One motivational element in teaching ESP (English for Specific Purposes) is when the instructor is supposed to be conscious of how the material corresponds directly with careers that students aspire to. For instance, formalism and technical language ought to be presented in parallel with practical solutions that can be applied to solve some meaningful problems, and vice-versa. Problem solving situations are usually helpful in order to introduce formalism in a practical way so that students are involved in their learning process. Hence, making sure that assignments do not puzzle learners is necessary.

Moreover, it is motivational to show that you are happy and involved when teaching your subject, it is even the best way to influence the learner and convince him that the subject is efficient, therefore, one can expect knowledge and past experiences to mould the learner's interest for carrying out class work. A skillful instructor should bear in mind that what may

seem valuable for him in class may seem annoying and useless for the learner because there is something wrong with the choice of the selected activities. For instance, a question must be asked: is the learner given the opportunity to express his opinions on the presented material?

4.3 Choice and Control

Another motivating factor is shaping the learner's feeling to urge him to have some degree of control over the learning process. However, it should be mentioned that in some cases a higher degree of control or choice can influence and stimulate students to show more readiness for learning. Obviously, when bad marks are seen on the exam sheets, the instructor or 'expert' should be determining the right choice of activities within the corresponding control. For example, dealing with a sample exam right before the official one would be motivational. Moreover, seeking for other areas where the students can feel excited is needed too. For instance, offering some choice over assignment topics or practice, and oral project presentation where the student can choose a particular topic could be interesting.

4.4 Easiness for Attaining ESP

Another motivational factor is providing the learner with emotional impulse that enables the learner to be willing to use technical English in speech situations inside and outside the class. Good initiative can reduce the learner's anxiety who is expected to feel concerned and understand the learning process to achieve language mastery. Clear feedback in the right time in addition to suitable levels of challenge in the course provide favourable feeling as to how well students are meeting those challenges. Exams that students consider challenging, but they can also see that they correspond to self-evaluation can be motivating if they are successfully completed. The purpose in goal of the assignments must be found in

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accordance with class feedback and practice. It is when exams do not correlate with the course aims, a student will be demotivated. When questions are ambiguous or peripheral to the course, students will feel that it is useless to work in class and then will be demotivated to communicate in the target language.

The best feedback is the one which is done appropriately without creating an anxious atmosphere that demotivates learning. It should stress the importance of the learner's effort and encourage students to go through specific processes such as oral presentation, asking questions whenever they need it, role play and other more useful strategies for learning. Encouraging feedback, asking easy questions as well as doing one by one oral-answering improve motivation and raise learners' curiosity that focuses primarily on their standing relative to their peers.

Failure to adequately reply to a student inquisitiveness creates a negative effect on students from groups under-represented in the field of study. If the instructor himself is not really eager to interact with learners, the latter tend certainly to see the subject as useless and the learning habit starts to influence negatively students' attitudes. Those students whose language background is poor include most members of under-represented groups and are expected be less likely to understand the appeal of the subject. Therefore, they are less inclined to use the target language in speech acts either in class or outside, and will make less effort into pursuing some other extra work to promote their ESP communicative need.

4.5 Motivation to Communicate

Some speakers talk effectively in speech situations, whereas others prefer to speak only when they are addressed. Others would consider that they feel better when speaking to some interlocutors while keeping silent

with others seem to be preferable. McCroskey and associates (McCroskey & Baer, 1985; McCroskey & Richmond, 1987, 1991) confirm that willingness to communicate (WTC) is a component based on personal criteria that go in parallel with regular individual's readiness to participate adequately in a speech situation.

Willingness to communicate in a foreign language is an area of research specifically included in the field of second language acquisition. The research purpose of the current study was to examine language learners' willingness to communicate in a foreign language learning context. Researchers should emphasize on the first studies based on the constituent of WTC in foreign language experience and highlighting the development of the structure of WTC patterns. Its beginning with the antecedent studies is linked to the principal constituent of WTC in foreign language and tracing the evolution of the construction of WTC models and its fundamental elements. The concept of willingness to communicate went beyond its initial origin to include the first language communication field to a complex process including communicative, linguistic, and social psychological prospects after it is led towards foreign language learning and communication domain. Given these considerations, a better examination of the multiple factors which were expected to have an impact on WTC in FL follows. Recent investigations conducted on WTC in FL settings are then dealt with to provide a better analysis of the development, achievements, and current research in this field, so that they give a deeper view of how the contemporary research participated to the development of willingness to communicate.

4.6 The Fundamental Units of the Willingness to Communicate

McCroskey and associates established their initial WTC concept on three main studies evoking notions like susceptibility toward communication that was referred to as the basic work. This fundamental research activity was the task of Burgoon (1976) on unwillingness to

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communicate, Mortensen, Arnston, and Lustig (1977) on propensity towards oral skill, and McCroskey and Richmond (1982) on shyness (McCroskey, 1997; McCroskey & Richmond, 1987). Burgoon's (1976) initial work was on the constituent of unwillingness to communicate, which was considered a general communication element showing a favourable tendency of "a chronic tendency to avoid and/or devalue oral communication" (p. 60). Various traits such as introversion, self-esteem, and communication apprehension were considered as basic research holding Burgoon's personal comment about measuring, the Unwillingness-to-Communication Scale (UCS) to determine the fundamental unit practically. Two fundamental items in the measure were referred to as "approach-avoidance" and "reward" to refer respectively to "how likely a person is to approach and participate in communication situations" (p. 64) and "whether an individual generally finds communication rewarding—because others listen, understand and are honest—or unrewarding—because they ignore or try to use him/her" (p. 64). The key insight in the result of the analysis did not correspond with the suggested natural tendency of unwillingness to communicate. The results were rather mere ideas holding that people who hesitated towards communication and had the tendency to avoid engaging in conversation more than others (McCroskey, 1997). Mortensen et al.'s (1977) research advanced in the analysis of the predisposition criterion of communication experience. The researchers found out that a person had a coherent communication while participating in different communication situations, and called this coherence "predisposition toward verbal behaviour". A comment scale titled Predisposition towards Verbal Behaviour (PVB) gave rise to general predisposition characteristic scale that was utilised to control the measurements. Even though, the basic suggested analysis appeared to test a general readiness in communication duty. Therefore, the real idea of

willingness or unwillingness to express one's self was unsure and provided by the effectiveness of the analysis of this scale. As a result, as proposed by McCroskey (1997), the obtained result of the research did not reveal "additional indications that some regularity exists in the amount an individual communicates" (p. 80). The third main task for the perception of how WTC is conceived is McCroskey and Richmond (1982)'s research on psychological inhibition known as 'shyness'. Shyness is determined as "the tendency to be timid, reserved, and most specifically, talkless" (p. 460). The McCroskey Shyness Scale (MSS) was meant to refer to a personal comment of the degree of expressiveness in which people participate. The test was also utilized with the behavioural criteria observed in real life report of the speakers in order to check the adequacy of the measurement scale. The results revealed that the analysis of the investigation proposed that the MSS was a useful determiner of real life communication experience in terms of the degree of talk. Nevertheless, the MSS did not prove to be efficient with the tendency of willingness or unwillingness to communicate.

4.7 Language Attitude in English Language Teaching

The notion of attitude in English language teaching is the main concern of social psychology as it has been tackled by theorists like Gardner (1985) who defines attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 9). The difference that Gardner and Lambert (1972) brought in the field of language learning research is that they talked about underlying systematic and extensive studies about learner attitudes to English language related to social psychology (Brown, 2000). Since then their social-psychological approach to explaining language learning attitudes and motivation has emerged as an important breakthrough as expressed by Dornyei (2005).

From an educational point of view, Gardner & Lambert (1972) see that factors such as language attitudes, cultural stereotypes, and even

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geopolitical considerations are closely associated with foreign language teaching. This claim has widely been accepted by researchers all over the world, wherever the learning situation is found (p. 67). Several case studies Followed Gardner and Lambert's research, enlightening the importance of investigating learner's attitudes. For instance, the relationship between Mexican American learners' attitudes and their attained proficiency was dealt with by Oller, Baca and Vigil (1977). It was discovered that there is a strong relationship between the two in a second language learning context in the Southwestern of the United States. Morgan (1993) proposes that "pupils' attitudes to the foreign language that they are learning or to the foreign culture(s) with which it is associated are recognized as crucial to language learning success" (p.15 63). Noels et al. (2000) also indicate that "positive attitudes toward the learning situation have consistently been associated with L2 achievement and related outcomes" (p. 63). Rahman (2005) highlights the significance of attitude research since "attitudes relate immediately to the language-learning situation" (p. 3). Therefore, studies on language attitudes may provide important questions as to what kind of feeling learners hold, how they think and why they are successful or unsuccessful.

4.8 Classification of Language Learner's Attitudes

Gardner (1985) talks about two main types of learner's attitudes: attitudes towards learning a second language and attitudes toward the second language community. Gardner (1985) argues that the former can be classified as an 'educational' type of attitude and the latter as a 'social' type. Gardner (1985) mentions that the relationship between attitudes towards learning a second language and success by determining the difference between foreign language class activities and other school subjects. In fact,

there are many reasons to think that measuring attitudes towards learning a second language can correlate with achievement in the language. Hence, the research literature generally supports this belief despite the fact that the nature and type of attitude findings vary considerably from case to case. Furthermore, researchers suggest that although such attitudes are associated with achievements in language courses, attitudes towards other school subjects are not necessarily linked to improvement in these courses. That is to say, the nature of language learning may be such that attitudes are involved in class work more than is true for other subject areas (p. 42). Unlike, social psychologists' reservations about the link between attitudes and human behaviour in social psychology, in second or foreign language learning may not be wrong to assume a relationship between attitudes and the learners' reaction as well as achievement. Likewise, Gardner mentions many other studies (Gardner and Smythe, 1975a; Jones, 1950b; Jordan, 1941; Randhawa and Korpan, 1973; Burstall 1975; cited in Gardner, 1985), where he found a relation between learners' attitudes and their success. Furthermore, Trudgill (1974) claims that women are attracted by refined speech. In general studies in sociolinguistics have shown that females are more conscious of the social roles than men. For this reason, they are perhaps more sensitive to the importance of social meaning assigned to languages. Hence, gender and prestige can be associated with linguistic patterns. In British English, Peter Trudgill argues that more working class women are involved in the use of standard dialect than men. Therefore, one can propose that females, mainly, speakers correlate positive attitudes to foreign languages.

Gardner (1985) also discusses that attitudes towards learning a foreign language is found within several factors like age, gender, upbringing, and indices of achievement. For instance, female learners were found to have more positive attitudes than males do (Burstall, 1975; Gagnon, 1974; Gardner and Smythe, 1975a; Jones, 1950a; 1950b; cited in Gardner, 1985). This list of influential elements can be added to numerous criteria depending on immediate research environment such as learners' socio-

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economic status, locations, learning types (ESP), family linguistic environment, parental encouragement, and so on.

5. Methodology

It is important that all data should be collected under the same circumstances. The data were elicited by means of written anonymous questionnaires which are the main basis of the field work (Gardner and Lambert, 1972). They consist of two parts and are as follows:

1- Direct questions: open questions

2- Indirect questions: Closed-ended statements

The statements and aims are as follows:

Questioning

- Learners' communicative needs in relation to their educational attitudes.

Preference for challenge

1- I like answering difficult questions

Curiosity/interest

1-I like asking questions in English.

2-Do you speak English outside your class hours?

3- Do you borrow books in English for reading?

4-Do you like learning English? What for?

Independent mastery

1-Do you read anything in English?

2-Do listen to anything in English?

Independent judgement

1-I speak good English in class.

2-I can understand exercises in English alone.

3-I can recognise the correct answers.

4-Do you find English difficult to learn?

Why?

Internal criteria for successful communication

1- I like speaking in English with my teacher of English.

2-I like speaking in English with my classmates.

Preference for easy work

-I like answering easy questions.

Pleasing a teacher/getting grades

-I do exercises to get good marks.

Dependence on teacher in figuring out problems

-I give answers only if I am asked to do so.

External criteria for successful communication

1-Do you feel communicating in English is important? Why?

2-Are you happy in English classes? why? or why not ?

6. Findings and Discussion

6.1 Attitudes towards English as (ESP) Learning

The results reveal that our respondents are in favour of learning English to get access to world language, better job opportunities and improve self-reliance in technological knowledge. The recorded scores as

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far as learning the language to communicate with foreigners is concerned are satisfactory. These findings correspond with the results revealed by Heugh (2014), Bartlett (2013), Calvet (2006) and Dearden (2014). The result reveals that our students are not only motivated to learn English to use it in their studies but they are also conscious that attaining a language gives access to entertainment such as watching American movies and using it when travelling. When performing class activities our respondents do not seem to be attracted by the educational award of obtaining good marks, instead they express their full involvement with the learning process in order to be able to speak the language correctly. These data match the findings of Gardner (1985), Calvet (2006), Goktepe (2014) and Dearden (2014). However, gender differences arise here as more girls prefer to carry out easier class work dealing with vocabulary and grammar in class. However, more male informants show good personal initiative to ask or answer questions. This does not confirm the suggested hypothesis stating that both genders are expected to hold more favourable attitudes towards the learning strategies of instruction. On the one hand, it seems that boys are more eager than girls to read works in English, on the other hand, both genders appreciate listening to English in different occasions such as in films, songs and videos. The criterion of motivation is highlighted as self-confidence is revealed when most of both genders confirm the wish to deal with the language independently and positively while performing class work. In effect, all students are motivated to attain the target language that they do not consider difficult to deal with as such expressions were mentioned 'easy vocabulary', 'easier' and 'beautiful'. (cf table 5.1)

Table 5.1 Attitudes towards the Learning of ESP

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Statements	Males	Females
1- I like answering easy questions.	12	17
2- I like answering difficult questions.	9	10
3- I like asking questions in English.	19	14
4- I borrow books in English for reading.	6	8
5- I read anything in English.	14	8
6- I listen to anything in English.	16	17
7- I can understand exercises in English alone.	17	19
8- I can recognise the correct answers.	17	18

6.2 Willingness to Communicate in English

Interestingly enough, when dealing with willingness to communicate in English our female learners show more interest than boys to communicate with the teacher in English during class hours. This assessment proves the suggested hypothesis stating that female respondents are attracted by the ‘prestigious’ trait related to the use of foreign languages as stated by Trudgill (1974). In spite of the fact that a few students agreed with the statement “ I speak good English in class” revealing the students’ feeling of anxiety towards the actual use of the target language, they show clearly their readiness to communicate in English with their peers. This ambivalence in attitudes may be due to the fact that communicative need is satisfactory in in-group speech since learners share nearly the same level of instruction. (cf. table 5.2).

Students express their need to speak the language in different domains either at the formal level or informal one like reading or listening to more of English through exposure to English newspapers, magazines, books, news on television and radio. They also appreciate the use of the target language beyond class hours to participate in conferences academic communications. All this contribute to an informal learning environment, while the classroom

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provides a formal environment through the curriculum. Some students claim for opportunities to participate actually in class to develop their oral skill and feel independent. For instance, they ask for more oral presentation of research projects. As McCroskey, 1997 and Mortensen et al.'s 1977 argue about the need for appropriate and real communication revealing some clues about the assessment that has to be contextualized. This means that language proficiency is the ability to use the English language effectively for specific purposes, functions, and discourses in specific communities. From this point of view, it should be noted that class assignments should be tackled according to inner-circle norms as well as ESP language norms for learners who would feel motivated to communicate in the outer and expanding circles.

Table 5.2 Willingness to Communicate in English

Statements	Males	Females
1- You speak English outside the class hours.	14	11
2- I speak good English in class.	4	5
3- I like speaking English with my teacher of English.	15	11
4- I like speaking English with my classmates.	17	19

6.3 Students' Motivation and Achievements

The data shown in (table 5.3) give clues about a significant relationship between motivation and attitudes towards English. Gardner and Lambert insisted on the fact that, although language aptitude accounts for a

considerable proportion of individual variability in language learning achievement, motivational factors can override the aptitude effect. According to Dailey (2009) there seem to be factors of outside pressure that motivates the learner such as to please parents, receive a reward gain some social praise or career advancement. Learners seem to have a positive view about their efforts which are reflected in their answers of the question: “Are you happy in English classes?” This implies that students expect rewards and academic encouragement. This confirms what Noels et al. (2000) claims about the relationship between achievements and attitudes. In fact, they express their need to master this medium for a wider communication and deeper understanding. Therefore, the designed encouragements for class work contribute clearly for achieving a good or a positive learning outcome. This judgment reveals that the learners are aware that their progress depends on the teacher’s evaluations of selected activities. The instructor, accordingly, should consider and enhance the learners’ positive behaviour arising from instrumental motivation. This affirms Vila’s view (2015) as well as Beukes’ vision (2015) on the increase of a worldwide use of English as the ‘lingua academica’. Students explained their positive answer by stating English as ‘international’, the best means to communicate with the whole world, improve their own studies and educational skills. As confirmed by Gardner and MacIntyre (1993) socio-psychological factors ought to be well-considered since they play a remarkable role in motivating language learning. When learners appear in class to possess a more positive attitude as well as effective participation during class hours, peer-competition emerges to reach self-satisfaction. This competitive studying can create a real enjoyment of language attainment as well as a desire for self-improvement and a clear image of one’s future.

Table 5.3 Students’ Motivation and Achievements

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Statements	Males	Females	
1- Do you find English difficult to learn?	No 19	No 20	
2- Do you like learning English?	Yes 20	Yes 20	
3- Do you feel communicating in English is important?	Yes 20	Yes 20	
4- Are you happy in English classes?	Yes 15	Yes 14	

7. Conclusion

In general, the results obtained from the administered questionnaire reveal that the attitudes of the students towards learning English were discovered to be favourable. Their interest to deal with the language was clearly expressed in accordance with good impression and ambitious judgment. For our respondents English is necessary as a module to be able to reach real and effective world communication process. Hence, in spite of some male and female differences, instrumental motivation was found out to be at high level highlighting the students' need to learn this language to succeed in their academic performance and personal interest as well as for their future career.

Effective communication in the target language proved to be a complex process influenced by several internal and external factors, wherefrom, inner source, ambition, involvement, impulse or purpose move the learner to a more secure linguistic position.

While students were stating the key influential factors that lead to language mastery, one could notice that the selection of varied instruction methodologies and activities should meet the needs to become fluent speakers. Hence, the curriculum and a well-designed classroom instruction

should encourage learners to participate effectively and develop their skills that have to be contextualized. Proficiency is the ability to use the English language appropriately for specific purposes, functions, and discourses in specific communities. From this point of view, assignments should be designed according to inner-circle norms as well as world language norms to be able to communicate fluently.

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