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**Exploring Learners' Attitudes and Motivation towards
Learning English as a Foreign Language: The Case of 3rd
Grade Primary Schools in Hammam Bouhdjar - Ain
Temouchent**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's
Degree in Didactics and Applied Linguistics*

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Dedication1

All my thanks and gratitude go to Allah

Every challenging work needs self-effort as well as guidance of

Elders especially those who were very close to our heart

Thank you, mom and dad,

For always loving and supporting me

For teaching me to believe in myself, in good, and in my dreams

Lovingly dedicated to my beautiful niece the light of my eyes Farah

*I would like also to dedicate this work to my sisters Hanane, Mokhtaria, Zahra and my
sister Saida and her husband Abdelhadi for their continuous support*

I dedicate this work to my friend and confidante. Amina BOUTAGRA and her family.

*I was very grateful and lucky to share this research work with my best friend and, I'm very
thankful that you were the one whom I succeed with.*

Along with all hard working and respected Teachers

Ms.Marwa MESSAOUDI.

Dedication2

In the Name of Allah, the Most Gracious, Most Merciful, All the Praise is due to Him alone, the Sustained of the entire World.

First of all, I dedicate this humble work to the person who has brightened my life, who has always stood by my side, and who will always do so. My beloved father May Allah grant you the highest abode of Jannah and have mercy on your soul. Words seem to feeble in the time of conveying how much I love you, how much I'm proud of you since always . I want you to know that your daughter is going to graduate; I was waiting this day to tell you that I'm here because of you and I shall always be grateful for your endeavour.

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Abstract

The implementation of English in primary schools in the current year 2022-2023 opens the chance for young learners to learn English as a foreign language. The current study aims at investigating the pupils' and teachers' acceptance of this decision willing to examine specifically the learners' attitudes and motivation toward learning this language. The investigation took place in Ain Temouchent city exactly in Hammam Bouhdjar primary schools: Bekhada Baroudi, Bouchareb Boualem and Benagaz Miloud. The current investigation highlights two important aspects. The first emphasises the pupils' attitudes toward learning English as a foreign language and the second on the teacher's role in influencing learners develop positive attitudes. In order to test the two hypotheses, a questionnaire and an interview have been conducted in the aim of completing the research work. The questionnaire was devoted for the pupils and the second research instrument was structured with the teachers of English. The present dissertation encompasses three chapters; each one providing a particular concern. The first chapter reveals a theoretical overview about the term attitudes and motivation in learning and teaching English as a foreign language, the second deals with a methodological overview and data collection tools used in the research paper. The third chapter is concerned with an analysis and a discussion of the data gathered from the research instruments namely the questionnaire and the structured interview, in addition to providing several recommendations and suggestions. The results reveal that Hammam Bouhdjar primary pupils have positive attitudes toward the implementation of English this year in primary schools as well as their teachers. Findings show that pupils are highly motivated and curious to learn English, thus, the stated hypotheses are strongly confirmed.

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General Introduction

General Introduction

The English language has evolved into the modern world and is used in numerous human interactions. David Crystal (2003) states that “language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language” (p.9). Teaching English as a foreign language (EFL) in schools has emerged as a global priority. As a result, many educational institutions around the world have incorporated English into their curriculum. Learning English is a requirement for many students worldwide, and Algerian learners are not an exception because learning this language would allow them to interact directly with people of various nationalities and cultures.

For non-native English speakers, learning English is not always easy, just like learning any other foreign language. Therefore there are many factors that play a crucial role in English learning process. Language is considered as a mirror that reflects human feelings and emotions thus English language proficiency level affects learners’ attitudes and motivation. In this process of learning English as foreign language students are affected by some factors, which help them to understand and learn English language. These factors can either be negative or positive even when learners have a high motivation, they digest the language than those who have a low motivation.

The target from this research is to shed light on pupils’ motivation and attitudes toward learning English. Hence, the case of Hammam BouHadjar’ Third grade primary school pupils is taken into account. Therefore, the following research questions have been posited:

- 1- Does motivation play an important role in helping pupils learn English as a foreign language?
- 2- What are the teachers' and learners' attitudes towards the use of English in primary schools?

By attempting to answer our research questions, we suggest the following hypotheses:

- 1- Motivation enhances the pupils' competences in learning English as a foreign language.
- 2- Both teachers and learners show positive attitudes towards the inculcation of English in the primary level.

Accordingly, the present research work is divided into three chapters. The first one is based on theoretical foundations related to pupils' and teachers' attitudes, motivation, emotions, behaviour, and pupils' language learning and acquisition. The second chapter aims to describe how it works the research will be conducted by discussing the methodology and research tools used to collect data; the study will be conducted a systematic way through the use of the mixed methods research and via the collection of both quantitative and qualitative data. For this purpose, an interview was designed to primary school teachers and a questionnaire administered to 3rd year primary school pupils at three different primary schools in Hammam BouHadjar. Finally, the third chapter deals with the practical part of this research, it aims at collecting, analysing and interpreting data in order to explore and understand pupils 'motivation and attitudes towards learning EFL.

Chapter One:

**Attitudes and Motivation in Learning and
Teaching English as a Foreign Language**

1.1.Introduction

By the growth of English as a global language, many learners have become interested in learning English as a foreign language and teachers of English are always looking for ways to help their students enhance their level of language proficiency. In the learning process, many procedures are used in developing the students' abilities toward English including motivation and attitudes; these two elements are the key elements for their success inside and outside the classroom.

There are many points that teachers should take into consideration in order to enhance the motivation of their students like using videos games, stories, songs, etc. Besides, it is also important for the teacher to be a facilitator, supporter by using the total physical response.

The purpose of this chapter is to find out the correlation between students' motivation and attitudes towards English learning by examining the different factors that may facilitate or obstruct the learning process.

1.2.Defining Motivation

The word "motivation" comes from the Latin word "movere," which means "to move" (retrieved from Encyclopaedia) is force acting on or within a person that "moves" the person to behave in a particular manner. Therefore, the processes that explain why and how human behaviour is activated are the focus of motivation theory. It used in different disciplines in life which denotes for an inner feeling of enthusiasm that guides behaviour. Abi Samra (2009) stated that it is the state of adrenaline flowing in the blood that is linked mostly with a strong desire to reach an objective. Diverse psychological perspectives on

human behaviour are used to interpret various definitions of motivation. Despite the many incentive definitions that have been put forward, “it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept” (Dornyei, 1994, p.274). Therefore, the definitions of motivation from recent research that represent various points of view will be examined in the paragraphs that follow.

Motivation is stated by Brown (2002) as "inner drive, impulse, emotion, or desire that moves one to a particular action" (p.152). Keller (1983, cited in Chang, (1994) believes that one of the major factors influencing educational success is motivation: motivation refers to what a person will do. Similarly, Demir (2003) defines motivation as the proclivity to exert effort in order to achieve goals. According to Harmer (2001), motivation is a type of internal drive that encourages someone to pursue a course of action which represents the factor that determines an individual's goals of learning a foreign language successfully.

Another theorist, Dornyei (1990), postulates a motivational construct model consisting of an integrative motivation, an instrumental motivation, need for achievement, and attribution for past failures. He suggested that instrumental motivation might be more important than integrative motivation for foreign language learners. He also added that instrumental and integrative motivation in EFL environments should be considered as two motivational subsystems that overlap in some areas: the need for achievement and students' personal goals. He found that this kind of motivation exists in the mental thinking of learners, who take advantage of past mistakes to redesign their strategies and succeed in learning a foreign language. Furthermore, Dörnyei (2001) preserves that the most effective element concerning motivation and it includes both direction and greatness of human conduct, that is: the choice of a particular action, the persistence with it, the efforts expended on it. In addition, he maintains that motivation is accountable for: why do people

take a particular action? How long will they keep up the activity? And how much effort will they put into it? Dörnyei (2001) argues that motivation express why individuals select a specific activity, how much effort they put into it and how long they are willing to remain with it. Goals, the initiation and maintenance of learning efforts, these three motivational factors are related. People learn foreign languages for a variety of reasons; According to Harmer (2007) motivation is: “some kind of internal drive which pushes to do things in order to achieve something”.(p98) which means that people are motivated to reach our goals if the objective is very professional. This is because in this case we are committed to achieving it.

In English learning, motivation involves not as it were a thorough want for procuring English, but too an interior cause that gives the excitement and readiness students ought to learn English (Mao, 2011). Motivation makes an interesting learning environment, in this way dispensing with boredom—a major obstacle for English learning. In remote dialect learning, inspiration includes four angles: an objective, effortful conduct, demeanour, and a want to attain that objective (Pintrich & Schunk, 2002). Students with solid learning motivation frequently take a positive state of intellect towards learning, and, most basically, put a lot of exertion into learning English with clear objectives and, most essentially, put a lot of effort into learning English with clear goals and a strong interest. As a conclusion, they attain higher grades than those who were not motivated (Dörnyei & Schmidt, 2001). Therefore, the function served through motivation in English language learning cannot be overestimated.

1.3.Types of Motivation

Each individual earns motivation from different sources and for different reason . Generally, learners try to do their best and present a good quality of work so that they gain

positive feelings, achieve a certain goal and gain favourable judgement. Whereas other are interested to present works just for their external goals. From the sports psychology book (the sport psychology, page 68), a strong definition of the term motivation was retrieved from the American Psychologist Woodworth who defines motivation as “ the state of the individual which disposes him to certain behaviour for seeking a goal.”, i.e. motivation deducts each individual to act in a way that matches his need, it is a personal trait. Many psychologists have examined the relationship between motivation, every personal characteristic and how each individual has a different interest want to achieve. Some psychologists consider motivation as the state of a temporary situation. Sometimes learners care about their inner rewards much more than attractive objects. From this perspective, there are intrinsic learners and extrinsic learners.

1.3.1. Intrinsic Motivation

Intrinsic motivation is defined as the internal support that comes from each individual; people unconsciously will strive towards the thing they find enjoyable. It is a great phenomenon for educators, affected by social factors that lead the learning process into creativity. A child who is intrinsically motivated gains energy from his environment ,that means , if the people surround him are cultivated , automated languages and they are more knowledgeable than him, he will effectively influence by them as well as the level of creativity will increase automatically.

Intrinsic motivation is also a natural direction, it involves actions that are directed by internal forces, the motivator feels always that sharing knowledge exercises his capacities, especially when the activity is pleasant, the motivator perceives that he can participate easily without encountering any obstacles in participating or thought sharing . Motivation affects internal factors very deeply, all the time learners are curious to know

more, to do more and to add more, they used to warn like they are part of the knowledge. Moreover, when someone is intrinsically motivated, the level of suspecting any reward is low, this person practices because he wants to without waiting for any results, he feels that he is concerned to join. This behaviour lives inside, which means that they act in a subconscious way. Deci allocated intrinsic motivation and self-determination as:

The human organism is inherently active, and there is perhaps no place where this is more evident than in little children. They pick things up, shake them, smell them, taste them, throw them across the room, and keep asking, "What's this?" They are unendingly curious, and they want to see the effects of their actions. Children are intrinsically motivated to learn, to undertake challenges, and to solve problems. (1985. P.11).

Deci clearly explains that the human organism is a spontaneous behaviour. He illustrated that children are born with strong brains, which leads them to do multiple activities so that they stay all the time curious to discover, active to know, and flexible to understand things therefore they will become aware progressively of all that they are surrounded by. In other words, motivation is an instinctive activity that escorts humans from birth until death, it is a critical element which keeps people interested to answer questions they ignore and more than that, motivation is an important feature that presents the human personality in the social performance as well as it builds the ideal self.

1.3.2. Extrinsic Motivation

Although intrinsic motivation is the reflection of the human nature propensity to either, acquire or learn languages, extrinsic motivation on the other hand also focuses on full fulfilling human needs. Due to the self-determination theory, motivation has two basic

types that work to highlight the difference between every individual inner sources. Self-determination theory (SDT) denotes a large scale for the study of human motivation and personality that focuses on people's natural growth inclinations and psychological demands. It proposes that people have three main psychological necessities: autonomy, competence and connectedness. Autonomy refers to the independent action of each person rather than being under the influence of someone's control, competence refers to the ability to control any task in a successful way and finally connectedness means the process of being linked with someone or a group of people. The three basic needs are a major element in creating human personality so that they are responsible in their actions, those are linked together to make life meaningful and differentiate the quality of behaviour and mental health.

Extrinsic motivation in DECI's book is related naturally with the internal motivation, DECI stated that intrinsic motivation will decrease little by little when the child grow up , “ This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for non-intrinsically interesting tasks.”(DECI 2000:60). Extrinsic motivation is one of the most common term to describe motivation it refers to the external influence over behaviour. In this context, rewards and punishments are significant because they compel learners to behave in a certain way. In fact, both factors serve as the primary causes that reflect a learner's motivation.

Ryan and Deci (2000)added “extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome”. I.e. extrinsic motivation is when pupils learn a language to gain reward rather than seeking internal goals, personal interest is linked with real outcomes such as money, grade or either avoiding a punishment. “In contrast, extrinsic motivation is an outward force in the form of expectation, praise and

rewards powers students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged". (Cheryl L. Spaulding, 1992, p.4). In this respect, English learners may engage in a task that mean nothing for them, they are not interested but they expect a reward in order to earn a grade. Although many students find the task itself is rewarding, there are others conditioned to behave the way their mates are satisfied. This type is called the weak form for as much intrinsic reinforcement or intrinsic motivation called the positive form.

To sum up, extrinsic motivation can also be increasingly effective; when the result is useful, the source does not matter at all, what is important is the output, such as when the student earns a good grade and when your parents feel glad because you desire to succeed.

1.4.Theories of Language Learning Motivation

Motivation is a wide and complicated phenomenon, throughout history different theories were developed so that they analyse the human increasing and decreasing behaviour. Due the significance of learning English as foreign language many psychologists investigated behavioural, humanistic, goal development, cognitive, constructive, self-determination, Gardner's theory ... This part will discuss the four main theories that have contributed in the explanation of the human behaviour which are: behaviourism, self-determination and Maslow's Hierarchy theories.

1.4.1. Approaches to Motivation Behaviourist

Behaviourism is a learning theory that focuses on the understanding of animal and human behaviour. This school suggests that all humans acquire language through the conditioning process, which consists of stimulus and positive reward or punishment. This theory's main proponents are Ivan Pavlov, John Watson, and B.F. Skinner. Dornyei (1996a) points out, motivation theories in general seek to explain no less than the fundamental

question of why humans behave as they do, and therefore it would be naive to assume any simple and straightforward answer (p72).

To examine the behaviour of the animals and how they would respond to various activities, Pavlov and Skinner conducted an experiment using rats and dogs. According to the findings of this study, animals learn through reinforcement or a stimulus that compels them to consider their responses. If their responses are positive, they will receive a positive reward, like food, and if they are negative, they would receive a negative reward, like death or an electric shock. Although the investigation was made to test animals' behaviour rather than humans' one, the consequence and the situation required reflect how people tend to behave in real life. When the level of motivation is increased and positive reinforcement is present, the habit will also increase. To illustrate, many students feel afraid to participate in the classroom because they are shy or they do not trust their thoughts. The role of the teacher in the class is to know all of his or her students, and when he provides them with the appropriate atmosphere in order to facilitate the transmission of knowledge, they will gain positive reinforcement.

Therefore, the internal process will be observed, and here the role of the teacher again is when the response of the students leads them to gain an effective output "reward," "This perspective emphasizes how people's conscious attitudes, thoughts, beliefs, and interpretations of events affect their behavior—or, more specifically, how mental processes are translated into deeds" (Dörnyei 2001.p8).

1.4.2. Self-determination Theory

Self determination theory is a broad theory of human motivation. It focuses on people's natural growth tendencies and psychological requirements. Woodworth (1918) was the psychologist who has linked motivation with the internal organism of the human,

applied in a different variety of context including job motivation and management, education, healthcare, sport, and virtual world.

For decades, Deci and Ryan (1985) proposed that SDT is an intrinsic theory based on psychological competence for the fulfilment, they made research to test the behaviour of children in general and the presence or the absence of extrinsic reinforcement in practical. For instance, the process corresponds that the behaviour is not random in which children act in a way that match their needs where they feel comfortable and congruent. Through this principle, it is argued that people will feel pleasant and self-determined when they find the activity motivated. To illustrate, in the case of learning languages, students are interested in learning English, they might think that learning a foreign language can be beneficial and useful in life it seemed as reaching a certain goal, this choice will make it easier for students to interact with language so that they will love learning and adopting it. When students learn English, they may believe that learning a foreign language can be advantageous. English Foreign Language EFL helps students become better communicators, linguists, grasp the language, and skilled performers. Being competent in a language must exist in organization that includes some basic elements such as competence, autonomy and relatedness. The three psychological needs help student to better acquire languages as well as act competent to excel in a given social situation more specifically in the classrooms. Autonomy satisfies the cognitive needs to be independent in a way and feel linked with the social group that can develop a sense of relatedness in another way. (Pintrich, 2003; Ryan &Deci, 2000 a).

Although SDT focuses on how each individual has different goals that want to reach while internal and external sources are necessary in the engagement, both intrinsic and extrinsic motivation are under the influence of the three cognitive needs. First, autonomy refers to the capacity to exert control over your behaviour in order to achieve

certain goal (for example, mastering a language), then competence continues to build the goal where the development of these abilities through tasks and performance are crucial in the achievement, and finally, relatedness or connection means the requirement of forming connections with others so that you feel a sense of belonging to the task and also refers to the need of creating relationships which affectionately you deal with others in learning.

Deci and Ryan (1989) stated that the major types of motivation affect the human behaviour especially in the case of controlling and forcing the latter to act in a particular situation. Moreover, SDT distinguishes between both categories of motivation and how each of intrinsic and extrinsic has different results and outcomes. First, the relationship between motivation and human behaviour is intrinsic where in every detail human are born instinctively motivated, there is no ignorance where in every stage in live people enjoy participating in a particular situation and like being a part of it. Second, extrinsic motivation is intended to be used when people behave as though they are being forced to do something without any sense of fulfilment or delight. To sum up, both intrinsic and extrinsic motivation are considered a key factor for making students learn English no matter how they feel when the result is convincing. Moreover, both of them is a choice and each individual is responsible for his/her performance.

1.4.3. Humanistic Theory

After World War II, many psychologists disappointed with behaviourism and its beliefs. This dissatisfaction made them create a new theory discussing several points as self-actualization, creativity, individuality, intrinsic, and well-being. The theory came to study the whole person needs and his uniqueness in motivation, essentially how each individual self-actualizes to achieve their goal. From the humanistic view to motivation humans encourage themselves by themselves by inner resources, self-esteem, autonomy, self-

actualization and by their sense of competence, Maslow's theory to motivation is one of the types of motivational theories that explains the influence of motivation in human beings.

1.4.3.1. Maslow's Hierarchy of Needs

Maslow is the creator of this theory, he was curious to know what motivates humans, he also advocated that humans have a hierarchy of needs where people are managed to accomplish a certain need. He added that when people fulfil that need they will realize the next one (Maslow, 1943) i.e. when people are motivated to fulfil a certain goal, their level of enjoyment and satisfaction will increase so that they will engage increasingly in other goals. For example; student in primary schools are likely interested in learning a foreign language such as the English Language because they are commonly influenced by English cartoons and videos, when they come back to school, the language is adopted since they understand and participate with teachers, here they will strive to improve others goal such as writing, speaking and reading.

Maslow developed a five stage model of needs for survival. It includes: self-actualization, esteem, love and belonging, safety and psychological needs.

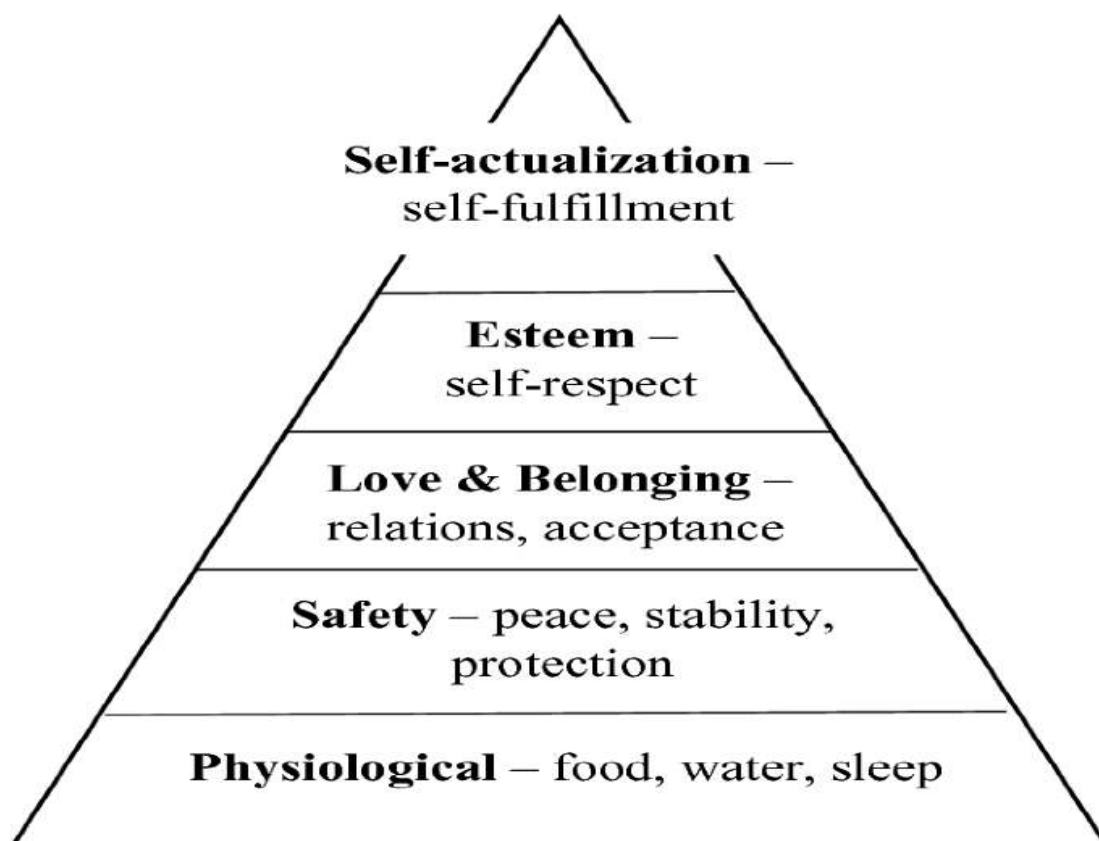


Figure 1.1: Maslow's Hierarchy (Abrahammaslow 1943). A theory of human motivation.

When the five levels of need met, the student's motivation will increase to continue accomplish other needs. In regard to the existence of the whole needs, Maslow suggested that the aspects work hand in hand they can never be completely filled if one of the stages is missed. Furthermore, from time to time students cannot find the psychological needs or love and belonging in order to conduct all the needs.

To sum up, the development of Maslow hierarchy was criticized since it first position tackled was the motivational aspects of each individual and generally people behave in the situation that suit them where the absence of some element of the model can appear or disappear and sometimes people get motivated by others needs where they feel comfortable. From the scientific perspective motivation is created depending on each

person not by following Maslow hierarchy of needs because it was said that it was interrelated since each individual may have different needs.

1.5.Motivation in teaching EFL

1.5.1. Teacher's Role in Classroom

The teacher's job is to manage the classroom so that each student's individual requirements are met. According to Ariel Serrell Finlinson (2016), p.21, teachers are responsible for altering classroom moods by communicating with their students. They interact with the student and encourage them to learn by allowing them to inquire about their ideas and asking them questions. In most cases, a teacher's role in education extends beyond teaching. Teaching has many different faces in today's world, and a teacher must play the role of an external parent, counsellor, mentor, role model, and so on.

Educators assume fundamental part in training, most particularly in the existences of the understudies they show in the study hall. A teacher's ability to instruct and positively influence students is what sets them apart. This means using a variety of teaching methods, adapting instruction to include all students, coordinating and working with support staff, promoting learning and adding activities, and so on. The overall academic program of each student is overseen by the classroom teacher.

1.5.1.1. Teaching Knowledge

Teachers are considered as the source of knowledge, teaching is the primary responsibility of a teacher, and knowledge is acquired through teaching. Typically, teaching entails adhering to a particular curriculum and ensuring that students comprehend what is being taught. Because it may be difficult for a teacher to exert any other kind of

influence on a child if they fail to fulfil their fundamental responsibility of imparting knowledge, this role serves as the foundation for all other roles of a teacher.

1.5.1.2. Creating Classroom Environment

The classroom environment has a significant impact on the teaching-learning process. It is the responsibility of teachers to create an environment that is conducive to learning. It is their responsibility to provide their students with either positive or negative support. It is the responsibility of teachers to help their students; they can have a positive or negative impact on the environment. Students follow in their teacher's footsteps. The student's negative reaction to a teacher's aggressive behaviour may result in a hostile educational environment. Therefore, teachers must foster a cheerful and peaceful environment for their students.

1.5.1.3. Role Modelling and Mentoring

The role model has an impact on the child's life beyond the classroom. Teachers have an impact on their students in the same way that parents do on their children. They are actually role models, despite the fact that they do not view themselves as such. Teachers can influence students in a certain way depending on how much time they spend with them each day or week. Now, it is up to the teacher to decide whether this influence is beneficial or detrimental. Being a teacher involves more than just following the curriculum; it also involves nurturing the child. In addition to imparting knowledge, teachers aid in character development.

An extremely significant aspect is the teacher-student interaction. Mentoring is the method by which teachers help students raise their level. Helping students enjoy what they do is also part of this. Students gain self-assurance and are encouraged to succeed in the classroom when teachers engage with them, pay attention to what they have to say, and

provide direction. Learners should be encouraged to participate in ongoing discussions about the practice, to ask questions, to think for themselves, to share with the teacher what they observe about the classroom and practice, and to be willing to suggest and try out unfamiliar strategies and methods they have learned.

1.5.1.4. Controller

Controlling the classroom is one of the most common roles that teachers play. They are in charge of controlling everything in the classroom, including what the students do, say, and use of language. In addition, they are asked to teach the learner the target language by providing them with works, performing repetitive drills, and leading them to use it in a meaningful manner. Teachers must interact with students on the same level as participants during the teaching-learning process, provide understudies to utilize English inside the homeroom and communicate with them instead of outside the study hall. The primary method for improving students' pronunciation and comprehension through speaking is through the teacher's language; however, teachers who speak excessively are detrimental to the students because the students also need time to practise their language skills. This indicates that the more opportunities they have to use language and interact with others, the greater their motivation to learn about it will be.

1.5.2. Motivating Students in the EFL Classroom

The majority of teachers of English as a foreign language throughout the Arab World and elsewhere have long struggled with motivation. Motivation is one of the most important aspects in the EFL classroom. Most of learners lack motivation to learn English. In addition, despite the fact that the majority of them have a hazy idea of whether or not "English will be useful for their future," such as obtaining a better job or passing required

exams. They do not have a clear understanding of what that means, nor is that a very strong motivator for them. It is the responsibility of teachers to inspire their students, and EFL teachers employ a variety of strategies to do so in the classroom.

1.5.2.1. Pair work and group work

Pair and group work is an important way teachers help students practise their skills in order to give them the opportunity to learn foreign languages. Using "pair work" or "group work" appropriately is one effective method for motivating students to participate in the lesson. Students learn language most effectively when they work together closely and communicate with one another, all or both of the students benefit from this kind of collaboration. Teachers typically ask students to write dialogues, draw pictures, and make comments about them when they work in pairs. The capacity to learn a new language may vary from student to student. Some students may have no trouble writing and expressing their thoughts. Others may be able to draw pictures. Finally, "pair work" or "group work" can provide the community and trust and mutual confidence that are necessary for communicative language instruction.

1.5.2.2. The Seating of the Learner

The dynamics of the lesson will frequently be determined by the seating arrangement of the students in the classroom. Indeed, a simple alteration to the seating arrangement can have a significant impact on group coherence and student satisfaction, and there are numerous other situations in which seating has played a significant role in the lesson's success or failure. Classroom seating affects student learning, motivation, participation, and relationships between teachers and students. To foster a sense of belonging in the classroom and integrate students from diverse backgrounds and abilities.

Students benefited greatly from a well-planned seating arrangement, by focusing more intently on the task, exhibiting more positive academic behaviour, such as offering assistance with their hands. Better relationships with peers would make it possible for students to collaborate with one another more closely and gain more from group work.

1.5.2.3. Eye contact

When two people look into each other's eyes simultaneously, they are making eye contact. The student should focus on the teacher and pay attention to what she or he is saying as she or he explains the lesson. Eye contact is a method of nonverbal communication that facilitates the teacher's ability to convey messages and ideas through in and it is associated with trust, good feelings. During the entirety of the lesson's class phases, if the speaker does not make eye contact with the others, attention is likely to wane. Although we need to be aware that making too much eye contact can be scary, especially for students who are shy. Therefore, while we ought to make frequent and effective use of eye contact, we shouldn't overdo it. (Linsin, 2009) Intuitively, excessive eye contact can be perceived as impolite, hostile, and condescending at times.

To conclude, the eye contact most of the time is seen as a way to get and keep attention and as a source of motivation, concentration, and enthusiasm.

1.5.2.4. Error Correction and Role Play

The question of whether or not we should correct every mistake made by students is a constant one. The reasonable response is that students will be overly afraid to make mistakes if we focus on each and every mistake and treat it as though there is no room for mistakes. Students will therefore be reluctant to participate because they will be too preoccupied with making mistakes. As a result, educators ought to be aware of when and how to correct mistakes without hurting or humiliating students. When students make

unintentional mistakes in a learner-centered classroom, the teacher has to figure out how to get his students to learn. As a result, it's crucial to consider strategies for motivating students in the classroom. Teachers should include the appropriate resources to spur them to get familiar with the unknown dialect, when they plan their lessons, they utilize streak cards as a supportive way in showing jargon, for example, vegetables, and natural products. Students can also be motivated by stories. They are used to check the student's accuracy, fluency, and whether or not they can tell stories. Vocabulary and pronunciation songs are another interesting way to motivate students when teaching grammar. Most students enjoy songs. As a result, they are used by teachers in certain activities to enhance students' ideas when writing or speaking. Teachers could not be further from technology as result, they should make use of the various audio-visual resources that are available in the schools. According to Wright (1976), numerous audio-visual materials aids in language learning. including computers, magic boards, cassette recorders, videos, and other similar devices. because it is so crucial to the learning and teaching process. Cakir (2006) mentioned that students benefit greatly from using videos and cassettes for listening because they motivate them and bring the real world into the classroom. Because it differs from the textbook in the teaching and learning process, it may be enjoyable for both the teacher and the student.

A better purpose for a better life necessitates the development of a teaching and learning method or technique. Therefore, total physical response goal was to enhance the teaching and learning of a new language. Teachers who employ TPR are of the opinion that it is essential for students to enjoy learning a foreign language. According to Richard and Rodgers (1986: 91): "The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a mean to an end, and the ultimate aim is to give basic speaking skills. TPR aims to produce learners who are capable of an

uninhibited communication that is intelligible to a native speaker”. In the words of Larsen-Freeman (2000:113), TPR was created to encourage students to continue studying beyond their initial proficiency level by reducing stress associated with language learning

1.6.Attitudes

In this segment, the attempt is to anticipate an evaluation of literature on the term Attitude by discussing its definitions in general according to recent days with illustration of how scholars define it in relation to the learning process as well as how attitude contributes in the changing of the student’s development toward learning English as a foreign language. Furthermore, this part is designed for the illustration of the components of attitude along with the importance of each type toward the learning development, and then it will discuss the teacher attitude on the way to facilitating the learning process.

1.7.Defining Attitudes

As a fundamental notion in understanding people, attitudes have been thoroughly examined by sociologists and psychologists who struggle to denote the exact meaning of attitude, according to Allport attitude “is probably the most distinctive and indispensable concept in contemporary social psychology. No other term appears more frequently in experimental and theoretical literature” (Allport,1935: p. 1). Namely, social psychology is the scientific study of attitudes. Even though from the historical evidences the word “attitude” is derived from the Latin word “aptus”, which connotes “adaptedness” (Allport, *ibid*). This means that the word attitude implies from physical implication of getting ready for action.

Generally, the term attitude refers to a belief, emotions, mood and feelings in regard to a thing or a person. According to Crystal (1997) attitudes indicate to the person’s emotions towards their mother language or a foreign language of others. In short, it means

that each individual has a different linguistics behaviour that constitutes his or her reaction about a particular situation. In addition, many writers mainly export Allport's (1935.p. 810) understanding of the concept attitude in their writing. He defines the term attitude as: "An attitude is 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". In short, Allport considers attitude as an organization of social and psychological state of readiness that influences the individual capacities to react toward something or someone. Beside Sarnoff (1970) limited the definition of attitude as follows "a disposition to react favorably or unfavorably to a class object"(page 179) it refers to that behaviour that react to an object either in a positive way or in a negative way. The use of attitudes can come through a reaction about a situation or an object, Ricards and Schimidth (2003) added that attitudes are the characteristics and the opinions that the person act in regard to the others or a thing. Other scholar, Ajzen (2005:3) proposes that attitude is the constitution of gathering the people behaviour through mind where there the receiver will understand the action observed. In fact, attitudes are the actions been observed and behaved according to the personality and the emotions of a person that can be favourable or unfavourable.

The term attitude has been prospected by two important theoretical perspectives: The mentalist and the behaviourist schools. First, the mentalist school of thought views attitude as hypothetical construct, internal and latent valuables of the mind that cannot be directly recognized instead must be deducted from the individual's outwards behaviour. Although, the behaviourist view spotlights the relation between stimulus and reaction when seeking an explanation of the propensity. The later observes attitude as unattached organization that are exhibited how each individual express the self in a particular society.

There were many definitions written about the concept attitude narrowly and broadly. Some scholars concentrate on the assessment of an object that can be deliberated by emotions and belief carry about that object. Gardner (1985: p.9) emphasizes attitude as “an individual’s attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent” i.e. the person’s attitude is an evaluation of the antecedent or a thing that are gathered from the person thoughts in order to infer the opinion or the belief about the antecedent.

1.8.Types of Attitudes

The educational objective is not just to convey knowledge about subjects; education also aims to foster students' interest in them. Learning English as a foreign language as subject is different from first language acquisition in many ways and success of language learning is strongly influenced by both positive and negative attitudes. According to Bhaskar and Soundiraraj (2013) positive attitudes toward foreign language learning and its FL teachers can improve learners' academic performance, whereas negative attitudes can obstruct it. Learners' individual performance reveals that students' attitudes also influence their EFL acquisition. Students with positive attitudes are more likely to succeed in achieving their goal, whereas students with negative attitudes will find it difficult in learning or acquiring the English language. Brown (2000) states that students' negative attitudes can be changed by using the right tools and techniques to help them learn their target language. Good teaching strategies and resources can help students with negative attitudes improve their language proficiency.

1.8.1. Positive Attitudes

A positive attitude toward the culture and language is an important factor in the success of learning a foreign language. It frequently inspires students to employ a variety of learning strategies that can aid in language skill development. According to Kara (2009), students who have positive attitudes are more likely to participate actively in their courses and to learn more in depth. Positive attitude leads to greater success in terms of language proficiency and competence in specific language skills like listening, speaking, reading, and writing. It also encourages language learners to put in more effort overall. The teacher should encourage students to participate in activities to improve their English writing and speaking skills. According to (Gardner, 1985). Having a positive attitude also helps students retain their language skills after class. Attitude becomes an important factor in how students follow teacher, including how they act to learn, how hard they work, how motivated they are.

1.8.2. Negative Attitudes

Negative language attitudes are when learners with a negative attitude don't feel proud of their language skills or are afraid to use it. In other hand learners' success in learning English is harmed by negative language attitudes like shyness and laziness in practice. It makes students less interested in ways they can get better and improve, less interested in new information they can acquire, and less motivated to continue learning. Tchekpassi (2013) defines negative attitude as having 'poor' or 'unfavourable' attitudes. It has a negative effect on how people act toward certain things. These attitudes may result in opposition to, conflict with, or discrimination against their goal. The student will not feel motivated to improve their language skills because of this attitude. The students' attitudes toward error correction make them dissatisfied, distracted, and annoyed by the teacher's

error correction. It happened when the teacher corrects the students each time; they made mistakes while learning English. It dissatisfied learners with teacher's constant corrections of their speech, and as a result, some students will stop participating in class.

Therefore, the discovery of students' attitudes toward language during the teaching and learning process will benefit both teacher and the student. Student's success in learning English can be predicted by their attitude about learning new language

1.9. Attitudes' Components

The effective language learning enhances the students to recognize themselves with the educational experience is viewed as a positive change in the singular's character in terms of the emotional, behavioural, and cognitive domains. As learning a particular subject is supposed to change one's thinking and behaviour, as well as one's beliefs. In order to succeed in the process of learning English, one must have a positive attitude in order to evaluate the goal of the process. These three perspectives provide a perspective on the attitude concept. The various characteristics of each of these dimensions contribute to the Out-language attitude results. As indicated by Gardner (1985), it is for the most part acknowledged that attitudes address the positive or negative mental status towards learners. It consists of three parts i.e., behavioural Component (Readiness), cognitive Component (Mental) and affective Component (Neural)' (Figure 1).

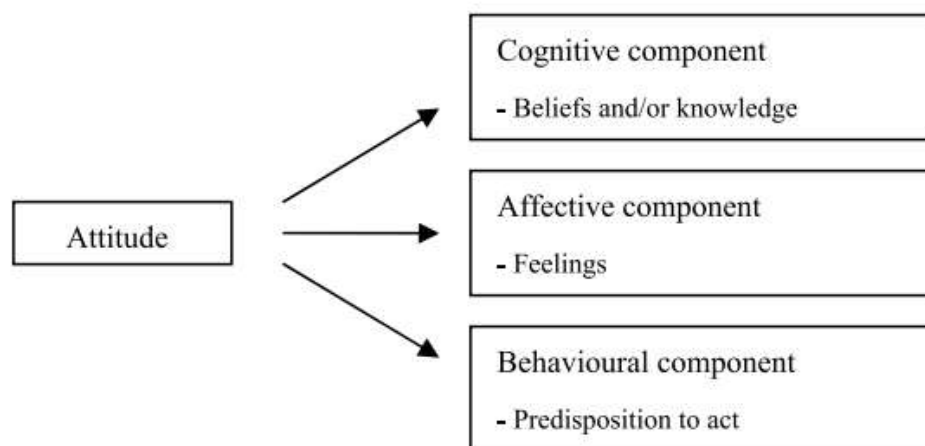


Figure 1.2: The concept ‘attitude’ and its three components (de Boer, A., Pijl, S-J., &Minnaert, A 2011)

1.9.1. Behavioural Aspect of Attitudes

The behavioural aspect of attitude concerns one's behaviour and response to specific circumstances. In fact, successful language learning makes it easier for students to identify with native speakers of the language and to learn or adopt a variety of behaviours that are typical of the target language community members. Kara (2009, p102) stated that “Positive” attitudes led to the exhibition of positive behaviours toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students were also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.”

An individual's verbal or nonverbal behavioral tendencies constitute the behavioral aspect. Wicker (1969). Also, comprises of ways of behaving or quantifiable responses that are the result of a mentality element. This necessitates a person's positive or negative response in order to change an attitude object that is often consistent response. That is, a

pattern of responses to a particular attitude stimulus is likely to exhibit organizational structure or predictability in some way. Defleur&Westie (1963).

1.9.2. Cognitive Aspect of Attitude

The cognitive aspect is an individual's opinion belief or disbelief about the object which is an evaluation of the subject regarding an attitude. This aspect includes language learners' beliefs about the knowledge they receive and their perception of the language learning process. The cognitive attitude can be broken down into four stages: connecting the new knowledge to the previous knowledge, creating new knowledge, verifying new knowledge, and putting the new knowledge to use in a variety of situations.

1.9.3. Affective Aspect of Attitudes

The affective aspect is the emotional response (like / dislike) to an attitude object. The significance of the affective components is the focus of the majority of the research. An individual's attitude toward an object cannot be determined solely by defining their feelings about it because emotion and the cognitive process of an object's attitude operate simultaneously. According to Feng and Chen (2009) “Learning process is an emotional process. It is affected by different emotional Factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are Yield.” learners that have positive feelings and emotions about the process of learning a language will ultimately achieve faster and better results. According to Choy & Troudi (2006), it is generally agreed that FL students' inner feelings and emotions influence their perspectives and attitudes toward the objective language.

Cognitive, emotional, and behavioural aspects of attitude have been the focus of numerous studies. According to Wenden (1991), these three parts of attitudes interact with one another; they are part of one's perception of oneself, others, and of the culture in which

one lives. Attitudes are thought to be learners' tendency to act positively or negatively when they learn something new whether it has to do with students' positive or negative attitudes toward English language instruction, as evidenced by their responses, such as finishing their tasks and homework given by the teacher. In other hand person's attitudes can be inferred by observing their behaviour in situations where they can choose between positive and negative reactions.

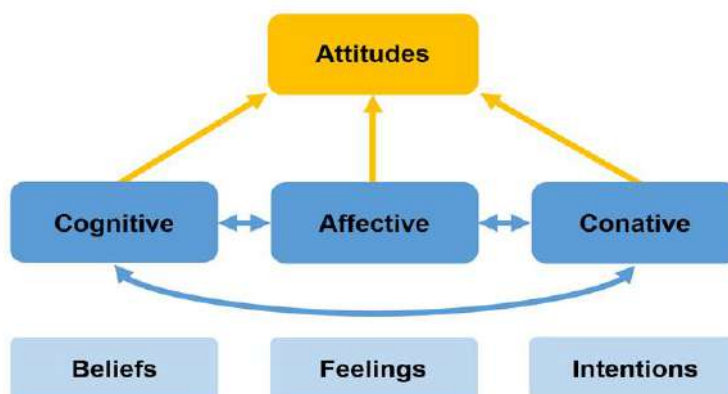


Figure 1.3: Tripartite model of attitude (Jeff Sauro 2019)

The mentioned model of attitudes raises the question of whether attitudes must always include all three components. Eagly&Chaiken (1993) state that an attitude can be based largely or exclusively on any one of these three components, so it is not necessary that all three components be present simultaneously.

1.10. Attitudes toward Language Learning

Learning is the process of obtaining a pocket of knowledge being experienced through time for a coming improvement. The process is influenced by behaviours, motivation, attitudes... Learning is “a process that leads to change, which occurs as a result

of experience and increases the potential for improved performance and future learning” (Ambrose et al, 2010, p3). Ambrose et al mean that the exchange of knowledge makes learners encounter with new thoughts and beliefs via different behaviours and attitudes where they can create their own future as a result of learning. In fact, attitude is one of the components for the student’s learning success, acquiring a new language or a foreign language may facilitate the future transaction and affairs. For instance, learning English as a foreign language is very crucial and enjoying, it is the language of the world and most of the learner would like to speak it, generally, all the classrooms are advantageous learners gain positive attitudes, they find English letters, accent elegant and pleasant. Thus, students who carry a powerful faith that positively assess results will affect from the performance of the behaviour and have a positive attitude toward the behaviour, however the students who continue with a strong faith that negatively assess outcome will affect from the performance of the behaviour and have negative attitude toward the behaviour.

Furthermore, a beginning with positive attitude truly will simplify the learning activities. Oroujlou, Nasser, and Majid Vahedi (201:997) added that a good start will encourage students to learn in easy atmosphere and time will go fast because students will enjoy studying day after day. This attitude is helping students deal with life experience, the person will engage with different situation without facing problems and finding difficulties since it a matter of adopting the positive attitudes all of the time with all positions. In the other hand, when students accept the positive attitudes, they can also accept the negative ones, there are many students prefer flying with their thoughts inside the classroom without any participating nor concentration, these criteria will suffer studying and future experiences as well because attitude is a mental disposition will campaign the individual in different situation in life. Like Sonmez (1994) described attitude as «Attitude is a product of all life experiences” (p. 64). This means that all humans create their own attitudes, some

with positive attitudes and others with negative whereas others with half positive and half negative attitudes.

On the report of Grantham and Vaske (1993), attitude has four main characteristics toward learning, first it is relatively lasting because attitude is learned, and enjoying or disliking a foreign language is learned. It is obvious that learners cannot born with a distinction of liking or disliking languages but with the repeated reinforcement and rewards, the learning process will develop the learning attitude. Second, attitude is consistent, it is affected by situations in learning, by means the environment of the classroom influence the attitude of the learners. Then attitude is the arrangement of belief, it not a principal unit in the personality though it is a collection of more than two unlinked units. Finally, attitude behaves as interceding variables, it is not a remarkable phenomenon instead it initiates to describe behaviour as remarked. For example, learners can gain a positive attitude in learning English yet the attitude is not seen.

To sum up, Tódor (2016) asserts that attitude really plays a role in the learning courses and it will increasingly affect the learning career. Success will be received when positive attitudes is present in the classroom, this positivity will increase motivation and then the level of performance, understanding and acquiring will also increase to make a better results in the end.

1.11. Teachers' Attitudes toward EFL

The teacher is a guide for the learners to facilitate the teaching and learning process, according to Bartram (2010) "teachers are viewed by pupils as being influential agents in the forming of learners' attitude" (p.43). In the primary schools, teachers are the main force behind learners' level of education that they receive. Obadara (2005) stated that teachers play a significant role in the growth of the learning system and they are a key of

the educational development. The relationship between the teacher and learner is influenced by how the teacher teaches, learners view teacher as a role model in the formatting of their attitudes. This means that students will have different perceptions of teachers who use different teaching methods and styles. Fehintola (2014) states that a qualified teacher needs to teach with excellence attitudes in a typical classroom. Teachers must transfer an attitude that will help learners' positively in the three domains of learning i.e. cognitive, affective and behavioural areas. In other hand, attitude can be either positive or negative. Teachers' negative attitudes may have a negative impact on students' performance, whereas teachers' positive attitudes may have a positive impact on students' performance. Learners' academic performance is influenced, either directly or indirectly, by a teacher's attitude, whether consciously or unconsciously. According to Shittu and Oanite (2015) Learners' interest in learning is influenced by teachers' attitudes. Teachers' attitudes in communication, classroom management and pedagogy may have an impact on learners' academic performance. When it comes to their job as teachers, teachers who have positive attitudes will have a greater impact on students' attitude toward the language than teachers with negative attitudes when carrying out their duties.

1.12.The Relation between Motivation and Attitude toward Language Learning.

Recent studies stated that motivation and attitude are strongly related, it is assumed that they work in harmony to be the outstanding factors toward the language learning process. Indeed, many investigations have analysed the student's attitudes, motivation, and the impact of these features toward the student's learning competence and performance. Djigunović, 2012 argue that although motivation and attitudes are two related disciplines

they are different factors influence the success of learners in the learning experiences since attitudes is the arrangement of reactions that can be either positive or negative whereas motivation is a mixture between desire, efforts made and positive attitudes in learning a language. In other words both disciplines does not have the same features that contribute to the same results effecting learners performance, attitudes is a composition of two actions to be either positive or negative in the hand motivation is the discipline that seeks for only the good and positive attitudes in learning a language.

On the other hand Sliman.et.al explains the strong relation between motivation and attitude as follows “motivation can greatly influence student attitudes towards the learning and language achievement.” (2014, p. 127) In the case of acquiring a foreign language motivation and attitude are the key aspects in facilitating the operation. Similarly, Ming, Ling, and Jaafar (2011) point the relation between the two features in which intrinsic motivation contributed in earning students the good outputs as a result of the impact of positive attitude in motivation. Likewise, both factors work hand in hand to enhance the level of students’ language learning. To illustrate, the learners who have only the positive attitudes in language learning without getting motivated are more likely to fail in learning, in the same time learners who are motivated to learn English without the positive attitudes are also expected to fail their learning studies. (Gardner, 1979), likewise students who are interested in learning English as second language should gain positive attitudes from their teacher in order to shape a strong link of support and facilitating the exchanging of knowledge but together with motivation this progress will not succeed with the absence of motivation.

Thus, the correlation between motivation and attitude toward learning makes education goes through the right road especially in the case of learning English as a foreign, both of

them are seems like the umbrella that stands strongly under the obstacles and ease the learning process as well as open new opportunities upon students to speak English like natives.

1.13. Conclusion

As a conclusion, motivation and attitudes have a significant impact on language learning, both influence students' ability to learn a language. Learning will be accelerated if students have a positive attitude toward learning the language. Additionally, students will perform well in learning if they are motivated. However, it is difficult to determine which way this influence is going. It is impossible to determine whether students' motivation influences their proficiency or whether their proficiency influences their motivation. It is now obvious that foreign language motivation and attitudes are correlated with both learning process and accomplishments of English as foreign language.

Chapter Two:

Research Methodology and

Data Collection

1.1.Introduction

The purpose of this chapter is to describe the methodology adopted in undertaking this study. As in any theoretical segment, there is a need to require practical application in order to review a concrete research instrument. Therefore, it is followed by an examination of data and a collection of both qualitative and quantitative methods, to create a strong theoretical description: a questionnaire was designed and implemented to 3rd grade primary pupils. In order to test their motivation learning attitudes towards acquiring English as foreign language and an interview was designed to the teachers of the English language at primary schools in Hammam Bouhdjar - Ain Temouchent .

2.2.Motivation of Research

Algerian children of the 3rd grade with the beginning of the new school year in September 2022 start learning English as a foreign language for in addition to French. English instruction becomes part of the primary curriculum. Teaching English as a foreign language is a complicated process that entitles a reciprocal exchange between the teacher and the learners. Therefore, it is believed that motivation and attitudes play a significant role in successful language learning. The purpose of this study is to investigate the motivation and attitudes of Algerian EFL primary school pupils toward learning English.

2.3.Limitations

Generally, most of the research study faces some limitations that affect the research progress. Many researchers have been interrupted at a particular stage of doing their research work simply because an issue in the research sample is arising, time duration, lack of finding information in the previous study or during the phase of collecting data. In the

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present work, there were several barriers existing that impacted the research advancement. Our topic addresses the pupils of the 3rd grade primary schools in Hammam Bouhjar province as well as their teachers. As we chose two different tool of collecting data the questionnaire and the interview, the first issue raised was the language of the questionnaire since this latter was intended for pupils who are learning English for the first time. As investigators, our solution was to translate the questionnaire from English to Arabic to make the process easier. As for the results, we anticipated that they would be in line with our expectations.

For the second problem, the number of teachers was insignificant to be taken into consideration for the purpose of the implementation of English in the just the 3rd year , the ministerial decision was to give the chance for each teacher to teach in three or four primary schools. This is why the interview was done with three teachers only. Therefore, to obtain data from the interview the target was to record the teacher, consequently two teachers were not very helpful.

2.4. Research Design and Methodology

To conduct a research paper, numerous objectives are needed in order to create appropriate outcomes. Research design and methodology are one of the most crucial processes of developing reliable findings. Several goals are required in conducting a research paper in order to produce adequate results. One of the most important steps in producing trustworthy results is research design and methodology. According to Anderson (1998: 27) research is “a dynamic activity that travels a long and winding trail from start to finish. It is not a single event; rather the act of doing research is a process” .i.e. research is the investigation that begins to discover facts and collect reliable outcome about a certain topic or problem, is the process that involves several plans and tools gathered to find a

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result. Research can involve asking people questions, listening and observing and evaluating resources, schemes, programmes and teaching methods. It can also be messy, frustrating and unpredictable. (Wellington, 2000, p. 3). In short, research is the experiment that entails a particular problem linked with several elements as planning or designing questions, defining the problem, evaluating resources, checking, observing. Moreover, a research could run against intricacy and unpredictability. So, careful planning can eliminate any concerns and lead the researcher to success (Fisher & Hobson, 1996: 122). In fact, an adequate selection of the research design which is followed by methods and tools to gather data is a crucial phase that should be carefully considered to prevent unanticipated challenges and false results.

For Durrhein (2004: 29) a research design is the framework for strategic action that connects the research questions to how the research strategy will be carried out. Similarly the research design is the system that describes the strategies and the procedures for organizing any research, the procedures includes many questions includes whom, when and under what circumstances the data is collected, the latter questions seek to offer reliable solutions to research question. Many researchers may use the phrases "research design" and "research methodology" interchangeably. Nonetheless, technique "should be regarded of as embracing the entire process of conducting research," according to Marczyk, DeMatteo, and Festinger (2005).

According to Kothari (2004) research design is "the blue print for the collection, measurement and analysis of data" for it "includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data" (p.31). That is when researchers formulate their problematic research question, they will start after that by creating a framework, a plan or the strategies in order to move forward to direct them before constructing a hypothesis, choose a sample size, and finally analyse the

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data they have gathered. However, the research methodology process, which is a comprehensive set of planned and well-designed procedures, principles, and activities that all contribute to the proper and systematic conduct of the scientific investigation, includes the adoption of a specific research method, the selection of the appropriate tools for the method, and the final phase of drawing conclusions. In any type of research it is necessary to choose a method that will suit the research study, it can be thought of in methodology as having two main methods: quantitative and qualitative. The synergy of quantitative and qualitative delivers more than the sum of its individual parts, according to Fetters and Freshwater (2015), who note that "1+1=3." (P. 116, as mentioned on page 31 of Cohen, Manion, & Morrison, 2018). That is, researchers discovered that while qualitative and quantitative research methods have relative strengths and weaknesses when used independently, when combined, their advantages far outweigh their disadvantages. This observation eventually led to the development of "methodological triangulation" or "mixed methods research," as it is also known.

2.3.1. Qualitative Research

The process of conducting any systematic investigation must be planned through an organized programme used by researchers based on several steps, besides the procedures and the methods; one of the most attentive methods is the qualitative research. From the part of Creswell (2014) qualitative research is the significance that an individual or a group of people give to a social or human issue. Similarly, Shank (2002) defines it as "a form of systematic empirical inquiry into meaning" (p. 5). In short, a systematic empirical refers to the plan in which the research is designed followed by a group of instructions and rules upon the meaning that is important to be matched with the level of the understanding of the social public.

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Denzin and Lincoln (2005) argue that qualitative research is the approach that involves the realistic or naturalistic and interpretive application:

Qualitative research is a situated activity that locates the observer in the World. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (p.3)

That is, researchers mainly focus on observation to collect information, trying to calculate and analyse data gathered through questioning and interviewing people. According to Kothari (2004), qualitative research focuses on examining social issue mainly “in the behavioural sciences where the aim is to discover the underlying motives of human behaviour” with an eye towards analysing those topics that are related to human behaviour. Analyse numerous characteristics that motivate the humans and lead them to act in a certain way or determine whether they like or dislike something (p. 3). In other words, this perspective aim is to explain how the qualitative research truly related to the social and realistic phenomena that belong to the human behaviour so that the research will reveal an experience, an attitude or thoughts of people. In short, the qualitative method is used to assess non-numerical data like attitudes, human views and opinions, or interactions, this method is the most trustworthy one for the researcher to rely on while doing an objective data analysis.

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2.3.2. Quantitative Research

Another type of collecting and analysing data is needed in the research which is the quantitative method. The previous opinions were concerning with non- numerical data unlike the quantitative method. Although the qualitative method examines the quality of collected data, the quantity of data is more important than the quality in the quantitative method. A quantitative research study is a systematic examination that aims to investigate various social phenomena by analysing quantifiable data obtained using statistical and mathematical approaches. In fact, the quantitative approach gathers information and data by various means such as online surveys, polls, and questionnaires (Parylo, 2012).As reported by Cohen, Mannion and Morrison (2004) , quantitative research is “a systematic and scientific investigation of data”. This means that this method depends on collecting information from questions trade in analytical data planned through the use of instruments which include :questionnaire, experiments, surveys... When researchers chose this method, they need to take into consideration the type of the research they are working for either it is a deductive or inductive. Jason and Glenwick (2016) state that quantitative research is : “is deductive, tests theories or hypotheses, and studies the relationship among variables”, that it to say that the quantitative research refers to the study that based on logical hypothesis testing, with an objective of “producing universal, generalizable knowledge” (pp. 257-273). In this regard, the latter is carried out in a completely formal and unbiased manner, with the goal of finding, characterising, explaining, and analysing the relationship between variables (dependent and independent variables) and thereby managing the phenomenon under consideration.

Researchers that use either quantitative or qualitative inquiry approach empirical research in a different way, even though both are valid techniques to study leadership. By distinguishing between two research stances—“inquiry from the outside,” which is

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frequently carried out via quantitative studies, and "inquiry from the inside," which is generally carried out via qualitative investigations. (Everet and Louis 1981, p. 385-395). In this situation, both approaches give the researcher insight with the information he or she requires performing successful research.

2.4. Research Objectives

The aim of this research is to examine how can learners from 3rd grade primary school get motivated in learning a foreign language. In addition to providing the role of the teacher in facilitating the learning process, the study's goal is to build student's attitudes about their learning environment and how they can enhance their abilities. Also, it will investigate the teaching strategies used by the teacher in order to affect the student's attitude in learning. Moreover, the research paper will tackle how much pupils are interesting in acquiring the target language and to what extent their attitudes will matches their needs to enhance their performance.

2.5. The Case Study

The case study is an approach to research, according to Yin, it can be used to explain, describe, or investigate events or phenomena in their everyday contexts that is used to produce a comprehensive and multifaceted comprehension of a complicated problem in its actual context. It is a well-established research strategy that is frequently utilized across a wide range of fields. it reflects on the various types of case study design, the specific research questions that this approach can help answer, the typical data sources used, and the particular advantages and disadvantages of employing this methodological approach based on our experiences conducting several related case studies. "A case study is both the process of learning about the case and the product of our learning" (Stake 1995 p.237). The case study permits the analysis of a genuine topic within a specified

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framework by utilising a range of data sources. The intense investigation of specific instances, or cases, of a phenomenon is one of the primary characteristics of qualitative research. This is why qualitative research is sometimes referred to as case study research. According to George and Bennett 2005 the case study is "...an instance of a class of events [where] the term class of events refers to a phenomenon of scientific interest...that the investigator chooses to study with the aim of developing theory regarding causes of similarities or differences among instances (cases) of that class of events" (p. 17). Therefore, during the contextual research, amount of data is acquired about the particular case chosen, with the goal of creating theories.

It is necessary to provide a brief and succinct overview of the setting in which the study is carried out and the population that it is intended to target in order to describe the case study of the current research project. As a result, this study was carried out in the city of Ain Temouchent, which is one of the 58 current provinces (wilayas) of Algeria. It has a total area of 2,377 km² and is in the northwest of Algeria. It is bordered on the east by Oran, on the southwest by Tlemcen, on the southeast by Sidi Bel Abbas, and on the north by the Mediterranean Sea. In addition to twenty-eight municipalities, Ain Temouchent has eight districts: Ain Temouchent, BéniSaf, Al Amria, El Malah, Hammam BouHadjar, Oulhaça El Gheraba, Ain El Arbaa, and Ain Kihal. Data was gathered precisely in Hammam BouHadjar through the use of questionnaire and a structured interview, which relied on two methods of data collection. The participants in the study were of both genders, between the ages of 07-11, learners of the 3rd grade primary school. Additionally, data were gathered from the primary schools in Hammam BouHadjar, a variety of pupils from a variety of schools were invited to participate in the research project, in order to gather additional evidence for the purpose of enriching the study.

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2.6.Data Collection Methodology

Data collection is one of the most important steps in a research project since it allows the researcher to obtain answers for research questions. It is the process of collecting the right data with a goal of having a relation with the research topic. Data collection is commonly known as the activity of gathering data to acquire insights in the research questions. Although it may be exigent for researchers to choose the most suitable type of data that is based on the type of data been selected in the research study. The latter has two kinds of data, which is primary and secondary data collection. This stage of data collection and dependable information should be followed by selecting the sample from which the evidences will be assembled, and then selecting the right instrument to collect data from the selected sample.

Furthermore, a successful research must include a data collection because it is one of the most important stage in the research work that demand hard work , effort and patience simply a research can contain a best research design but unfortunately without a data collection the project will not be completed. However, all the steps are crucial and useful to test the research questions and hypothesis. Broadly, data collection methodology is classified into two types primary data collection methods and secondary data collection methods. The first category refers to the collection of primary information gathered from a suitable instrument such as a questionnaire or interview that focuses on the validity, objectivity, and reliability of data, whereas the second category refers to information and evidence gathered from previously published sources .i.e. the data has already been collected by others in an existing study that can support the current research work. Thus, the purpose of this study is explore the importance of motivation toward learning English as a foreign language among pupils of 3rd grade at primary schools , the second goal is to test their attitude toward the language and for that the research will adopt mainly two

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important tools : a qualitative method interview with 3 teachers and the second tool is a questionnaire with 71 pupils

2.7. Description of the Sample

Sampling is the method, criteria, and procedures used to select subjects for research. “A sample is a finite part of a statistical population whose properties are studied to gain information about the whole” (Webster, 1985). Therefore, it conducts a comprehensive study of a population to answer a particular question is insurmountable. The selection of a suitable sample, also known as a representative portion of a population, for the purpose of determining parameters or characteristics of the entire population. Even if a study involves a few people or single case studies, it still needs to make decisions about people, places, or actions.

This study consists of two different samples, major sample and minor sample. The major sample is 3rd year primary school pupils during the academic year of 2022-2023. The research takes place at three primary schools in Hammam BouHadjjar, Bekhada Baroudi primary school situated, Benagaz Miloud primary school and Boucherab Bouallam primary school. The selected sample is composed of 71 pupils, having approximately the same age; this is their first year studying English of all the participants in addition to 3 teachers from the minor sample between the age of 34 and 41 years old. The two samples were selected instead of one in order to examine learners' attitudes and motivation in learning English and the role of the teacher in motivating learners to learn and to change their attitudes towards the language.

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2.7.1. The Participants

In order to collect reliable data, the researcher interviewed three teachers of English language at three different primary schools also, they are a mixture of males and females and they hold the same high diploma bachelor degree. In addition, a questioning 71 pupils in the third-year primary school; they had been studying English as a compulsory module for the first years .

Table 2.1: the pupils' sample population

Age group	Female	Male	Total
7	3	0	3
8	18	19	37
9	11	12	23
10	1	3	4
11	0	4	4
Total	33	38	71

2.8. The Research Instruments

Research instruments are the tool used mainly for the purpose of collecting, analysing and interrupt the data related to the research topic. According to Birmingham and Wilkinson (2003) research instruments are “simply devices for obtaining information

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relevant to your research project, and there are many alternatives from which to choose no single research instrument is inherently superior to any other for each has its own strengths and weaknesses” (p. 3).” In this respect, research instruments is the procedure of gathering information that is related to the research topic in order to answer the research problem , therefore each type of the research instruments is crucial to find and solve the issue however each one has its own negative and positive effects.

There are numerous strategies of collecting data include: the questionnaire, interview, classroom observation, survey, test... In fact, the decision making of selecting the suitable procedure is depended on the topic chosen in the research. According to this research subject both qualitative and quantitative methods are used to explore the attitudes and the motivation of 3rd year pupils toward learning English as a foreign language since English is implemented at the primary schools. The qualitative method make use of the interview with 03 teachers for the aim to ask them several questions related to the role of the teacher in the classroom toward the learners. The other method is quantitative method make used of the questionnaire with 70 pupils in order to find answers about the research interests.

2.8.1. The Questionnaire

The most popular instrument used in the academic research with a view of obtaining data. Brown (2001) states that the questionnaires is “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (p. 6). Thus, the questionnaire is that tool of providing questions or statements to a number of participants who will answer the question according to form of the written questionnaire either to reply to the question or chose the appropriate answer. Instead there are other types

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of questionnaire which does not consist of writing an answer or selecting it, is the closed ended that include just yes or no answer. On the other hand, according to Richards and Schmidt (2002) when designing a questionnaire, the researcher have to make sure the questions are “valid, reliable and unambiguous” p. 438. That is the questions is been selected should be valid means that being relevant and meaningful , then reliable that is a decent question that makes the correspondents believe in it , and unambiguous that refers to an exact question which no change is planned to be.

In order to start our work we chose the questionnaire. It is primary source of data collection designed for 3rd year pupils at Hammam Bouhdjar primary schools written in English and translated in Arabic since pupils could not understand the English language. The language used in the questionnaire is mainly written in MSA (Modern Standard Arabic) in order to facilitate the process. For the questions we kept for multiples options such as closed ended questions (dichotomous such as ‘yes’ or ‘no’ answers), open ended questions and to choose from numerous options. The aim of the questionnaire is to examine the motivation and to check the attitudes of the learners when learning EFL (English as a foreign language).

2.8.2. The Interview

The interview is another important tool of gathering data collection. Birmingham and Wilkinson (2003) define the interview as “is far more resource-intensive. It requires the researcher to elicit information from respondents on a one-to-one basis” (p.44). dissimilar with the questionnaire, the interview is the procedure of exploring and understanding the respondents choices of answers in a very fast conversation. As a result, it is mostly done face to face. However, face-to-face interviews are not always possible;

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instead, verbal connection can be accomplished in two ways: through phone conversations or through the use of sophisticated video-chatting apps such as Zoom, Microsoft Teams...

The interview was held in Hammam Bouhdjar primary schools English teachers. The interview was conducted with 03 teachers who graciously agreed to participate. They were asked to answer seven questions to help us find answer to our research problem. The purpose of using the interview is to find valid, reliable data about what is happening inside the 3rd English classrooms as well as to understand the relationship between the students and their teacher. Furthermore, the reason why we opt for the interview is to compare between the students questionnaire and the teachers interview to gather the information needed in the research. We chose the interview because it is fast and easy to answer; it is a helpful procedure that facilitates the analysis of the teacher's answers. The questions asked to the teachers are as the following:

1. What is your academic degree? How long have you been teaching English?
2. How would you describe your pupils' attitudes towards the English language (positive/ negative)?
3. How would you define learner's motivation? Do you think that motivation plays an important role in the learning process?
4. Do you think that the pupils' unfamiliarity with English language demotivates them?
5. Do you think that motivating pupils is part of your job? If the answer is yes. What activities do you choose to make unmotivated learners participate in classroom?

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2.9. Conclusion

The purpose of this chapter is to illustrate the research methodology used to explore learners' attitudes and motivation towards learning English as a foreign language, to give an outline on the way our research has been carried out. It highlights and explains the research setting, sample, and timing. In order to obtain objective data, it has also addressed the methodological procedures that shaped the design of this study. The study's instruments, a questionnaire for the pupils and interview for the teachers, were used and explained by the researcher. The data collected for the current study will be analysed and discussed in the following chapter.

Chapter Three:

Data Analysis and

Interpretation of the Main

Findings

3.1.Introduction

This chapter aims to present the analysis of the empirical data of this research, which plans to investigate learners' attitudes and motivation towards learning English as a Foreign Language and their engagement in the EFL classroom. This chapter represents the practical part of discussion, interpretation and analysis of the questionnaire given to the pupils and the interview had with the teachers of English.

3.2.Data analysis

This part of the study is devoted to the analysis, examination and exploration of the data collection and the findings of the present research study, for that the two main strategies opted in this research are the questionnaire that is intended for pupils of 3rd grade primary schools and the interview that was distributed for three English teacher.

3.3.Questionnaire analysis

Learners' questionnaire aims at collecting the necessary data in order to explore the impact of attitudes and motivation on the learners' performance. The questionnaire was designed in order to explore learners' different attitudes, insights, views and perceptions about the present study. The pupils' questionnaire was distributed to 71 students. It is introduced by a short paragraph which clarifies the aims of the study and then followed by instructions and guidelines for students about how to answer the questions. This questionnaire consists of ten 10 questions which are logically arranged.

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Question 01 : How old are you ?

Table 3.1: The Informants' Age

Age	Female		Male		Total
	Number	Percentage	Number	Percentage	
7	3	4.2%	0	0%	4.2%
8	18	25.4%	19	26.7%	52.1%
9	11	15.5%	12	16.9%	32.4%
10	1	1.4%	3	4.2%	5.6%
11	0	0%	4	5.6%	5.6%

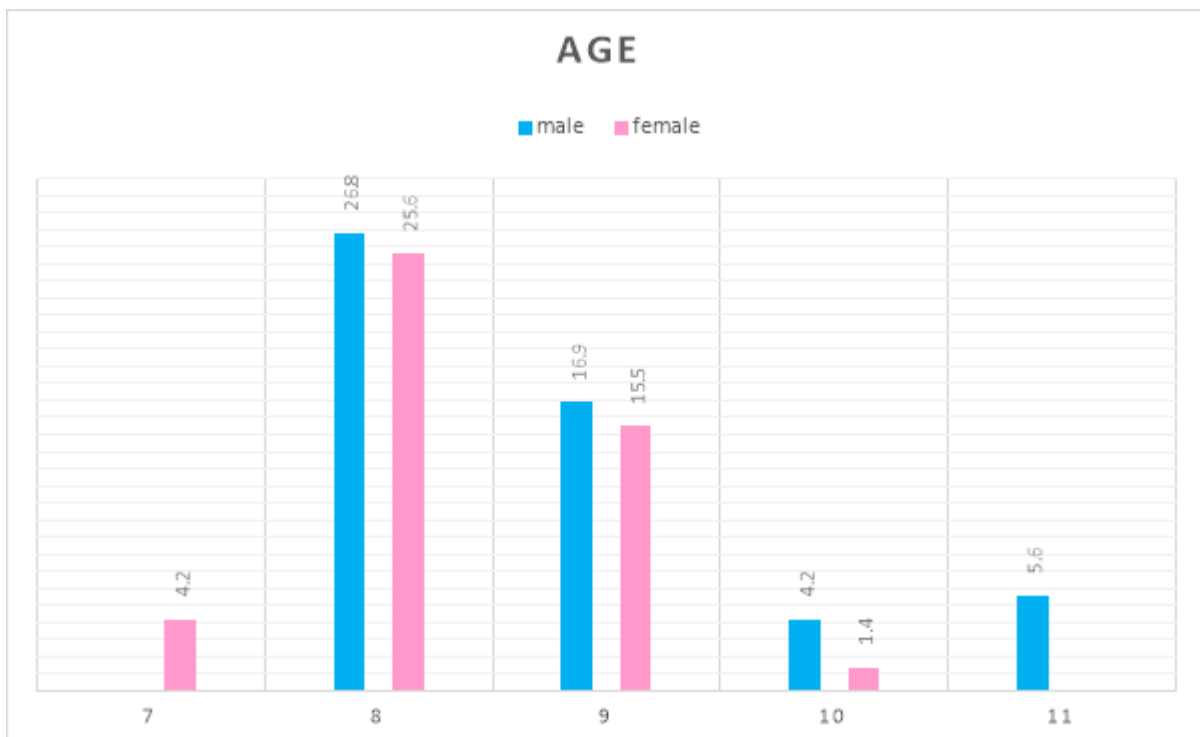


Figure 3.1 : The Informants' Age

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This question is designed to specify and classify respondents according to their age with relation to both genders. The table 3.1 provides the number of participants in details. One can note that from a total of seventy-one (71) participants. The results show pupils' age which vary between 07 and 11 years old. The majority of them their age is between the age 8 and 9 represents 52.1% and 32.4% out of the total sample followed by the age 10 and 11 with ratio of 5.6% in both age group. Furthermore, the age group 07 has the least percentage of 4.2% for it includes only 3 pupils.

Question 02: What is you gender?

Table 3.2: The Informants' Gender.

Gender	Girls	Boys
Number	33	38
Percentage	46,5%	53.5%

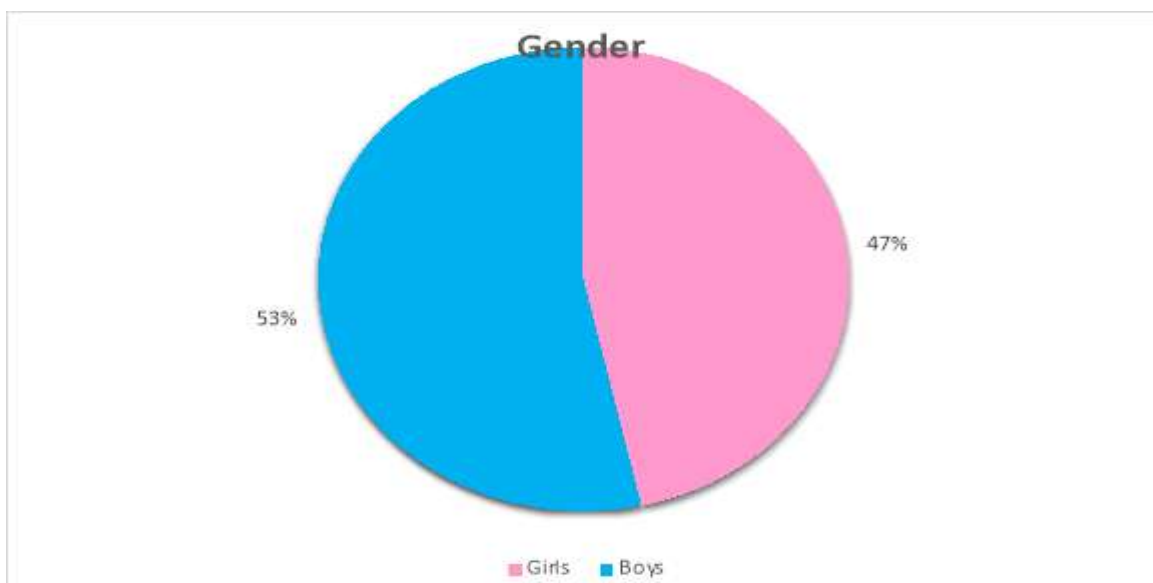


Figure 3.2: The informants' gender.

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This question aims to measure the number of females and males participating in the present research study. The results demonstrate that the majority of respondents are males. The number of male students is 38 out of total 71 making up (54%). Whereas, female pupils are 33 girls, which make up (46%) out of a total number of the chosen participants. Indicating gender helps us a lot in collecting various views of the attitudes and motivation held by either males or female.

Question 03: Do you like to learn English by using activities designed by your teacher?

Table 3.3: Motivation during the use of activities in classroom.

Response	Yes	No	Sometimes
Number	57	2	12
Percentage	80.3%	2.7%	16.9%

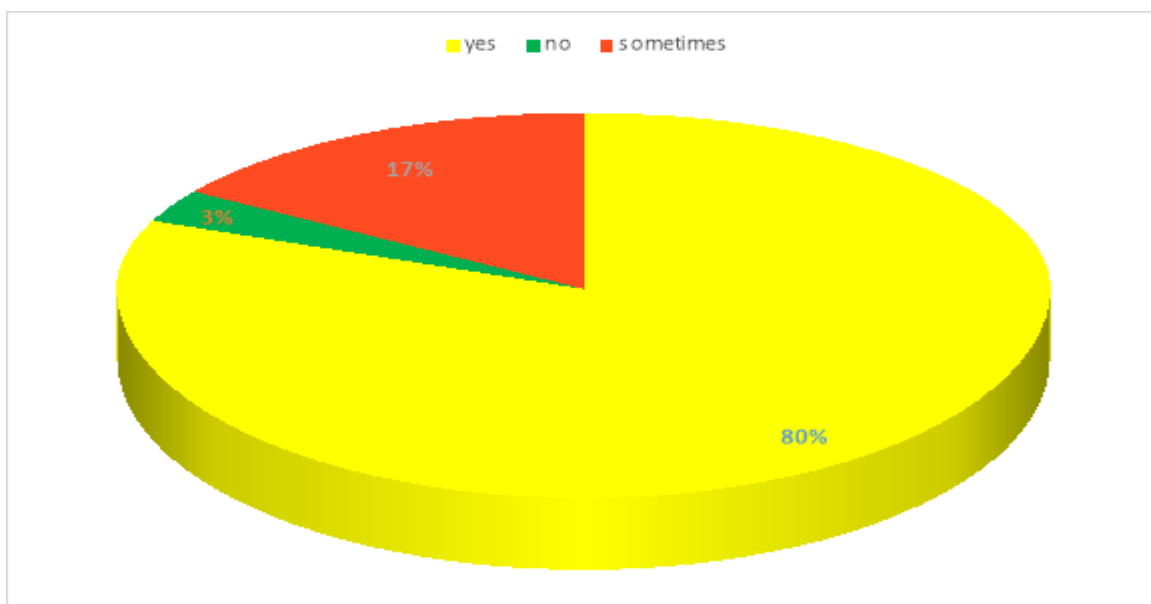


Figure 3.3 Motivation during the use of activities in classroom .

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This question came with three options (yes, no, sometimes) aiming at checking how often learners like the use of different activities planned by the teacher in classroom in order to motivate them to learn English. From the result above, we notice that the majority of students (80.3%) said that they prefer to learn English by using activities designed by your teacher. (16.9%) of the pupils prefer some of the activities. Whereas (2.7%) of the participants claim that the activities used by their teacher cannot improve their learning process.

Question 04: The English lessons are always really interesting because:

Table 3.4: The reasons that make the English lessons interesting

Response	Number	Percentage
The variety of things we do in the lessons.	42	59.2%
The way the teacher presents them.	45	63.4%
The well adaptation with the learners' learning needs.	27	38%

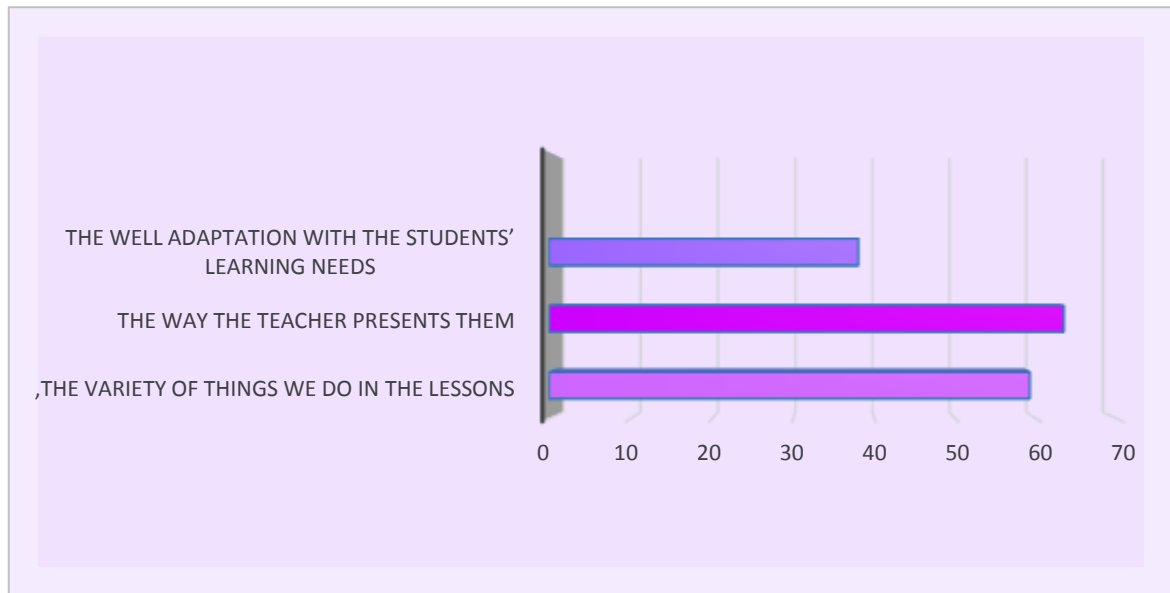


Figure 3.4: The reasons that make the English lessons interesting

The fourth question as shown in the following table deals with ways to present the English lesson in a motivating way. This question aims to know which way the respondents prefer the most. Some respondents will choose multi options since the teacher can use many strategies in classroom. The results show that 63% of the learners think that The way the teacher presents the lesson make it nice, and 59.2% vote for The variety of things that teacher do in the lessons., the least percentage of 38% said the teacher well adaptation with the students' learning needs.

Question 05: How do you find English lessons?

Table 3.5: learners' attitudes towards English lessons.

Response	Enjoyable	Boring	Neutral
Number	58	2	11
Percentage	81.7%	2.8%	15.5%

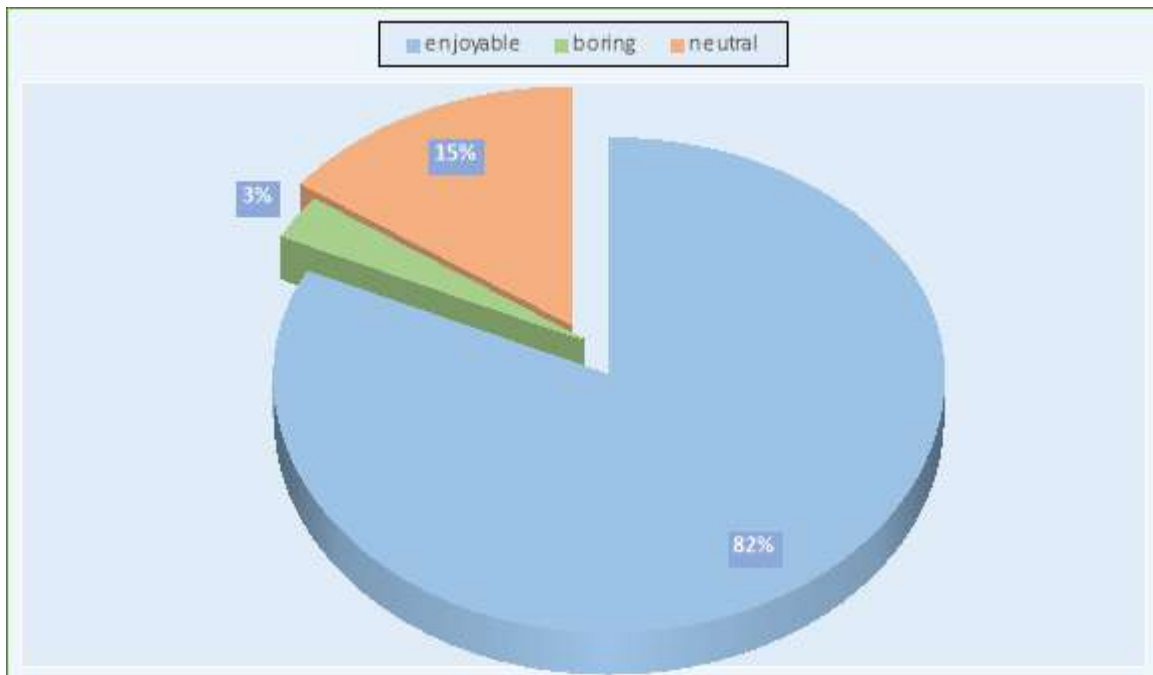


Figure 3.5: learners' attitudes towards English lessons.

The purpose of this question is exploring primary school learners' attitudes toward the English language. This question was asked to figure out pupils' interest about English language lesson. the majority of the participants 82% find that English lesson is enjoyable, and minority of participants 2 pupils equal 5% find the lesson boring. Whereas the rest of participants 15% prefer to be neutral.

Question 06: what you are afraid of in the oral sessions ?

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Table 3.6: Respondents' fear in the oral session

Responses	Teacher	Classmates	Lack of preparation
Number	32	24	31
Percentage	45,1%	33,8%	43,7%

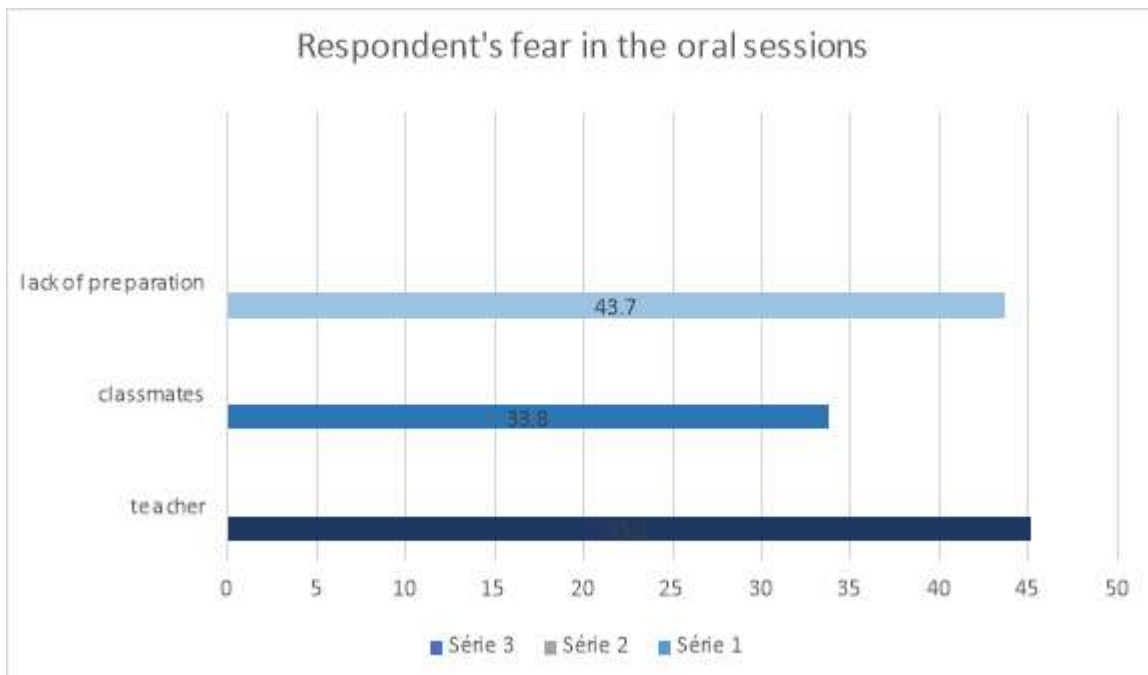


Figure 3.6: respondents' fear in the oral session

This question attempts to explore what are the main obstacles, exactly the fear that can appear when pupils are learning English as a foreign language EFL. From the table below provided the number of participants in details. Consequently, there are some students choose to select multi options since they have more than one obstacle in the oral participation. There were 32 pupils who selected the teacher as a barrier in the oral

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expression , 24 of them fear to express themselves among their classmates and the others 3a pupils opted for the lack of preparation as the cause of their fears in the oral sessions.

Question 07: how often does your teacher correct your errors?

Table 3.7: The teacher's correction of the learners' errors

Responses	Always	Sometimes	Rarely
Numbers	31	28	12
Percentage	43,7%	39,4%	16,9%

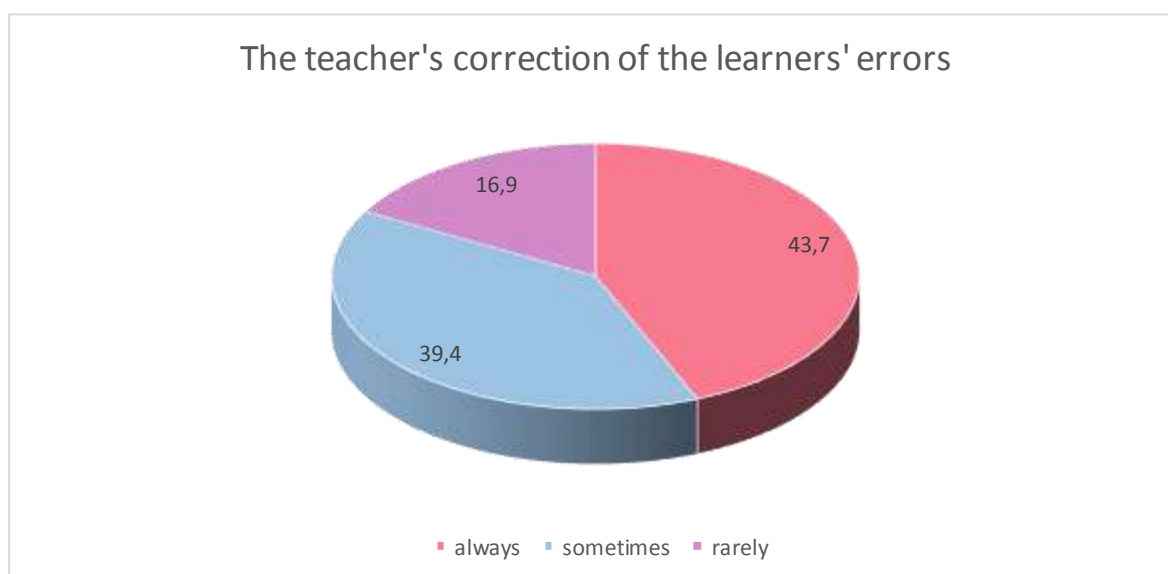


Figure 3.7: The teacher's correction of the learners' errors.

The learners were asked to anticipate how much the teacher corrects their errors in order to know their language competency in learning. The majority of them (43.7%) opted for always the teacher corrects their errors, 39, 4% affirm that sometimes the teacher corrects the errors whereas 16,7% answer rarely the teacher corrects their errors.

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Question 08: How do you feel when the teacher asks you a question?

Table 3.8: The Learners' aptitude on the learning activities (learners' evaluation)

Responses	Confident	confused	Worried	Relaxed
Numbers	32	18	16	05
Percentage	45,1%	25,4%	22,5%	07%

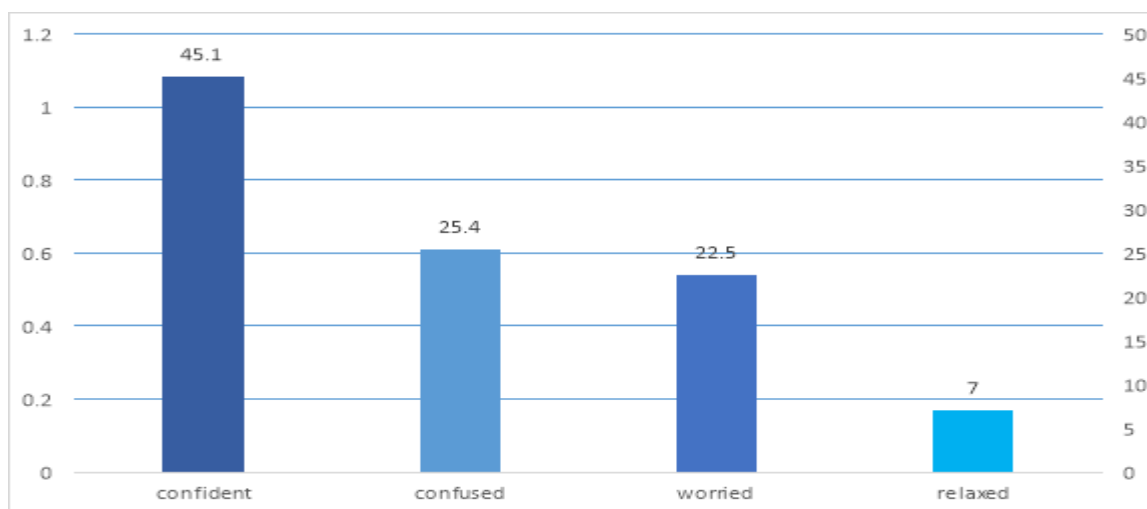


Figure 3.8: The Learners' aptitude on the learning activities (learners' evaluation)

In question, the researcher choose to investigate the children aptitude when learning EFL, for that this question has to deal with large choice of answers include confident, confused, worried, and relaxed. The figure and the table above demonstrate the answer of the pupils with details. The majority of them opted for confident with 45,1% , 25,5 % of the

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students say we feel confused when the teacher asks a question , than 22,5% of them argue that they feel worried and the last 7 % answer with relaxed.

Question 09: what is the best way to get motivated by the teacher?

Table 3.9: Learners’ opinion about the teacher motivational aspects

Responses	Positive feedback	Recognition	Valuable information
Number	31	31	18
Percentage	43,7%	43,7%	25,4%

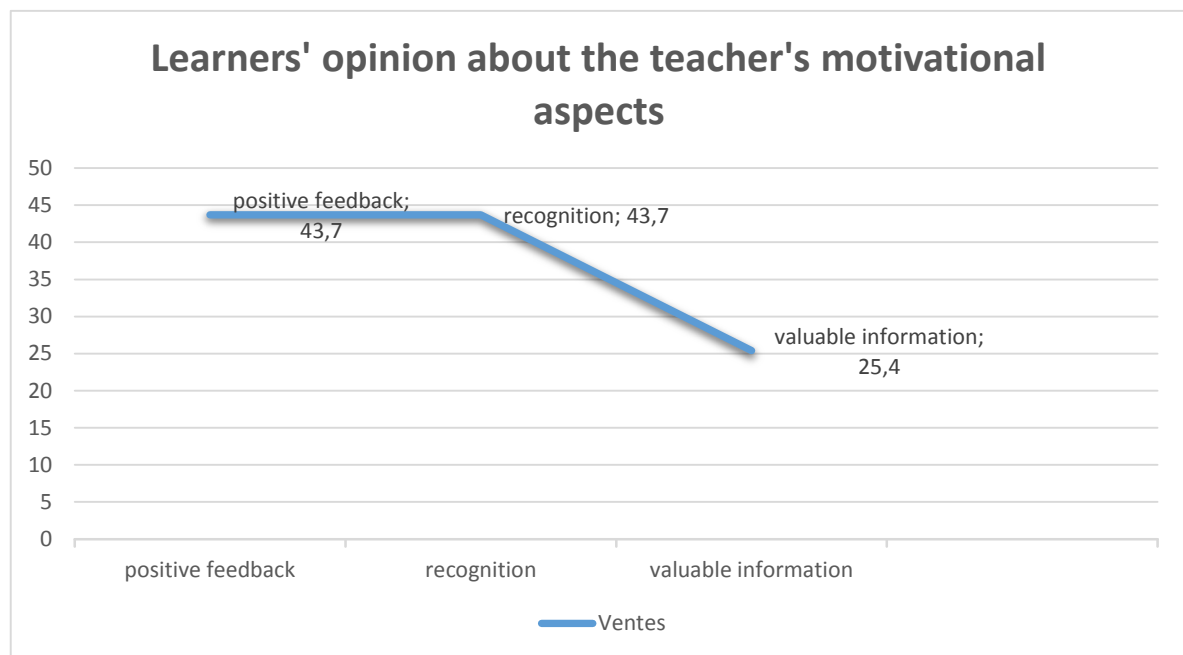


Figure 3.9: Learners’ opinion about the teacher motivational aspects.

The participants were requested to choose a single answer about the use of the teacher’s motivational factors that contribute in the increasing of their level of motivation. In a total of 72 participants , 62 pupils were divided to comeback from two different

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answers with a similar percentage, 31(43,7%) of them selected the positive feedback as an answer whereas the other half opted for recognition. While the remaining 18 pupils (25,4) think that a valuable information is the best way to get motivated by their teacher.

Question 10: how motivated are you in learning English ?

Responses	Motivated	Highly motivated	Not motivated at all
Numbers	23	46	2
Percentage	32,4%	64,8%	2.8%

Table 3.10: level of motivation

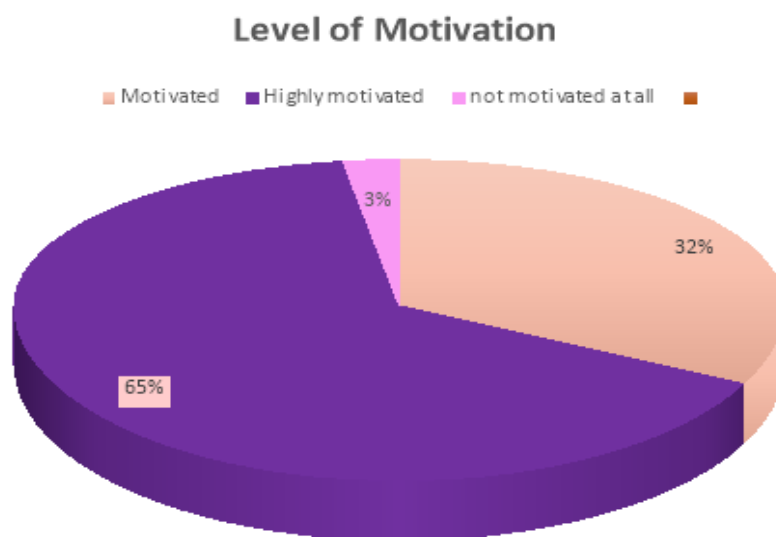


Figure 3.10: level of motivation.

The last question also came with four opinion targeting to denote the pupils' rating of their motivation. It is clear from the data that 64,8% of the pupils are highly motivated

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to learn English , the other 32,4% rate their level of motivation as being motivated only and the rest did not hand a pick to answer.

3.4.Interview Analysis

The second instrument applied in the current research is the interview. The motive behind the use of the interview was to provide the research study with more information collected from valid teachers who have the responsibility to teach English as the first experience in the primary schools.

The qualitative study opened the opportunity to have insight from three teacher since just a single teacher has to work on more three primary schools, for that we designed ten questions in order to reveal their point of view with a target to support the research topic.

The teacher has been selected to answer the interview were from three different primary schools include Bekhada Beroudi, Benagaz Miloud and Bouchreb Boualam primary schools, don't forgetting that all the teachers participated to help in the process of the research, the question of the interview will be analysed independently in the next part as follows:

Question 01: What is your academic degree? How long have you been teaching English?

A serious question was chosen to open the discussion with the participant. The purpose for starting with this important question is to get to know the educational background of the teachers along with their experience with the English language as a profession.

As a result, the three teachers answer as follows:

Teacher 01:I have a master degree in translation and concerning teaching, this year is the first experience as a teacher.

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Teacher 02: I have a master degree in British English literature and for my experience with teaching English; I have been teaching English six years at university, five years as replacing other teachers at the secondary and the elementary schools for a short period.

Teacher 03: I have a licence in translation and I'm also a teacher of English for the first time.

From the teacher's comments, the evidences show that only one of them has had extensive experience teaching English. In contrast, the other two teachers do not have the opportunity to have an experience where they have studied a separate branch "translation" that the professional teacher does not.

Question 02: How would you describe your pupils' attitude towards the English language (positive/negative)?

This question is devoted for the teachers as the second question in order to start discussing the research topic while attempting to concentrate on the first aspect. This question is posed in an effort to assess the teacher's understanding of the attitudes of his or her students trying to determine if those attitudes are positive or negative. The teachers respond as follows:

Teacher 01: My pupils share positive behaviour toward the English language, I can describe my students as eager to learn and to discover this new language.

Teacher 02: The pupils are very excited to learn English, even in the French classes they prefer to study English.

Teacher 03: My pupils prefer English more than French, they have positive attitude where they participate without taking into consideration the mistakes they may make, in short, the learners are very positive and optimistic to learn.

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The responses of the teachers reveal that all of them describe the pupils' attitudes as favourable, good and extremely excited to learn, indicating that the pupils are very hopeful and making great progress in learning the EL.

Question 03: How would you define learner's motivation? Do you think that motivation play an important role in the learning process?

The current question specifically consists of two parts. The first part is to characterise the learner's motivation from the teacher's perspective, and the second part at the same time seeks to validate the function of motivation in the learning process, in other words what are the points of view of the teachers toward the role of motivation?

Teacher 01: Each learner is motivated in a different way depending on his or her psychological needs. Some students are very active due to motivation, while others prefer to act silent and intelligent at the same time. The last group of pupils are noted as shy students who are motivated but are hesitant to share their ideas with their classmates. However, they are all motivated in accordance with their ideal selves or personalities. Additionally, motivation is the clue in facilitating the learning process.

Teacher 02: Motivation is the key concept and model for the teacher to teach, to make the pupils assimilate; also, to get rid of the boring classical type of lectures, motivating pupils help them to be attached to the data they have by heart.

Concerning the role of motivation, motivation plays a pivotal role in teaching, if the learners are not motivated they will not be attached with the teacher and the knowledge as well.

Teacher 03: I can describe motivation as a coming from taking part in the class in a competitive environment with other students, completing the assignments and projects, and

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acting positively. The next part of the question, without motivation pupils cannot learn and the students like the funny atmosphere as well as all the lectures.

From splendid and vintage point, the three teachers choose to define learners' motivation according to their visual insight, however all the answer gathered work in harmony to be expressed as an essential component for the students to learn, to be connected with the teacher in a good environment and the process will be difficult without it. For the next part of the question, they also agree strongly that motivation is a crucial element in the learning process.

Question 04: Do you think that the pupils' unfamiliarity with English language demotivate them?

The teachers were asked if the lack of English proficiency and the unfamiliarity with English language may hinder and demotivate the student's progress in learning English. The responses were very similar.

Teacher 01: Completely not, the majority of the learners did not know the language until this year whereas there are some of them know some words from the YouTube videos and games... speaking about them all they are motivated in all the tasks all the time and as a teacher I don't have a problem doing my work

Teacher 02: In our social concept we are more familiar with France then English but the new generation they have certain experience with. Through video games they know it, they learnt it and they want to learn it throw play games to watch videos on YouTube they excited to do it even if it is very new very recent language that enter in our society

Chapter three: Data Analysis and Interpretation of the Main Findings

Teacher 03: This teacher doesn't see that pupil new experience with the language is a problem hence. The most of learners is not a new language for them as were prepared for this language from internet.

Most of teachers assert that learning English as a new subject do not obstacle learners' competences and that the majority of the learners liked English and want to learn it. They add that there are some elements were prepared to learn English since they have previous knowledge about a language through social networks such as YouTube and other platforms.

Question 05: Do you think that motivating students is part of your job? if the answer is 'yes'. what activities do you choose to make unmotivated students participate in classroom?

This question aims to know teachers' opinion about motivating the learners to learn more and does the teacher have the responsibility to motivate his/her learners. The answers were as it mentioned below.

Answers:

Teacher 01:

- It is not a part, it is my job, I have a very few pupils who sometimes face problem to enrol with the other pupils.
- from repetition and the use of body language, making simple tasks, games they feel comfortable to make a balance atmosphere also there are motivated students who are always have a positive attitude, what they do they help their classmates when they're participating or when they cannot catch how they start their part. * When we have a role play*

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Teacher 02:

- It is not a part; it is a job of the teacher to attract the attention of learner to get him attached all time to the lecture this way he is going to understand and it is not done without motivating learners.
- Change the discipline in class, change activities and integrate them don't blame them choose what they like to attract them to bring them into the lecture .by using Games, flash cards, pictures, songs, even the way you talk to them. if there is no movement the task is boring, they are not going to be attached

Teacher 03:

- yes, of course.
- I work with speakers with data show, flash cards, I work more with games because they like playing games.

The responses were positive all the interviewees share the same opinion. They believe that motivating student is not just part of their job but they consider it as their job. The answers showed that all of them do use different activities in their teaching and that they implement new strategies in the interest of simplify the language and facilitate the learning process.

3.5. Discussion of the Main Findings

The purpose of this section of the dissertation is to discuss the main findings and to explain the result collected from the research study. Thus, the interpretation of the gathered data is a curial part after analysing the findings aiming to confirm and disconfirm the previous hypotheses stated in the introduction.

Chapter three: Data Analysis and Interpretation of the Main Findings

The current study aims to explore learners' attitudes and motivation toward learning English as a foreign language. The data was gathered in Hammam Bouhdjar primary schools. For this respect two research instruments was designed on the light of investigating the research topic. A questionnaire was implemented to the 3rd grade primary school pupils and an interview was intended to the teachers of English language (EL). To examine the impact of learners' attitudes (positive/negative) and low motivation on students' performance in the classroom. Trying to figure out to what extend can teacher plays role model in transferring positive attitude and motivation learners to acquire the langue.

According to the outcomes gathered from the first instrument the result reveal that the pupils are highly motivated and exited to learn English and motivation play an important role in the improvement of learning and teaching process. Due to the result the most of participants show a positive attitude toward the language reflecting a good behaviour inside the classroom. Even the passive elements who do not participate in the other subject as well as they fail to get an accepted score are increasingly interested to discover the language. hence, it was found that learners see that there are many valuables have an important role to make the learning fun and exited such as the way teacher present the lesson, the variety of activities used in the classroom and positive feedback shown by the teacher. Furthermore, from the answers of the pupils 'questionnaire the teacher is kindly remarked as a role model who facilitate the transmission of the knowledge in a very helpful way, finding that the students rely on the teacher in every data they are learning. Very similar with what has been put through the findings of the interviewees (teachers) that support the idea and share the same emotions as their learners where they see that motivating students is not just part of their job but they consider it as fully their job.

Chapter three: Data Analysis and Interpretation of the Main Findings

As a matter of comparing the research hypotheses with the findings. The first hypothesis suggests that motivation enhances the pupils' competences in learning English as a foreign language. After analysing the results, this hypothesis was confirmed. Throughout the responses of the participants that strongly stated that motivation is a crucial and pivotal element in improving learners' proficiency toward learning EL. The second hypothesis advocates that both teachers and learners show positive attitudes towards the inculcation of English in the primary level. According to the answers collected from participants this hypothesis confirms the claim that both (teachers/pupils) have positive attitudes towards English language learning.

3.6.Suggestions and Recommendations

The inculcation of EL in Algerian primary school knew the light with the beginning of the school year 2022/2023. Thanks to learners' positive attitudes and teacher' adaptation of motivation. That affects positively the learning acquisition and their willingness to learn. Our purpose from this research study is to explore learners' attitudes and motivation while learning EL. More precisely to what extend the improvement of learners' performance rely on a positive attitude and a high motivation. After analysing and the discussing the findings, the results match positively with the predictions. Therefore, a numerous of possible suggestions and recommendations can be provided to benefits further researchers. To start we recommend for the teachers to use cooperative rather than competitive setting in order to encourage the passive students to change their negative attitudes into the positive through the pupil integration into groups to work together closely and communicate with one another that will inspire learners to participate in the classroom. Additionally, we advise teachers to use friendly competitions in the classroom to improve classroom climate and foster a sense of inventiveness. As well as offering the winning

Chapter three: Data Analysis and Interpretation of the Main Findings

team a reward as an incentive to students to put in more effort and set higher goals. Moreover, we suggest a training program for the teachers. We believe that it should be an important part of curriculum to prepare teachers with necessary skills that helps them to improve teaching methods, develop classroom management and to increase learners' motivation.

Finally, we convey future researchers to use observation as a research instrument as an additional tool with the questionnaire and interview that are the focus of the current study. This will enable them to observe and report on the learning environment and the interactions between students and teachers, which stand for the teacher's role in facilitating language acquisition along with the students' role to be effective learners.

3.7. Conclusion

The third chapter of the dissertation has to deal with the practical and non-theoretical series of the steps taking in the research. This part has been covered with the analysis and the explanation of the data collected in details through two different research instruments aiming to test the validity of the research hypothesis. The two research instruments used in the process are the questionnaire and the interview. From previous saying, they are two different tools designed for different participants, the questionnaire was adjust for pupils of 3rd grade in Hammam Bouhdjar primary schools, at the same time the interview was conducted for their teachers. The mixed methods used in the research had to point the questions or the hypothesis discussed in the previous chapter aiming to investigate the pupil's attitude and motivation when they are learning English as a foreign language.

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In conclusion, for a depth discussion of the findings of the questionnaire and the interview, it provides a collection of suggestions and recommendations for the future research.

General Conclusion

General Conclusion

Everything changes over time, including various low points that are converted into new challenges and important decisions that are made in line with the trend. In Algeria the emergence of the English language as the global language has changed many rules being replaced into the implementation of English in primary schools. Many people were taken aback by the decision which got them to thinking about their children's future careers and dual-language education. As a matter of concern, the execution of English in elementary schools has seen success with pupils who are very interested to learn English, highly motivated and maintaining positive attitudes toward it . From a systematic perspective the main objective of the current study is the evaluation of the implementation of English in primary schools aiming to explore the exact learning conditions include learner's attitude and motivation toward the English language

For this reason, exploring pupils' attitudes and motivation for learning English as a foreign language was a major goal that motivated us as researchers to obtain it as a research project. More specifically, we want to look into how students and teachers interact together in the classroom shedding the light on how learners become inspired or motivated to learn the target language besides how they earn positive attitudes from their teachers who serve as role models for students and smooth the path between teaching and learning.

In order to start examining the research topic, selecting two research hypotheses was one of the crucial steps in the experimentation so that later on they will be either rejected or accepted. It has been proposed that motivation enhances the pupil's competencies in learning English as a foreign language succeeding that both teachers and learners show positive attitudes toward the inculcation of English in the primary level. In

fact, the study has been conducted in the city of Ain Temouchent, specifically in Hammam Bouhdjar province carried out in three primary schools: Bekhada Baroudi, Bouchareb Boualam and Benagaz Miloud. It directed teachers of English and pupils from third classes with a goal to gather logical, realistic, trustworthy and fulfilling evidences. Correspondingly, it has been relied on two fundamental research instruments, a qualitative source of collecting data which is the interview along with another important tool that focuses on the quantity rather than the quality which is the questionnaire. The two main procedures are used due to their functions of giving the research topic with a set of data and facts as well as supplementing the research with a wide range of information and compelling proof.

For the sake of starting this piece of research, it has been chosen to encompass three chapters to be established as a major concern. The first chapter is largely designed for setting a theoretical overview about attitudes and motivation in learning and teaching English as a foreign language. It mentioned a depth definition about the term attitudes and motivation, approaches and theories of language learning motivation, the relation of motivation with teaching in practical , than focusing on the positive attitudes , their aspects and how it influence the language learning. The second chapter is about the methodological overview about the motives of doing this study, the methods opted which is a mixed methods namely the questionnaire that is delivered to the pupils and the interview which is designed for the English teachers , in addition to providing the research with the sample population along with some limitations. The last chapter is referred to the practical part of the research with a goal to analyse the finding obtained through the qualitative and the quantitative previous research instruments followed by a depth discussion of the main outcomes so that the two stated hypotheses could be either

confirmed or disconfirmed. To conclude this chapter, several suggestions and recommendations have been made in an effort to clear the road for future researchers.

The results strongly reveal that motivation is a key factor to improve the pupils' competencies in learning English supporting the second hypothesis which says that both teachers and students have positive attitudes toward the implementation of English in primary classes, confirming that the inculcation knew a great success from both teaching and learning sides. The finding also affirm that the students are highly motivated to acquire the language because they enjoy learning, are ready to learn the language, and they are motivated to improve their learning abilities. As a matter of fact, learning a foreign language is not a difficult decision, but it is the best choice a person may make in order to rely on himself. Being amazed by the benefits that pupils gain in this year, all of the advantages are made possible due to the teachers' efforts because they help students fall in love with the language and want to learn it.

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Appendices

Appendix A

The Pupils' Questionnaire.

Dear participant,

We would like to enlist your help. We are Master students at Ain Temouchent University, English language Department. For our final project, we are inviting you to participate in this research study by answering the following questionnaire statements, for academic purposes. The following questionnaire should take about 05 10 minutes of your time. If you choose to participate in this project, please answer the questions as objectively as possible as you can. Your participation is strictly confidential. Thank you for taking your time to assist us in our educational endeavours.

➤ **Instructions: For the following items, please indicate your answer with a tick (√) in the spaces provided, if applicable.**

1. Age

2. Gender

Male Female

3. Do you like to learn English by using activities designed by your teacher?

Yes No

4. The English lessons are always really nice because of

a) The variety of things we do in the lessons

b) The way the teacher presents them

c) The well adaptation with the students' learning needs

5. How do you find English lessons?

a) Enjoyable b) Neutral c) Boring

6. what you are afraid of in the oral session?

Teachers

Classmates

Lack of preparation

7. How often does your teacher correct your errors?

Always

Sometimes

Rarely

8. How do you feel when the teacher asks you to answer a question?

Confident confused worried relaxed

9. What is/are the best way/s to get motivated by the teacher?

Positive feedback

Recognition

Valuable information

10. How motivated are you in learning English?

Slightly motivated highly motivated not motivated at all

استبيان

نود أن نطلب مساعدتكم بخصوص مشروعنا النهائي، لذلك أدعوكم للمشاركة في هذه الدراسة البحثية من خلال الإجابة على بيانات الاستبيان التالية، للأغراض أكاديمية سيستغرق الاستبيان التالي حوالي 10-15 دقيقة من وقتك. إذا اخترت المشاركة في هذا المشروع، فيرجى الإجابة على الأسئلة بأمانة قدر الإمكان. نشكركم كثيرًا لتخصيص وقتك من أجل مساعدتنا.

-التعليمية: يرجى الإجابة بالعلامة (√) في المساحات الفارغة.

1- ما هو عمرك

2. هل انت

ذكر

أنثى

3- هل تفضل تعلم اللغة الإنجليزية من خلال الأنشطة المبرمجة من قبل استاذك ؟

تفق

لا اتفق

أحيانا

4- تكون دروس اللغة الإنجليزية دائما جيدة بفضل

القيام بمجموعة متنوعة من الأنشطة أثناء الدرس

طريقة الأستاذ في القاء الدرس

التاقم مع احتياجات التلميذ للتعلم الجيد

طرق أخرى

5- ما هو رأيك في دروس اللغة الإنجليزية

ممتعة

مملة

حيادي

6- ما الذي تخافه في حصة التعبير الشفوي

الأستاذ

الزملاء

نقص التحضير

7- كم مرة يقوم استاذك بتصحيح أخطائك

دائما

أحيانا

نادرا

8- بماذا تشعر عندما يطلب منك استاذك الإجابة على سؤال

بالثقة

التردد

القلق

لاسترخاء

9- ما هي افضل طريقة التي يعتمدها الأستاذ للتحفيز

ردود فعل إيجابية

تقدير المجهودات

معلومات قيمة

- 10 ما مدى تحفيزك لتعلم اللغة الإنجليزية

متحفز

متحفز جدا

غير متحفز اطلاقا

شكرا لكم.

Appendix B

Teachers' Interview

1. What is your academic degree? How long have you been teaching English?

.....

2. How would you describe your pupils' attitudes towards the English language (positive/negative).

.....

3. : How would you define learner's motivation? Do you think that motivation play an important role in the learning process?

.....

.....

4. Do you think that the learners' unfamiliarity with English language demotivate them?

.....

5. Do you think that motivating pupils is part of your job? if the answer is yes. what activities do you choose to make unmotivated pupils participate in classroom?

.....

.....

الملخص:

تطوير تعلم لغة أجنبية يعتمد على مدى تحفز تلميذ لتعلم كذلك على سلوكه داخل القسم. بالتالي على أستاذة تعليم الابتدائي أخذ بعين الاعتبار الطرق المستعملة لمساعدة تلميذ في تطوير أدائه وتنمية معرفته باللغة الإنجليزية. من خلال النتائج المتحصل عليها، تم استخلاص ان تلاميذ طور الابتدائي جد متحفزين لتعلم اللغة الإنجليزية. كذلك يظهر الاستفتاء ان أغلبية مشاركين يبدون ردود فعل إيجابية اتجاه اللغة التي بدورها تؤدي الى إظهار حسن السلوك لدى التلاميذ داخل القسم، مما يؤدي إلى تسهيل عملية التدريس. إبان ذلك، يسلط الباحثون الضوء على أهمية تكوين الأساتذة، التي تعتبر خطوة مهمة حيث تساهم في تطوير مهارات الأستاذ في إلقاء الدرس بجانب تحفيز دوافع تلاميذ لتعلم اللغة الإنجليزية.

الكلمات المفتاحية: التحفز-ردود الفعل-التعلم-السلوك-اللغة الإنجليزية-الأساتذة-التعليم.

Résumé

La motivation et les attitudes sont les essences même de l'apprentissage. C'est encore plus vrai dans les deux cas. En effet, la motivation et les attitudes donnent l'envie de compléter l'apprentissage de nouvelles connaissances pour avancer dans le processus d'apprentissage. C'est pour ça, l'enseignant doit être vigilant à choisir les techniques qu'il utilise pour bien aider ses élèves de 3èmes années primaires à développer leur performance et enrichir leur compréhension de la langue anglaise. Apparemment, le résultat des conclusions principales révèle que les élèves de l'école primaire sont très motivés et excités d'apprendre l'anglais. et que la plupart des participants spectacles des attitudes positives envers la langue réfléchissant leur comportement en la classe. Parallèlement, les recherches met en lumière l'importance de former les enseignants car elles les aident à améliorer le processus d'enseignement et à motiver les élèves.

Mot clés: Motivation-Attitudes-Apprentissage-comportement-Anglais-enseignants-enseignement.

Summary

The progress on foreign language learning depends on the learners' motivation and attitudes in language learning. That is why teachers should be aware of the techniques they use to help their students, third year primary school in our case, improve pupils 'proficiency and enhance their knowledge of English language. Apparently, the results of the main findings revealed that primary schools' pupils are highly motivated and excited to learn English and that the most of participants show a positive attitude toward the language reflecting a good behaviour inside the classroom. Meanwhile, the researchers shed light on the importance of training program for the teachers. It is a necessary skill that helps teachers to improve teaching process and to increase learners' motivation.

Key words: Motivation-attitudes-Learning-behavior-English-teachers-teaching.