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Title

The Impact of Pupils' Attitude on their Engagement in Learning English as a Foreign Language

The Case of Third Year Pupils at Abi Dher El Ghifari Middle School, Ouled Djellal.

Dissertation Submitted to the Department of English as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

This modest work is dedicated to:

My dearest mother, **Malika**

A strong soul who taught me to have trust in Allah. My deepest love and thanks are for her prayers and sacrifices.

My beloved father, **Mohamed Laid**

for supporting and encouraging me to believe in myself.

My brothers, **Ahmed**, **AbdElhak** , *and My sisters* **Amel**, **Zineb**, **Asma**, **Houria**

for their support from the beginning till the accomplishment of this work.

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Abstract

Engagement is considered a crucial factor that influences academic achievement. However, many Algerian middle school pupils are disengaged to learn English because they do not perceive its importance. This resulted in pupils' low achievement and mediocre grades. Accordingly, this study aims at investigating the impact of pupils' attitude on their engagement to learn English as a foreign language. The main hypothesis suggests that if pupils have a positive attitude towards the English language, their engagement to learn it will be improved. To validate the research hypothesis, a descriptive method had been used. Moreover, the present study put into practice two data collection tools, namely a pupils' questionnaire and a classroom observation conducted with one class of third year middle school pupils (N°=30) at Abi Dher El Ghifari Middle School in Ouled Djellal. The interpretation of the obtained data revealed that third year middle school pupils have positive attitude towards English which resulted in improving their engagement rates, and their academic achievement. In addition, it unveiled that third year middle school pupils are interested and motivated in learning English, and they are aware of the importance of studying English as a foreign language due to its significance as a worldwide language.

Therefore, we can deduce that the study's suggested hypothesis was validated and confirmed.

Keywords: Attitude, Engagement, English language, middle school pupils.

List of Abbreviation and Acronyms

EFL: English as a Foreign language

et.al : et alia (and others)

FL: Foreign Language

i.e : id est (in other words)

L1: First Language

% Percentage

vs: Versus

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General Introduction

Introduction

Learning English as a foreign language (EFL) is considered nowadays a priority due to its great influence in various fields. Therefore, there is a great focus in the educational context to improve EFL learners' achievement. Indeed, learners must be engaged and psychologically prepared to undertake the learning process.

The recent researches focused on learners' engagement that is considered to be one of the challenges that EFL teachers face in their classrooms. It has been proved that there are several factors that can affect learners' engagement throughout the learning process. Among these factors is the learners' attitude towards the foreign language, which has a direct impact on their behavior and motivation. Many researchers acknowledge that positive attitudes towards learning a foreign language enhance learners' interest to learn the target language, which makes some learners are better achievers than others.

Therefore, this study aims to investigate the effect of attitudes towards the English language on the pupils' engagement to learn English as a foreign language. It determines whether third year pupils at Abi Dher ElGhifari Middle school have a positive or a negative attitude towards the English language and how it may influence their engagement and involvement to learn it.

1. Statement of the Problem

English as a foreign language has been an obligatory subject in Algerian middle schools. Despite the Ministry of Education efforts to improve middle school pupils' English abilities by ameliorating the curricula, pupils' engagement towards learning this foreign language is still a challenging subject. In fact, there are various factors that influence pupils' engagement such as motivation, attitude, anxiety, age, and personality.

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Of all these factors, attitude is a crucial factor in language learning. Additionally, Algerian middle school classrooms still perform traditional practices and the teacher is the only source of information on which EFL pupils depend. Hence, many pupils become passive, demotivated, and uninterested. Therefore, this study stems from the pupils' remarkable disengagement to learn English as a foreign language. We believe that identifying pupils' attitude is important to allow teachers understand their pupils well and act upon overcoming their difficulties and enhancing their motivation in class. This will certainly have a beneficial impact to enhance their engagement towards learning English as a foreign language.

2. Research Questions

Throughout the current study, the researcher seeks to answer the following questions:

RQ1: What attitudes do middle school pupils hold towards English and learning English?

RQ2: Are Algerian middle school pupils engaged to learn English as a foreign language?

RQ3: Is there a correlation between middle school pupils' attitudes towards EFL and their engagement in learning English?

3. The Research Hypothesis

As a first attempt to answer our main research questions, we hypothesize that

If middle school pupils have a positive attitude towards English, their engagement in learning English improve.

4. The Research Aims

This study aims at :

• Examine the middle school pupils attitudes towards English as a foreign language and learning English .

• Investigate middle school pupils engagement in learning English.

• Exploring the relation between middle school pupils attitudes towards English as a foreign language and their engagement in learning English .

5. The Significance of the study :

The current study seeks to investigate the impact of middle school pupils attitude on their engagement to learn English as a foreign language. We believe that this study may help EFL learners improve their engagement in learning English and, therefore, increase their motivation to make efforts and develop their language skills. Moreover, the study may be used as a reference about the issue of learners ' attitudes and engagement in order to help EFL teachers consider these aspects and improve the teaching and learning processes .

6. Research Methodology:

6.1 The choice of the method:

This research work has been conducted to present the impact of pupils' attitude towards the target language (EFL) on their engagement to learn it. The researcher has used a mixed method approach to collect and analyze data. We selected mixed method approach as our research study combines elements of qualitative and quantitative research in order to answer our research questions.

6.2 Population and sample

Third year middle school pupils have been chosen to be the population of our study (N=200) because they have learned English for two years. Thus, they should have a clear opinion about learning English and are able to demonstrate a clear attitude (whether positive or negative) towards this target language. A sample of thirty (n= 30) pupils representing one class out of 4 classes. at Abi Dher El Ghifari Middle School in Ouled Djellal has been selected randomly.

6.3 Data collection tools:

This research study was based on two data gathering tools: a classroom observation to identify students engagement in learning English as a foreign language, and a questionnaire for sake of exploring their attitudes towards English and its learning, and investigating the impact of their attitudes on their engagement in learning English.

7. Limitations of the study:

This study was limited only to a sample rather than the whole population of third year middle school pupils, and only in Abi Dher El Ghifari middle school. In addition, the time for carrying out the classroom observation was not sufficient and that made us unable to obtain more data about pupils' engagement.

8. Structure of the Dissertation :

This study is composed of two major parts: a theoretical background and the fieldwork. The first part consists of two chapters devoted to the literature review and a background of the study whereas the second part represents the chapter devoted to the practical data collection and analysis of the findings.

To start with, chapter one is devoted to review the literature about learners' attitude. It includes definition of attitude, its components, some aspects of it. The chapter also addresses the importance of attitude, and language attitude. By the end of this chapter, factors affecting learners attitudes are mentioned.

Chapter two is devoted to review the literature about learners' engagement to learn EFL. It tackles learners types and learners styles and includes some strategies to improve learners' engagement. Also, this chapter provides the main characteristics of engaged learners and disengaged learners, and the main learning styles. Finally, it spots light on the importance of learners engagement and involvement of the target language.

Chapter three which represent the practical part of the research is devoted to the analysis and the discussion of the obtained data from the two data collection tools, namely the pupils' questionnaire, and the classroom observation checklist.

Chapter One

Attitude Towards Learning English

Chapter One : Attitude Towards Learning English

Conclusion

Introduction

In the teaching-learning process, attitude is considered the most important factor that affects the success of this process. Accordingly, it requires enormous efforts from the teacher to understand and learn about his / her pupils' attitudes towards English. Attitudes are based on beliefs which is an important point to understand as well.

This chapter attempts to shed light on pupils' attitudes towards learning English as a foreign language. It displays the different definitions of attitude, and it deals with its various types and components. The chapter also addresses the importance of attitude, and language attitude, aspects of language attitude. By the end of this chapter, factors affecting learners' attitudes are discussed.

1.1 Definition of Attitude

Social psychologists have not yet reached a consensus definition of attitude. Over the past decade, various definitions of attitude have been proposed. According to Eagly and Chaiken (1993,p. 1) defined attitudes as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor".Eagly and Chaiken stress that attitudes include person's evaluation of an issue. Furthermore, Fishbein and Ajzen (1975,p. 6) described the attitude as " a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object". They suggest that attitude make people to behave in particular way. "According to the recent studies, showing that the attitude is related with a category of problems concerning "how individuals perceived the world" and how they "behave", the definition of the attitude should refer to "people, groups, ideas, and objects", which mainly express whether individuals "like or dislike them". (Wolf., Haddock., & Maio. 2020, as cited in Gaiseneau.2020).

Perloff(2020, p. 87) defines attitude as;

a learned, global evaluation of an object (person, place, or issue)that influences thought and action. Psychologically, an attitude is not a behavior, though it may consist of acquired patterns of reacting to social stimuli. It is not pure affect, though it is most assuredly emotional. It is a predisposition, a tendency, a state of readiness that guides and steers behavior in certain predictable, though not always rational, ways.

Researchers emphasize different aspects of attitude, and differ in their view of the term attitude. Therefore, according to the previous definitions we can suggest that attitude is responsible of people's behaviors toward an object, a person, or an idea. Attitudes are learned dispositions and can be positive or negative.

1.2 Components of Attitude

The notion of attitude is usually divided into three components, namely affective or emotional, cognitive, and behavioral.

Affective is related to emotions such as likes and dislikes. It may be positive or negative. Cognitive is related to beliefs, ideas, and views. Eagly & Chaiken (1993) referred to cognitive responses by other terms, including cognitions, inferences, information, knowledge, and opinions.

Behavioral is related to the actions or the way the attitude influences our behavior. It represents how an individual reacts toward an object.

Ajzen (2005) argues that attitude is a complex and a multi-dimensional construct consisting of three components, emotional or affective, which represents the positive or the negative feelings about the object, a cognitive component, which comprises ideas and

beliefs about it, and a behavioral component, relating to the tendency to behave in a particular way towards it.

1.3 Types of Attitude

Social psychologists have distinguished two types of attitude, explicit and implicit. It is worthy to know the distinction between the explicit, implicit, and cognitive dissonance due to the importance of attitude in our social lives.

1.3.1 Explicit Attitude

Bordens and Horowitz (2002,p. 181) identify explicit attitudes as "An attitude operating in a controlled processing about which are aware of its existence, its cognitive underpinnings, and how it relates to behavior". Explicit attitudes operate at a conscious level, so we are aware of them and aware of how they relate to behavior. They operate via controlled processing and take some cognitive effort to activate.

1.3.2 Implicit Attitude

An implicit attitude is defined as " an attitude that affects behavior automatically, without conscious thought and below the level of awareness".(Bordens and Horowitz.2002,p. 160) .

According to Breckler, Olson, and Wiggins (2006,p. 202), an implicit attitude means "an individual's automatic evaluative response to a target, which can occur without awareness. An implicit attitude is a spontaneous, immediate, good-bad response to the target that cannot be consciously controlled. It reflects how the individual evaluates the target at a subconscious level". In other words, the implicit attitude affects the behavior immediately without conscious thought, an individual may have a quick positive or negative reaction towards a target.

The explicit and implicit attitudes tend to cooperate and manifest as one entity. Breckler et.al. assert that the distinction between implicit and explicit attitudes will not always be important, inconsistency between the types of attitudes leads to what is called cognitive dissonance.

1.3.3 Cognitive Dissonance

This type was termed dissonance by Leon Festinger. He states that "First, I will replace the word 'inconsistency' with a term which has less of a logical connotation, namely, dissonance" (1957, p. 2). He defines cognitive dissonance as "Cognitive dissonance can be seen as an antecedent condition which leads to activity toward dissonance reduction, just as hunger leads to activity oriented toward hunger reduction".

Fischer, Frey, Peus, and Kastenmüller (2008,p. 189) provide the following definition "Cognitive Dissonance is defined as the subjective perception of incomparability between two self-related cognitions".

1.4 Importance of Attitude

The role of attitude in the learning process should be taken into consideration, as this is closely related to the success or failure in language learning. Attitude is a complex psychological factor that influences how a learner approaches a second or foreign language. Chambers (1999,p. 25) asserts, "pupils do not come to the foreign languages classrooms as tabulae rasae. They bring with them some attitudes born of conversations shared with family, friends, the media, and personal experience of the target language community."

Language learning must be dealt with as a social and psychological phenomenon rather than an academic one. Because language learning depends on intellectual ability and

on the learner's attitudes toward the target language. Investigating learners' attitudes is an effective method that benefits teachers and syllabus designers to understand the needs, beliefs, and learning styles of learners.

1.5 Language Attitude

In the Longman Dictionary of Applied Linguistics (2013). Language attitudes are defined as :

The attitude which speakers of different languages or language varieties have towards each others' languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. (p. 314)

People's attitude towards a particular language have a strong effect on its status, these attitudes may be positive or negative. For instance, EFL learners positive attitude towards English language will motivate them to learn English. However, the negative attitude will create a difficulty for learners to learn the target language.

Baker (1992, p. 9) stated, "In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death." Baker focused on the importance of conducting attitudinal research in the field of language learning.

Furthermore, Gardener and Lambert (1972) have concluded that the ability to master a second language is not only influenced by the mental competence or, language skills, but also by the students' attitudes and perceptions toward the target language.

They also supported that the attitude concept could enhance the process of language learning, influencing students' behaviors and beliefs towards the other language, its culture, and community, and this will identify their tendency to acquire that language.

Therefore, Learners' attitudes may influence their performance in acquiring the target language, because if learners are not interested in the target language, they will have a negative attitude and will not be motivated in language learning.

1.6 Aspects of Language Attitude

According to Kara (2009,p. 101), learning is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains. Learners' attitudes towards the language influence the learning process and the learning outcomes. Accordingly, the attitude concept has three components: behavioral, affective, and cognitive.

1.6.1 Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way we behave or react in a particular situation. Successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors that characterize the members of the target language community. Kara (2009) states,

Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life, and engage themselves emotionally. (p. 102)

In other words, the positive attitude of the learners towards the foreign language is reinforced by the success in the foreign language lessons. In the same way, the negative attitude of learners results in failure to learn a foreign language.

1.6.2 Cognitive aspect of Attitude

The cognitive aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.(Zainol Abidin et.al, 2012).

1.6.3 Emotional aspect of Attitude

Feng and Chen (2009,p. 94) state, "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 yielded." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. Itis agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy &Troudi, 2006).

Many studies have been conducted to explore the nature of students 'attitudes towards learning a foreign language and EFL in particular, Hachwani (2008) conducted a study attempting to investigate students' attitudes, motivation, and anxiety toward the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm toward English. This also highlighted that most of them showed positive attitudes towards the English language and its learning which, in turn, emphasized the value of English language efficiency in daily life.

Brown (2000,p. 181) describes several studies about the effects of attitude on language learning and concludes that "positive attitudes towards the self, the native language group, and the target language group enhanced proficiency".

1.7 Factors affecting Learners' Attitude

Numerous factors impact learners ' attitudes while they are learning English as a foreign language. These factors are categorized into internal and external factors, the internal factors include self-esteem, the influence of the mother tongue in EFL learning, anxiety, gender, and motivation, whereas the external factors are related to learning and teaching environment, and interaction.

1.7.1 Internal factors

They are factors that can be considered as elements that exist inside the individual.

1.7.1.1 Self-esteem

Self-esteem has been known as a major structure in character improvement and an essential element in the educational process. The concept of self-esteem refers to the person's subjective evaluation of own value and self-confidence and additionally one's own feeling of self-respect. There are two types of self-esteem high self-esteem, helps the learner to succeed and low self-esteem prevents the learner to progress.

Brown (2007) claims,

"Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity is carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy belief in your own capacities to successfully perform that activity". (p. 154).

Additionally, Brown (2007) explains that there are three different levels of self-esteem. (1) General or global self-esteem which is a usual feature in adults and it does not change during time unless by extensive care, (2) Situational self-esteem that refers to the evaluation of one's own value in life such as at work, education, home, or any other discrete traits such as intelligence, communicative capacity, or personality sorts like gregariousness, empathy; and (3) Task self-esteem which is practical for common activities in specific contexts such as scholar education.

Therefore, there are two kinds of self-esteem: High self-esteem that leads the learner to achieve better succeed and low self-esteem which impedes the learner back from progressing and succeeding at school.

1.7.1.2 The influence of the mother tongue

Many researchers have discussed the influence of the mother tongue on learning a foreign language. Thus, some researchers support that the use of mother tongue in EFL classrooms has a positive impact. Al Nofaie's (2010) study investigates learners' and teachers' attitudes toward using the first language in the English classroom. The study reveals that the use of the first language in English classes facilitates the foreign language learning process. In a similar way, Larsen-Freeman (2000, pp. 101-102) states "the native language of the students is used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language clear".

On the other hand, some scholars are against the use of the mother tongue in learning a foreign language. One of those who was against using L1 in the EFL classroom was Blackie J.S. According to Hawkins (1981), Blackie believed that language (words)should be associated directly with objects, and learners are not supposed to think in

L1. This philosophy was known as the direct method in which it is believed that learners acquire foreign language the same way as children acquire L1, and the interference of L1 should be removed.

1.7.1.3 Anxiety

Anxiety has been considered an effective factor that can influence language learning.Horwitzet.al (1986,p. 125) defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". Similarly, Scovel (1978,p. 34) defined anxiety as "an emotional state of apprehension, a vague fear that is only indirectly associated with an object". Likewise, Zhang (2001,p. 74) defines anxiety as "a distinctive complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language process". In this sense, anxiety is a factor that affects language learning, which can lead learners to low motivation leads to less performance.

Additionally, Horwitz (1986) identified three levels of anxiety, communication apprehension, test anxiety, and fear of negative evaluation linked to achievement. According to Horwitz ,communication apprehension is shyness and fear of conversing with people. It consists of both the production apprehension which is speaking in a front of people and the reception apprehension which contains receiving and responding to others. The second level of anxiety was test anxiety which can be defined as the apprehension or the fear felt by the learners who have a fear of failing in exams and performance .Fear of negative evaluation can be defined as the learners' act of expecting to be addressed in a bad manner in any circumstances.

Besides these levels, two kinds of anxiety were identified: trait anxiety which is defined as "the individual predisposition for feeling of tension and uneasiness". (Turula,2002,p. 29), and state anxiety, defined as being "apprehension experienced at a particular moment in time, for example prior to takin examination."(MacIntyre.,& Gardner,1991,p. 90).

According to Spolsky (1989, p. 114), anxiety in foreign language classes is often related to listening and speaking, with difficulty in speaking in class. At this time English language teachers are challenged to create a favorable condition in the classroom by employing techniques to reduce anxiety, negative feelings, and stress about the language and their achievement too.

Liu and Chen (2013) researched language anxiety in young EFL students and how it relates to two other major learner variables, multiple intelligences (MI) and learner attitudes. In their study, participants included 216 fifth and sixth graders from two elementary schools in central Taiwan. The findings indicate that the subjects experienced a fair amount of language anxiety. An analysis of student responses revealed that their top five concerns were: (1) failing English courses, (2) feeling that other students have a better English speaking ability, (3) feeling that other classmates have better English performance, (4) being called on in the English classroom, and (5) not being prepared in advance when the teacher asks questions. The results illustrate two major components of foreign language anxiety, general worry over language class performance and little confidence in speaking ability. Furthermore, language anxiety was found to be significantly and negatively related to all variables studied.

1.7.1.4 Gender

Gender has been taken into consideration as an essential element in the learning process. Many studies on gender differences have focused on how males and females learn languages. Males and females learn differently since they have different learning strategies. Marcus(1999) noted that males require additional action in formal contexts, and they are more visual, tactile, and kinesthetic, and they are more defiant than females. While females are verbal, they are inspired by themselves; they need an environment when they are studying. Lin (2003) indicates that females are quicker in learning a second language than males. Siebert (2003) conducted a study of 64 female and 91 male language learners of mixed ethnic backgrounds (22 nationalities were represented), studying English at a higher education institution in the U.S. Siebert found several significant differences in beliefs among males and females to language learning and strategy use, using descriptive statistics in the form of percentages. Findings revealed that male students were more likely than female students to rate their abilities highly. For example, male students were twice as likely to agree that people from their country were good at learning foreign languages. Siebert also reported that 23% of females, as opposed to 47% of males, either strongly agreed or agreed that the most important part of learning a foreign language is learning grammar. In addition, only 7% of females, but 24% of males, agreed that it is important to practice with audio-visual equipment.

1.7.1.5 Motivation

Motivation is considered a significant factor that affects learners during the learning process. According to Slavin (2018, p. 248) defines motivation as "what gets you going, keeps you going, and determines where you are trying to go". Similarly, Dornyei (2002) refers to motivation as "why people decide to do something, how long they are willing to

sustain the activity and how hard they are going to pursue it" (as cited in Moss &Ross-Feldman, 2003).

Dornyei and Ushioda (2011,p. 4)define it as "the potential range of influences on human behavior". . This demonstrates that motivation affects the behavior and choices of human beings. Moreover, motivation is a factor that influences learners either positive or negative through the learning process.

Motivation has recently received considerable attention from second and foreign language researchers. Vibulphol (2016) examined second language learners' motivation and learning of English and how teachers supported students' motivation and learning in natural classroom settings. This study was carried out in four main regions of Thailand. Observations and questionnaires to teachers and students were used as instruments; questionnaires were designed based on the Self-Determination Theory (SDT). The main participants of this study were ninth-grade students and teachers, who were observed during twelve English lessons. Findings demonstrate that most students had a high level of motivation and many indicated that they have internal interests in learning English; nonetheless, the level of learning was not assessed to be as high as expected. Additionally, a lack of motivation was shown in a few learners from almost every class. Teachers used a variety of motivational strategies such as autonomy-support and controlling styles. The results suggest the use of strategies that increase students' internal motivation to enhance sustainable learning of English in and outside the classroom.

Gardner (1985,p. 34) has demonstrated that the achievement in second language acquisition is related to measures of attitude and motivation. Results of this research indicate that attitude, motivation, and language aptitude are all important factors influencing the rate of acquisition of a second language.

1.7.2 External factors

1.7.2.1 Learning and teaching environment

The classroom environment has been shown to have a strong impact on student's development and learning. Empirical studies on the classroom environment revealed that the physical arrangement of the classroom has a significant role in the teaching-learning process. It can affect the performance of both the teachers and the students. Umar (2015) found that the school environment as portrayed in the design, desks' arrangement, and books available in the classroom firmly associated with the performance of learners in the English language.

Suleman & Hussain (2014) suggest a well-managed and vibrant classroom environment makes a positive impact on the academic performance of students.

Conteh (2002, p. 193) indicates the factors influencing learners' attitudes and the learning situation are the "general atmosphere of the learning, the classroom dynamics, opportunities for student-student and student-teacher interaction, and student's perception of the teacher's commitment to their learning". The influence of the teacher is considered an important factor in pupils 'attitude towards learning a language. According to Spolsky(1972,p. 3) "Without communication between teachers and learners, there will be little chance of effective education". Gardner (1985,p. 123) stated that the provision of a warm, supportive environment within which a child can develop an integrative motive for language study will have a clear effect on second language acquisition.

1.7.2.2 Interaction

Wagner (1994,p. 8) defines interaction as "a reciprocal event that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another". This means that interaction is among a minimum of two people and it occurs when there is mutual effect through transmitting and receiving messages to achieve conversation. Moreover, interaction takes area in the classroom whether between the teacher and the students or between the students themselves.

In this sense, Thurmond (2003) assumes that are four sorts of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction, and learner-technology interaction. learner-learner interaction occurs among learners themselves where they exchange ideas and teacher-learner interaction happens between the teacher and learners in the classroom where the teacher discusses the content of the course, asks questions, and gives feedback. Interaction has been taken the focus as a crucial part of the learning and teaching process.

Conclusion

In this chapter, we shed light on the role of attitude in language learning. Researchers and educators agree that attitude may determine to a larger extent the students success or failure in learning a foreign language where positive attitudes enhances learners' motivation which results in their good achievement in learning. This chapter has dealt , as well with the various factors that affect learners' attitude, which can be external or internal factors. Consequently affect also learners' engagement in learning a foreign language.

Chapter Two

Learner's Engagement

Towards Learning English

Chapter Two: Learner's Engagement Towards Learning English

Introduction

Foreign language teachers claim that the main problem their learners suffer from is the lack of engagement. Therefore, numerous researchers focused on this area of investigation. The present chapter will discuss the various definitions of learner engagement, and the characteristics that distinguish engaged learners from disengaged ones. In addition, it will shed light on different types of engagement, and we intend to provide teachers with some tips on how to engage each of the different learner styles in their classroom. Finally, we will analyse the importance of getting learners engaged.

2.1 Definition of Engagement

The term engagement has become very common nowadays in education due to its significance in the learning process. Students engaged in learning were found to be more successful academically, as well as less likely to drop out of school. Previous research had demonstrated decisive links between student engagement in learning and their academic achievement. According to Taylor, and Parsons (2011), researchers and educators have not agreed upon a clear and direct definition of the term 'engagement'.

Shulman (2002as cited in Barkley, E. F., 2010,p. 04) argues that the first step in initiating learning is to engage learners in the learning process. i.e., learning cannot occur if learners lack engagement and the desire to learn. As Barkley (2009as cited in Barkley, E. F., 2010,p. 05) puts forward, "engaged students really care about what they're learning; they want to learn". There are numerous definitions of the notion of "learner engagement". To mention a few, Trowler (2010) believes although the terms 'engagement' and 'participation' may be used interchangeably, engagement is a comprehensible term that requires more affective and cognitive investment.

Furthermore, Marks (2000 as cited in Trygstad, P., 2010,p. 09) regards engagement as "a psychological process, specifically, the attention, interest, and investment and effort students expend in the work of learning". Based on his definition, engaged learners show interest in what they are doing in the classroom, which enhances their academic achievement.

According to Anderson., Christenson., Sinclair., & Lehr, (2004) claim that engagement can be displayed in learners' external behaviors. Their definition of the term exceeds the psychological patterns of learners' engagement. They rather believe that engagement can be measured by the degree to which learners are attentive, present, and participate in class. All this is the result of the psychological status learners develop in the school environment (Anderson, A. R. et.al., 2004). For them, engagement involves positive student behavior, such as attendance, paying attention, and class participation, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment.

More specifically, engagement is considered to refer to the consequence of coupling motivation and active learning. Barkley (2010,p. 07) puts forward, "motivation and active learning work together synergistically, and as they interact, they contribute incrementally to increase engagement". In the same vein, Hanifah Firdaus (2015) adds that motivation and active learning are vital components of engagement. She believes that bored learners cannot participate actively in the whole instructional operation, and thus will develop negative attitudes towards learning itself. Consequently, teachers should try to motivate their learners and ensure they keep the same enthusiasm along the way of learning in order for them to be engaged.

Moreover, Learners' engagement can be summarized in the degree of awareness of the learning process, in addition to the inquisitiveness and positive attitudes they demonstrate throughout the whole instructional operation (Olson, A., & Peterson, R. L., 2015).

For Kuh.,Kinzie., Buckley., Bridges., and Hayek. (2007 as cited in Trowler, V., 2010,p. 07), engagement is not limited within the classroom settings. Indeed, it can be demonstrated when carrying out an activity inside the classroom, yet it can take place outside the classroom in some school activities. Furthermore, Hu., and Kuh (2001 as cited in Trowler, V., 2010,p. 07) consider engagement to refer to "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes".

2.2 Engagement: Motivation and active learning

2.2.1 Motivation

According to Eccles., and Ming-Te Wang (as cited in Christenson, S. L., et al., 2012,p. 139), motivation is not a component of engagement, but rather an indicator of engagement.

As far as the association that exists between motivation and engagement, numerous researchers set the extent to which these two interrelate. First of all, Gedera., et.al., (2015,p. 14) assume "student motivation and engagement are closely related elements of student learning and can have an impact on learning outcomes". To point out there are two types of motivation.

2.2.1.1 Intrinsic Motivation

Intrinsic motivation was strongly reflected in early definitions of L2 motivation. It can be found within the individual. It is defined as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity"(Gardner, R. 1985).

Brewster., & Fager (2000,p. 08) argue that "intrinsically motivated students actively engage themselves in learning out of curiosity, interest, or enjoyment, or in order to achieve their intellectual and personal goals". Accordingly, learners aiming at developing their academic, professional, or even personal careers are motivated to learn without a need to receive other external motives, they rather undertake and complete the task based on their own will and desire (Dev, P. C., 1997as cited in Brewster, C., & Fager, J., 2000,p. 10).

2.2.1.2 Extrinsic Motivation

Extrinsic motivation comes from outside the individual. Learners are extrinsically motivated when learning is done for the sake of rewards such as grades or praise. According to Deci and Ryan (2000,p. 71), extrinsic motivation refers to doing something because it leads to separable outcomes. It is believed that intrinsic motivation correlates more closely with language learning success than extrinsic motivation, but a learner's motivation is most frequently a combination of extrinsic and intrinsic motivation.

2.2.2 Active Learning

Bonwell & Eison (1991,p. 2) defined active learning as "as instructional activities involving students in doing things and thinking about what they are doing". Active learning is not about actively involved in classroom participation but also reflects what and how learners are participating. Wanner (2015) claims that there exists a relationship

between engagement and active learning. Furthermore, Hanifah Firdaus (2015) states that active learners achieve higher degrees and learning outcomes than those who are passive. Similarly, Radloff., and Coates (2009 as cited in Wanner, T., 2015,p. 155) argue that active learning is "the extent to which students are involved in experiences that involve actively constructing new knowledge and understanding", and that developing learners' active learning can serve learning outcomes and academic achievement, which is an indicator of effective instruction.

Additionally, Barkley (2010,p. 07) believes that engagement is the output of pairing 'motivation' and 'active learning'. She assumes that both motivation and active learning gradually construct learners' engagement and draw learners into the learning process. She states "motivation and active learning work together synergistically, and as they interact, they contribute incrementally to increase engagement".

2.3 Types of Engagement

Engagement is described as a "multidimensional" construct that includes three components cognitive, behavioral, and emotional engagement. Fredricks., Blumenfeld., Friedel., and Paris (2003) for instance, claim that in accordance with the different types of engagement, teachers can determine the way "(…) children behave, feel, and think, in school".

2.3.1 Behavioral Engagement

Behavioral engagement, according to Fredricks (2014, p. 15), indicates various positive behavior and morals that learners carry out during the learning process besides the avoidance of unethical behaviors that lead to problems and disturbance. Davis., Summers., and Miller(2012,p. 23) believe that behavioral engagement "(…) encompasses students' effort, persistence, participation, and compliance with school structures".

2.3.2 Emotional Engagement

In its broader sense, emotional engagement involves "(…) belonging, or a feeling of being important to the school, and valuing, or an appreciation of success in school-related outcomes" (Fredricks, J. A., et al., 2003,p. 07).Furthermore, Davis et al (2012,p. 24) "(...) It has more to do with the pleasant and unpleasant emotions students connect to their relationship with teachers, peers and school rather than the feelings they have during learning activities". Emotional engagement implicates that learners should possess the various positive affective factors, emotions, and feelings that urge them to participate and engage in classroom tasks and activities, in addition to the way they reflect and react within the learning environment (Fredricks, J. A., et al., 2003).

2.3.3 Cognitive Engagement

This type of engagement is directly related to the learners' inner aspect of the mind. Moreover, learners cognitively engaged generally seek to plan, organize, understand, and adjust their learning process and outcomes. They further tend to opt for challenging and competitive classroom tasks and activities (Fredricks, J. A., et al., 2003).

Helme and Clarke (2001) identified a range of indicators of cognitive engagement in collaborative activities, including questioning, completing peer utterances, exchanging ideas, making evaluative comments, giving directions, explanations, or information, justifying an argument, and making gestures and facial expressions.

2.4 Engaged Learners vs. Disengaged Learners

Some characteristics distinguish between engaged learners and disengaged learners. Based on these characteristics teachers can decide whether their learners are engaged or not. The table below summarizes some characteristics displayed by engaged and disengaged learners presented in E-learning Infographic (2015).

Engaged Learners	Disengaged Learners
• Are actively motivated. Do their best and are stimulated to work when presented with challenging tasks.	• Are passive participants, unmotivated to learn, and they have little or no idea of their learning goal.
• Are intrinsically, and emotionally motivated to learn and attain a certain goal.	• Do not try to understand task instructions, nor do they show interest in task completion.
• Display curiosity, ask questions, and seek to resolve the problems they encounter during their learning.	• Do not seek high grades and show no willingness to engage in challenging tasks.
• Feel successful when they are able to associate what they are learning with their reel–life setting.	• Are not inspired to connect their learning to their real-life contexts.
• Do not give up until they grasp the course content.	• Display carelessness towards promoting their learning, do not appreciate the course content and believe that it does not meet their needs.

Table01: The Difference between Engaged learners and Disengaged learners.

Some remarkable differences between engaged learners and disengaged learners. Engaged learners are active, attentive, curious, and motivated to do their best to reach their goal and being successful. Whilst, disengaged learners are passive and do not participate, unmotivated and give up easily on tasks.

2.5 Strategies to Improve Learners' Engagement

Since engagement is necessary for the learning process, it should be improved. In this regard, some scholars suggest a set of strategies to facilitate and engage learners in learning. Lippman and Rivers (2008) state that "support from adults at their school,

challenging and interesting tasks, adequate structure, support for autonomy, opportunities to learn with peers, and opportunities for active learning" are all prerequisites for improving learners' engagement. Similarly, Taylor et.al (2011) identify several ways to foster learners' engagement for better outcomes.

2.5.1 Interaction

Taylor., and Parsons (2011,p. 8) believe that "students today are intensely social and interactive learners". Students in their classrooms and their interaction with their colleagues and the school community is very essential, this interaction can be through direct communication or by using social networking. The authors further add that students need encouraging communication and interaction in the learning environment between the teacher and his learners and between learners themselves within their classrooms.

Additionally, Windham (2005 as cited in Taylor, L., & Parsons, J., 2011,p. 09) assumes that learners' interaction is restricted neither to school staff nor to classroom members (i.e., teachers and learners). Instead, he argues that frequent interaction with "faculty researchers outside the confines of the curriculum and to develop meaningful relationships with them" can ameliorate learners' engagement and enhance their interest in the subject matter.

2.5.2 Exploration

Brown (2000,p. 6) stated, "Learning becomes situated in action; it becomes as much social as cognitive, it is concrete rather than abstract, and it becomes intertwined with judgment and exploration" . Brown suggests that developing a sense of exploration, learning should be concrete. Because the more learning is concrete, the more learners are engaged. Additionally, Taylor et.al (2011,p. 11) assume that "today's learners ask for the opportunity to explore and find solutions and answers for themselves". This means that

exploration developed through programs that include problem-solving and curiosity leads to increased learners' engagement in finding solutions and answers to these problems.

According to Taylor.,& Parsons (2011), learning should take place within its authentic contexts. Otherwise, learners will not have the opportunity to practice the things they have learned in the classroom outside in the real world, which, therefore, makes learning useless for them. The authors state "seeing how 'a thing works in real life is more engaging than reading about it in class" (Taylor et.al. 2011,p. 12).

2.5.3 Relevancy

Due to the necessity of improving the learning process, matching real-life situations with learning is among the effective factors for learners to engage more in the learning activities and tasks. Willms., Friesen.,& Milton (2009 as cited in Taylor, L., & Parsons, J., 2011,p. 12) claim that "the work students undertake also needs to be relevant, meaningful, and authentic- in other words, it needs to be worthy of their time and attention". Hence, the use of authentic materials and context and adopting real-life situations can engage learners and immerse them in useful and effective learning.

2.5.4 Multimedia and Technology

In nowadays' world, the technological development makes it easier for learners to interact and establish social relationships, especially with other researchers, to explore different subject matter to meet their needs, and to address relevant field topics in which they are actually interested (Taylor et.al, 2011). The implementation of technology in the classroom helps learners to become more engaged as their needs for relevant knowledge are met.

2.5.5 Engaging and Challenging Instruction

According to Taylor., and Parsons (2011), teachers should make learners aware that establishing a challenging classroom atmosphere really helps in the learning process. They should create a friendly atmosphere where learners can even challenge their teachers, this challenge engages learners and stimulate them to participate and develop their critical thinking for better learning.

The authors further add that teachers and learners "desire quality instruction delivered in socially, emotionally, and intellectually engaging ways" (Taylor et.al, 2011,p. 21).

2.5.6 Assessment for Learning

Learners need to receive frequent feedback on their progress and how they are developing throughout their education (Taylor, L., & Parsons, J., 2011). According to the authors, this orientation, indeed, increases their engagement as they really realize what to develop, what to modify, and what to eliminate. While they gain insights into the way they are approaching their learning, they are in fact involved in interactions with other learners. Furthermore, teachers willing to assess their learners' progress need to carry out a formative assessment, which is conducted continuously and regularly. This formative assessment is called "learning for further development" by Taylor et.al (2011). Accordingly, assessment for learning will ameliorate learners' engagement.

2.6 Engaging the main Learning Styles

Learning styles are of great importance for the ongoing process of learning. Hence, both learners and teachers must be aware of how to successfully make use of these styles for the benefit of achieving the learning objectives. Some strategies should be adopted by the teacher to engage the various learning styles that may exist in his/her classroom such as auditory, visual, verbal, and kinesthetic learners. According to Neil Fleming (2012);

2.6.1 Engaging Auditory Learners

Auditory learners tend to be good listeners. They understand better by listening to their teacher's explanation. They learn better through interaction with others, in order to engage auditory learners, teachers can use audio recordings, and oral presentations, to engage learners in group discussions. In addition, teachers can ask their students to repeat an idea in their own words to enhance their learning experience and reading out loud.

2.6.2 Engaging Visual Learners

The Learners categorized under this mode show a respectful amount of awareness of their environment and where they belong. They learn more successfully through the presentation of information in the form of charts, graphs, flow charts, and all the symbolic arrows, circles, and hierarchies. Hence, to engage visual learners, teachers need to incorporate teaching materials such as pictures, diagrams, mind maps, designs, and colors that are of great value.

2.6.3 Engaging Verbal Learners

Learners are typically interested in words. They tend to prefer learning via written or read information. This is mainly due to their rich lexical package and desire to learn more vocabulary items to improve their writing proficiency and develop their reading comprehension skill. Such learners admire the use of words and care for the language

precision and they achieve better learning outcomes when taught through quotes, lists, texts, books, manuals, headings, dictionaries, glossaries, textbooks, and lecture notes.

2.6.4 Engaging Kinesthetic Learners

Learners who are categorized under this style are expected to perform better via "learning by doing", which implements interacting with the environment using many of the individuals' senses to experience and learn new things. Engaging kinesthetic learners, thus, requires teachers to use some teaching techniques that provide those learners the opportunity to move around in the classroom and interact with other learners.

2.7 Silver & Perini's Eight C's to Engage Learners

Silver, H. F., and Perini, M. J. (2010) present another classification of learner styles. They suggest four styles of learners along with two engaging techniques for each, which they called "the Eight C's". First of all, a mastery style refers to the kind of learners who seek to master a particular skill or competency. Second, an understanding style refers to those searching for interpretations by posing questions and being curious to understand and make sense of what happens. Third, the authors state that self-expressive learners are more creative by attempting to express themselves in a way that most suits them. They also expect others to recognize and value their uniqueness. The fourth type is an interpersonal style, whose learners are social, support, and learn through interaction (Silver et.al, 2010).

Silver., and Perini (2010) offer a set of engagement techniques that are particular to each of the four learner styles mentioned earlier.

We can engage the mastery drive through… Competition and Challenge	We can engage the interpersonal drive through… Cooperation and Connection (to student's lives, feelings, and experiences)
We can engage the understanding drive through… Curiosity and Controversy	We can engage the self-expressive drive through... Choice and Creativity

Figure 01: The Eight C's of Engagement (Silver & Perini).

2.7.1 Competition

Competitive activities and tasks should not be too complex for learners so that they can meet equal opportunities for success (Silver.,& Perini 2010). In other words, complex activities that exceed learners' level and capacities cannot generate classroom competition, and simple ones that are easily and quickly completed may cause boredom for learners. However, mild classroom activities and tasks can create competition and, thus, engage learners in the learning process (Silver et.al , 2010).

2.7.2 Challenge

For learners, challenging tasks start from the easiest ones to the most difficult ones, from the simplest to the most complex ones (Silver et.al, 2010). Using this technique

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would generate a challenging atmosphere for learners to fully engage with the material. Generally, learners are eager to undertake a challenging task, and which is related to their interests and within the reach. Hence, teachers should give their learners the chance to opt for the most suitable task for them (Silver et.al, 2010).

2.7.3 Curiosity

Teachers can raise more curious learners by exposing them to puzzles, riddles, and any other kind of mysterious questions or tasks. They can further adopt the content they are teaching to various types of quizzes generating learners' curiosity and inquisitiveness. This curiosity and inquisitiveness are said to be a part of the qualities of engaged learners (Silver et.al, 2010).

2.7.4 Controversy

Silver., and Perini (2010,p. 10) argue that "our content areas are loaded with controversies, arguments, and intellectual disagreements". Therefore, the teacher's role here is to engage learners and encourage them to give arguments and justify their positions, interpretations, and answers to the question at hand.

2.7.5 Choice

Learners should be provided the opportunity to decide the way(s) in which they can process information, and proceed in their learning, as well as the way they can "(…) demonstrate what they've learned" (Silver et.al, 2010,p. 10). This freedom of choice can promote learners' engagement as they realize that learning is their task, not the teacher's.

2.7.6 Creativity

Teachers can generate learners' creativity and imagination through "(…) divergent thinking activities, non-routine problem-solving, metaphorical thinking, projects, and just about anyway you can think of that allows students to put their original stamp on what

they're learning" (Silver et.al, 2010,p. 11). That is to say, teachers must encourage learners to stamp their personal fingerprint on their works for the sake of enhancing their engagement.

2.7.7 Cooperation

Indeed, cooperative work is of great value for learners as it inspires them to develop a sense of belonging through frequent interaction with other learners in the classroom (Silver et.al, 2010). Additionally, cooperation can reinforce learners' self-confidence since their views would be shared and supported by other members through teamwork and classroom discussions.

2.7.8 Connections

Learners become more engaged if they realize that their classroom learning is directly linked to and serves their real-life needs.

Silver, H. F. and Perini, M. J. (2010,p. 11) argue that these learners try to relate and "(…) connect what they're learning to their lives beyond the school walls". Therefore, teachers are required to find ways that help learners create such connections by making learning more authentic and contextual.

2.8 Importance of Learner Engagement

The importance of student engagement as a predictor of academic success has been emphasized by numerous authors (Rodgers, 2008, Strydom & Mentz, 2010, Roberts & McNeese, 2010). Kuh, et al. (2008) found that student engagement in educationally purposive activities during the first year of study is positively related to academic outcomes and persistence between the first and second year of study. For Lester (2013),and Silver, H. F., and Perini, M. J. (2010), learner engagement ensures subject mastery, and hence better learning outcomes and achievement grades.

Sharan.,& Chin Tan (2008,p. 42) affirm that "Research confirms that student engagement has a positive effect on academic achievement at different levels of school, including middle and high school". Moreover, for learners to master the subject they are learning and succeed, teachers need to look for ways to engage their learners in order for them to be better achievers (Newman, F. M., 1992 as cited in Riveros, C. R., 2016).

Conclusion

In summary, getting learners engaged during classroom instruction is important. The learning outcomes and learner achievement are closely associated with the extent to which those learners are engaged. Thus, research on student engagement reveals several teaching practices that may engage learners. This chapter provides some insights into the concept of engagement, its major types, and an overview of the different features of engaged and disengaged learners. Furthermore, it provides some strategies to improve learner engagement and an overview of main learning styles. Finally, it sheds light on the importance of learner engagement.

Chapter Three
Field Work and Data Analysis

Chapter Three: Field Work and Data Analysis

Introduction

The current chapter presents the fieldwork of this study. A descriptive study has been adopted in order to collect and analyze data. Accordingly, the data collection tools consist of pupils' questionnaire, and a classroom observation checklist. The present chapter is an attempt to gather data in order to investigate the main research question. Additionally, it seeks to analyze and discuss the obtained results and use the findings to validate the research hypothesis stating that middle school pupils have positive attitude towards English language can foster their engagement to learn English as a foreign language.

3.1 Review of research Methodology

3.1.1 Research methods

The current study aims at investigating the impact of third year middle school pupils' attitude towards English language on their engagement to learn English as a foreign language. The researcher follows a descriptive research methodology.

3.1.2 Data collection tools

This research study is based on two data gathering tools : a classroom observation to identify students engagement in learning English as a foreign language . In addition, we use a questionnaire for sake of exploring their attitudes towards English as a foreign language , and the impact of their attitudes on their engagement in learning English .

3.1.3 Population and sample

We selected third year pupils to be the population of our study (N= 200) because they have learned English for two years, they should have a clear opinion about learning

English and are able to demonstrate a clear attitude towards this target language . A sample of thirty (n = 30) pupils are chosen randomly.

3.2 Pupils' questionnaire

3.2.1 Aim and Description of Pupils' Questionnaire

The current questionnaire is a data collection tool designed for third year Abi Dher El Ghifari Middle School Pupils. The questionnaire targets pupils' attitude towards the English language and its impact on their engagement to learn English.

The questionnaire includes (12) questions divided into four sections: General Information, Pupils' Attitudes towards English language, Pupils' Attitude towards the Learning Environment, and Pupils' Engagement to learn English.

The first section (general information) targets personal information about the pupils' gender and their personal evaluation of their level in English. The second section, however, sheds light on the attitudes that third year middle school pupils possess towards English language, and their opinions on the importance of learning English.

In addition, it determines the difficulties faced by third year pupils while learning English ,and it reveals the impact of their attitudes towards the English language on their engagement.

Furthermore, section three was designed to determine pupils' attitudes towards their learning environment, it captures the degree of which third year pupils are satisfied with their classroom environment. Additionally, it determines pupils' perceptions on the impact of the relationship between classmates on their engagement, and their opinions on their satisfaction with the way English language is being taught. The last section was devoted to capture the degree of which our sample is engaged and involved to learn English. Moreover, it attempts to reveal whether pupils are engaged or not.

The questionnaire contains closed-ended questions requiring pupils either to provide "YES" or "NO" responses. It also consists of open-ended sub-questions which were designed to obtain deeper insights into the pupils' responses and choices.

It is important to mention that the questionnaire has been administered in both languages English and Arabic in order to avoid any misunderstanding that might result from the possible vocabulary shortage middle school pupils may suffer from.

3.2.2 Administration of the Questionnaire

This questionnaire was administered to a third year pupils at Abi Dher El Ghifari Middle School in Ouled Djellal, Biskra during the academic year 2021-2022.More specifically, it was handed to a class of (30) pupils representing our sample from a population of about (200) pupils of third year middle school classes. The selection of the population is based on the fact that third year middle school pupils learned English for two years, and they have enough knowledge about it. Moreover, their experience in learning English may give them a clear view about how the target language should be learned. Pupils can also express clear opinions and are able to demonstrate personal attitudes about the topic under investigation.

The questionnaire was handed by the researcher herself, in another session. The researcher explained the questionnaire for pupils .they take the questionnaire with them in order to answer it, and bring it back the next day.

3.2.3 Analysis of Pupils' Questionnaire

Section One: General Information

Question 01: Please, specify your gender.

Gender	Number	Percentage
Male	17	56.6%
Female	13	43.3%
Total	30	100%

Table 2: Pupils' Gender Distinction
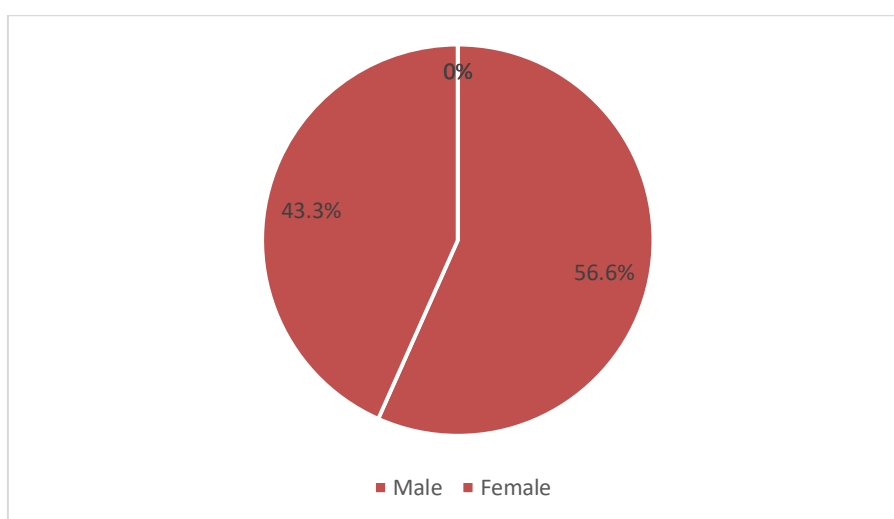
Graph 1: Pupils' Gender Distinction

This question is meant to determine the participants' dominant gender during the English class. As the table displays, the questioned participants represent more males (56.6%) than Females (43.3%). This indicates that in Abi Dher El Ghifari Middle School, pupils usually attend classes regularly and with larger number. It is believed that gender have an effect on motivation and attitude. Different studies conducted on gender influence in foreign language learning show that females tend to have a positive attitude and motivated to learn a foreign language, while males are less motivated and engaged in learning a foreign language.

Question 2: How do you consider your level in English?

Options	Number	Percentage
Excellent	3	10%
Good	10	33.3%
Average	14	46.6%
Poor	3	10%
Total	30	100%

Table 3: Pupils' Level in the English Language
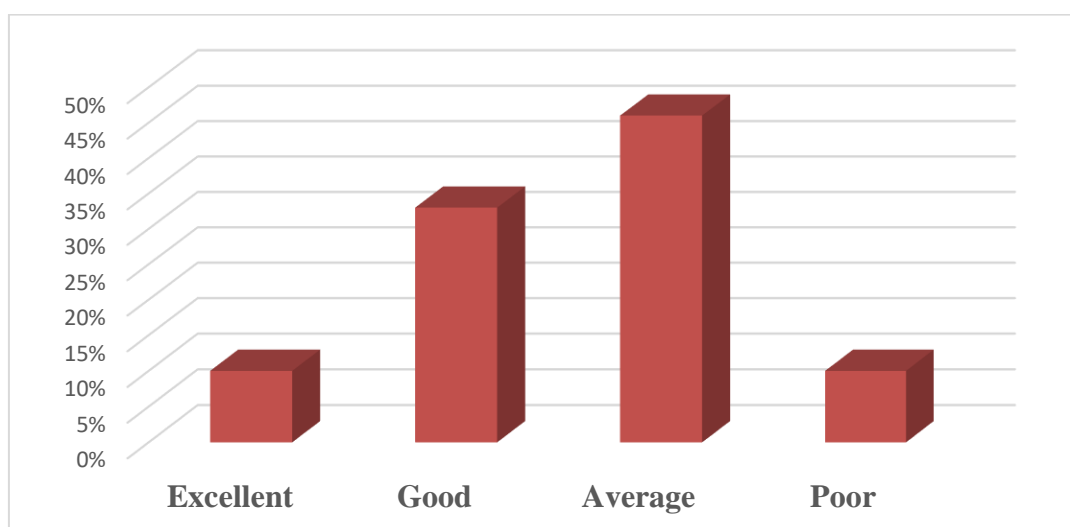
Graph 2: Pupils' Level in the English Language

As far as this question is concerned, its major aim is to elicit the respondents' own evaluation of their level in English. The participants were offered a scale containing five levels ranging from the "Poor" to the "Excellent". As the rates denote, the majority of respondents consider their ability in English as "average" and "good" with a percentage of 46.6% and 33.3% respectively. Additionally, 10% of them believe that their level in English is "Excellent". However, some pupils 10% claimed that their English is "poor". These statistics show that the level of a large number of the participants in the given population stretches from average to good.

Section Two: Pupils' Attitude towards English language

Question 1: Do you like English language?

Pupils' Responses	Number	Percentage
YES	28	93.3%
NO	2	6.6%
Total	30	100%

Table 4: Pupils' Attitude towards English Language
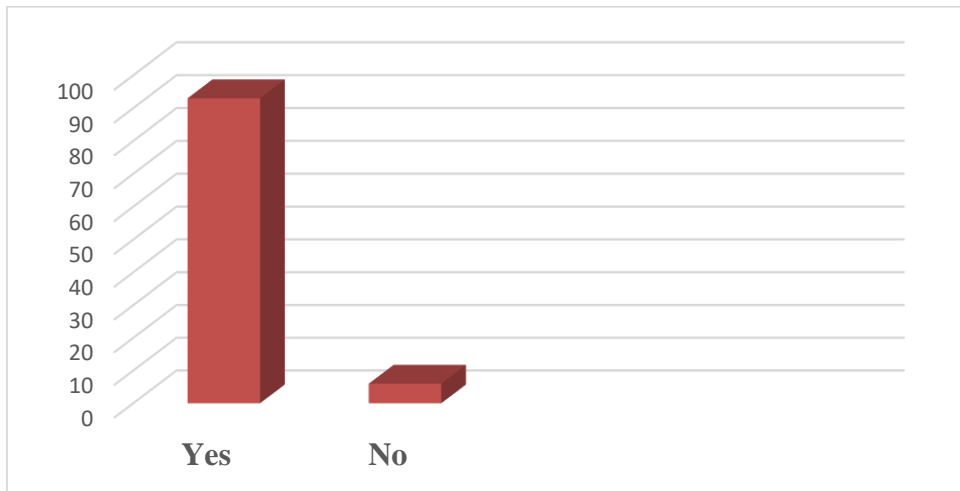
Graph 3: Pupils' attitude towards English language

The current question sought to consider middle school pupils' attitudes towards the study of English. As the graph above displays, the majority of respondents (93.3%) argued that they like English as a part of their academic learning. Only a minority of respondents with a percentage of (6.6%) do not like the English language.

Question 2: Do you find English:

Options	Number	Percentage
• **Interesting and important**	27	90%
• **Useless**	3	10%
Total	30	100%

Table 5: Pupils' Perception of the Usefulness of English
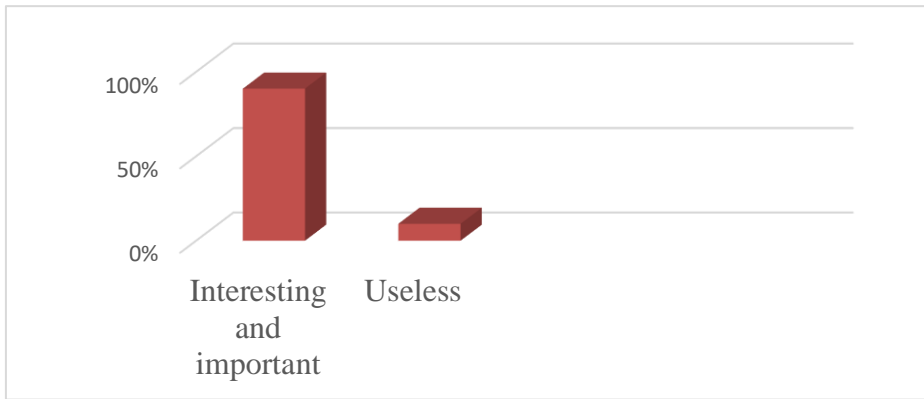
Graph 4: Pupils' Perceptions of the Usefulness of English

This question considered the pupils' opinions regarding the usefulness of English language. A rate of 90% of respondents affirmed that English language is interesting and important. On the other hand, only 10% of respondents perceive the uselessness of learning English. Accordingly, the majority of our sample (90%) acknowledges the importance of the English language.

Pupils were then asked to explain their like of the English language. Some believe that it enables them to communicate with others effectively in other countries. Others reported that English is the language of science. Additionally, many pupils confirmed that learning English can help them obtain more career opportunities.

However, one respondent declared that English language does not serve his/her needs and interests.

Question 3: Do you find any difficulties in :

Options	Number	Percentage	Percentage of cases
Spelling	14	29.1%	46.6%
Grammar	9	18.75%	30%
Lack of vocabulary	14	29.1%	46.6%
Pronunciation	11	22.9%	36.6%
Total	48	100%	159.8%

Table 6: Pupils' Difficulties in English Language
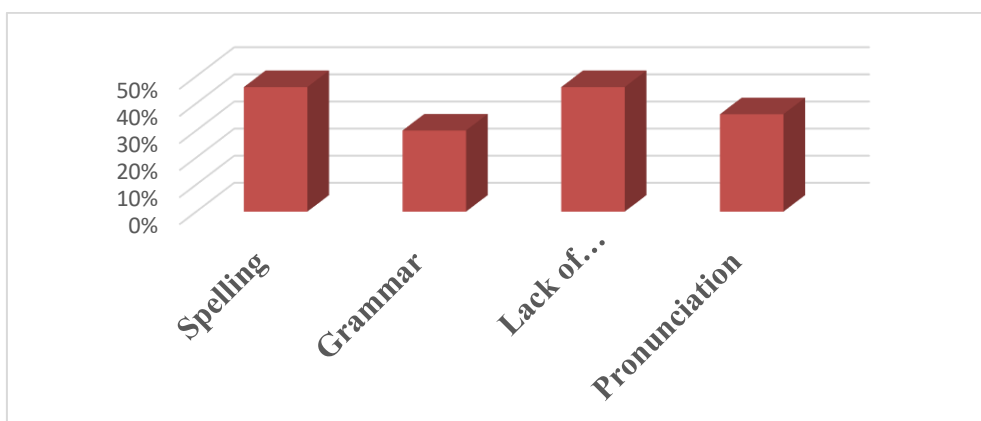
Graph 5: Pupils' Difficulties in English Language

This question investigated whether or not third year pupils encounter difficulties in learning English language. The rates denote that the majority of respondents (46.6%) confirmed that they face difficulties in spelling and lack of vocabulary. In addition, 30% of the sample's participants face difficulties in grammar, and 36% stated that they face difficulties in pronunciation.

Question 4: Would you prefer your teacher use Arabic while explaining the lesson?

Pupils' Responses	Number	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Table 7: Pupils' Preferred Language for Lesson Explanation
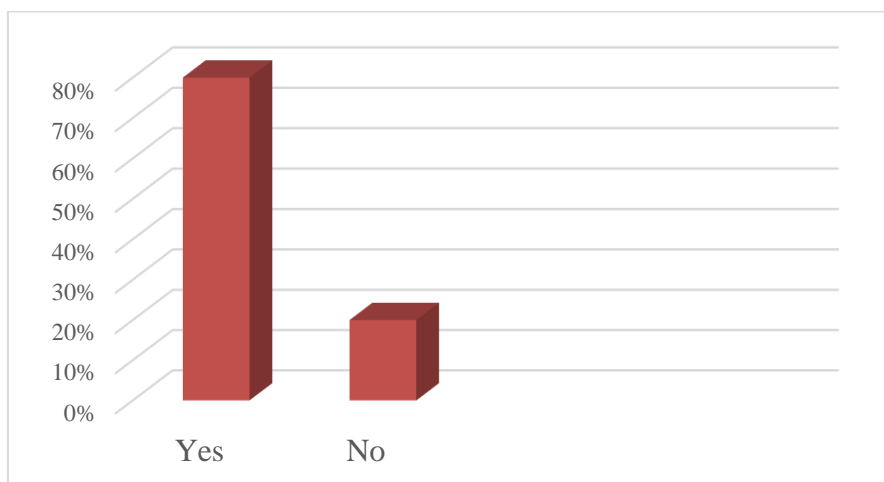
Graph 6: Pupils' Preferred Language for Lesson Explanation

This question was designed to capture pupils' preferred language to be used by the English teacher while explaining the lesson. The majority of pupils (80%) confessed to prefer the use of Arabic while explaining the lesson because of their shortage of vocabulary or in order to facilitate their understanding and their communication. 20% of participants, however, refuse the use of Arabic and prefer to be taught fully in English.

Question 5: Do you prefer working:

Options	Number	Percentage
Individual Work	7	23.3%
Pair work	15	50%
Group work	8	26.6%
Total	30	100%

Table 8: Pupils' Preferred Interactional Pattern during Classroom Tasks
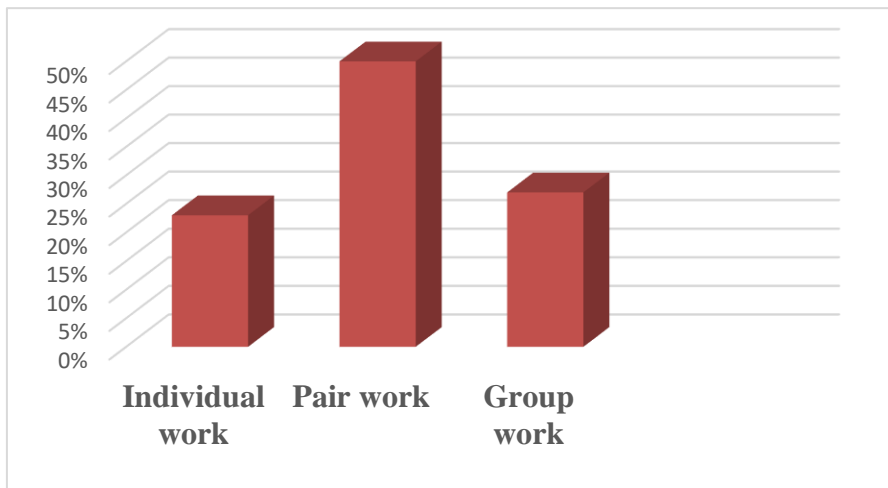
Graph 7: Pupils' Preferred Interactional Pattern during Classroom Tasks

This question's aim was to capture the participants' preferred mode of interaction during classroom tasks. The statistics above show that half of the respondents (50%) prefer working within pairs during tasks. On the other hand, 23.3% and 26.6% opted for individual work and group work respectively.

The conclusion that can be drawn is that the majority of third year pupils at Abi Dher El Ghifari middle school are urged to interact and communicate during tasks, which is indicated by their willingness to undertake classroom tasks in pairs .

Besides the main question, pupils were asked to explain their answers. Those who prefer working in pairs feel more comfortable when sharing and discussing their thoughts to their peer. On the other hand, those who prefer to work individually explained that they focus more than when they work in pairs or in groups. Also, some pupils reported they prefer to work in groups because they want to share their ideas with others; they understand better while discussing with others.

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Question 6: Do you think that your attitude towards English language can affect your engagement to learn it ?

Pupils' Responses	Number	Percentage
Yes	23	76.6%
No	7	23.3%
Total	30	100%

Table 9: The Impact of Pupils' Attitude towards English on their Engagement
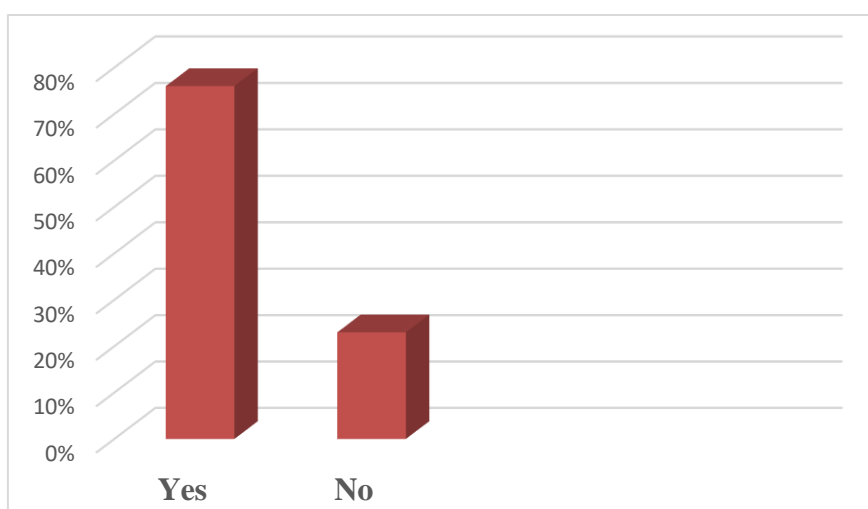
Graph 8: The Impact of Pupils' Attitude towards English on their Engagement

This question investigates third year pupils' opinions about the impact of their attitudes towards English language on their engagement to learn English. As the table above shows, 76.6% of pupils confirmed that their attitudes towards English affect their engagement, whether their attitudes are positive or negative.

The majority of pupils believe that if their attitudes are positive, they will have the enthusiasm to learn English successfully, and if they have negative attitudes, they will not be motivated to learn English language. However, 23.3% of the asked pupils stated that their attitudes towards English language do not affect their engagement.

Section Three: Pupils' Attitude towards the Learning Environment
Question 1: To what extent are you satisfied with your classroom environment?

Options	Number	Percentage
• **Very satisfied**	6	20%
• **Somehow satisfied**	20	66.6%
• **Not satisfied at all**	4	13.3%
Total	**30**	**100%**

Table 10: Pupils' Degree of Satisfaction for Classroom Environment
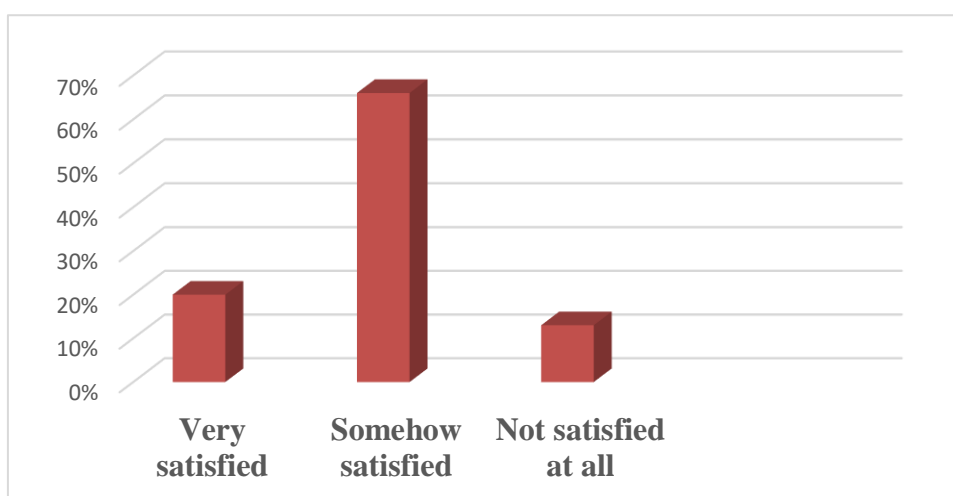
Graph 9: Pupils' Degree of Satisfaction for Classroom Environment

This question was designed to reveal pupils' satisfaction for their classroom environment. The table above shows that 66.6% of respondents are somehow satisfied with their classroom environment, 20% stated that they are satisfied with the classroom environment, whilst 13% revealed that they are not satisfied.

Question 2: Does you teacher create a supportive and warm climate for learning?

Pupils' Responses	Number	Percentage
• **Yes**	28	93.3%
• **No**	2	6.6%
Total	**30**	**100%**

Table 11: Supportive and Warm Climate for Learning
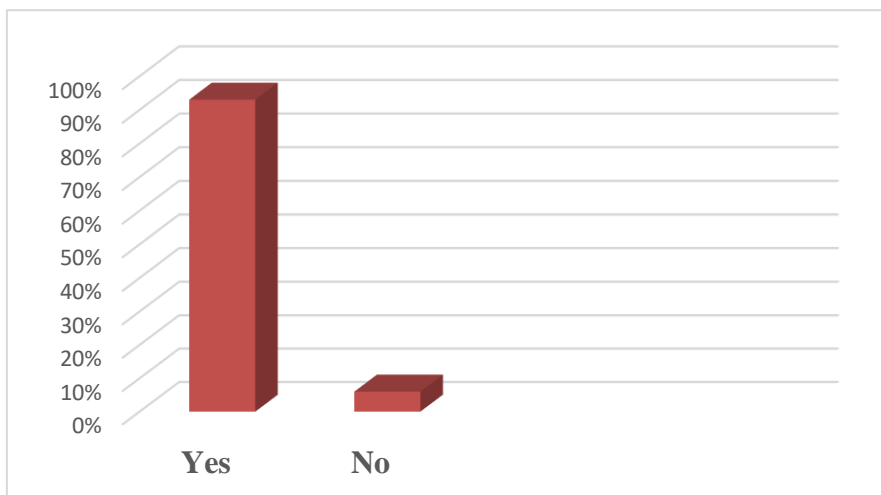
Graph 10: Supportive and Warm Climate for Learning

Regarding this question, the objective was investigating pupils' perception about the climate of learning. As the graph illustrates, the majority of third year pupils (93.3%) agree that their teacher creates a supportive and warm climate for learning. However (6%) of the sample revealed that their teacher does not create a supportive climate for learning.

Question 3: Do you think that your relation with your classmates affects your engagement in class?

Pupils' Responses	Number	Percentage
• Yes	19	63.3%
• No	11	36.7%
Total	**30**	**100%**

Table 12: Pupils' Perception of the Impact of their Relationship with Classmates
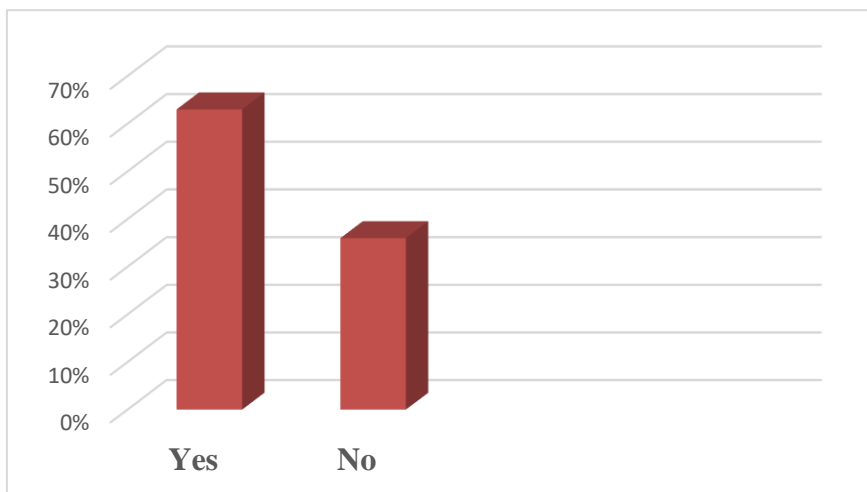
Graph11 :Pupils' Perception of the Impact of their Relationship with Classmates

This question intends to reveal if the relation between pupils in class affects their engagement to learn English. As the table statistics display, the majority (63.3%) affirmed that their relationship with their classmates does affect their engagement in the classroom while (36.7%) stated that their relation with their classmates have no significant impact on their learning involvement.

- **If Yes, how would you evaluate this relation?**

Options	Number	Percentage
• **Good**	22	73.3%
• **Not so good**	8	26.6%
• **Bad**	0	0%
Total	30	100%

Table 13: Pupils' Evaluation of the Relationship with their Classmates
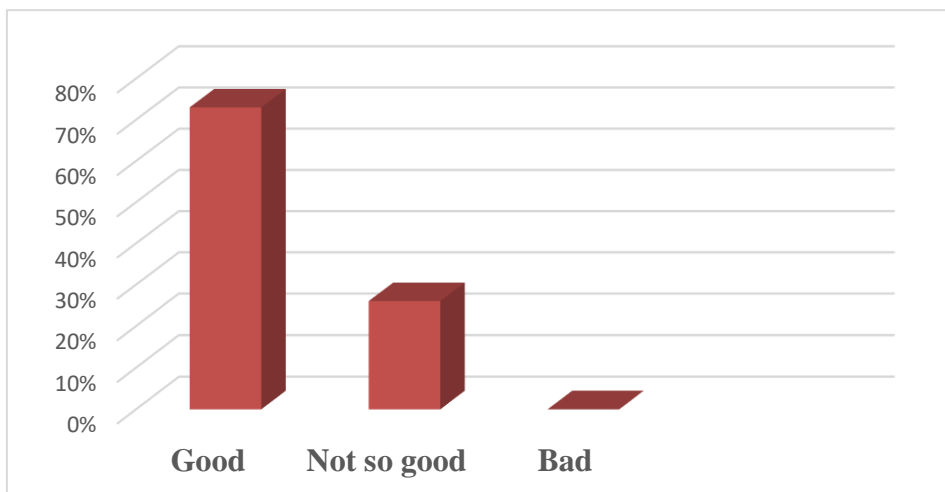
Graph 12: Pupils' Evaluation of the Relationship with their Classmates

This question sought to consider third year middle school pupils' evaluation of their relation with their classmates in order to determine its impact on their engagement to learn English.

As the graph displays, the majority of pupils (73.3%) affirmed that their relation with their classmates is good inside the classroom. However, (26.6%) regarded this relation as not so good. Moreover, it is worthy to note that none of the asked pupils considers his/her relation with His/her classmates as bad.

Question 4: Which of the following teaching materials would you prefer most?

Options	Number	Percentage	Percentage of cases
• **Course books**	6	**16.21%**	**20%**
• **Pictures**	3	**8.10%**	**27%**
• **Audio recordings**	2	**5.40%**	**18%**
• **Videos**	12	**32.4%**	**40%**
• **All of them**	14	**37.83%**	**46.6%**
Total	**37**	**100%**	**151.6%**

Table 14: Pupils' Favorite Teaching Materials
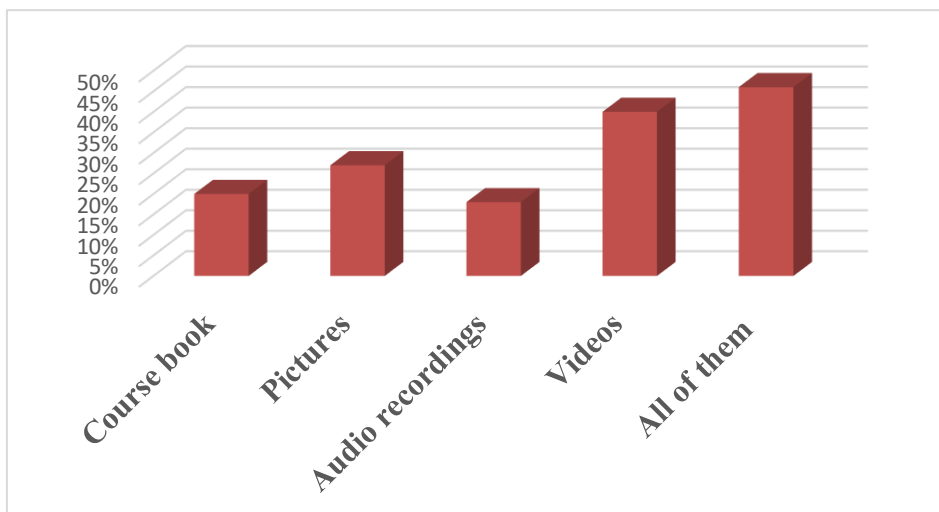
Graph 13 : Pupils' Favorite Teaching Materials

This question intends to reveal pupils' favorite teaching materials for learning English. As the statistics show, the majority of pupils (46.6%) prefer all of the provided options of teaching materials; namely, course books, pictures, audio recordings, and videos. However, (40%) of pupils opted only videos as they preferred tool to learn English. Additionally, (27%) of respondents see pictures as their favorite teaching material. Finally, (20%) and (18%) of pupils reported that they like course books and audio recordings as educational materials for teaching English.

Question 5: Are you satisfied with the way English is being taught?

Pupils' Responses	Number	Percentage
• Yes	25	83.3%
• No	5	16.6%
Total	30	100%

Table 15 : Pupils' Satisfaction with the Way English is Being Taught
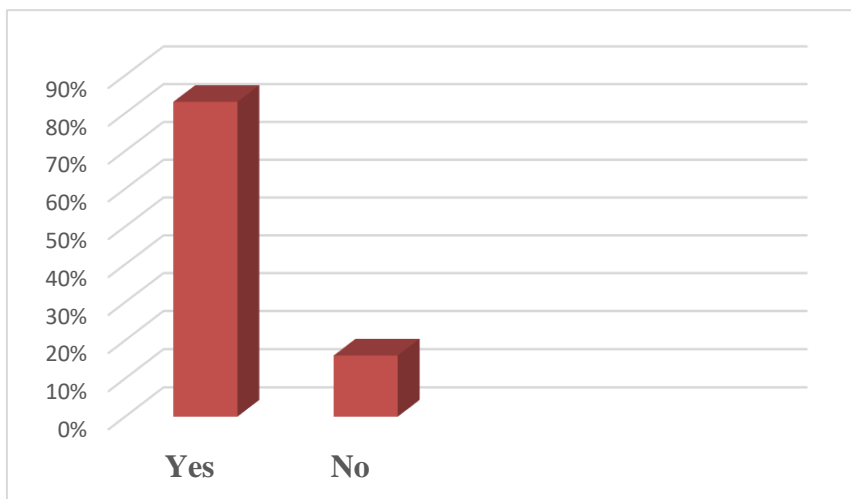
Graph 14: Pupils' satisfaction with the way English is being taught

Regarding this question, our aim was to reveal to what extent third year middle school pupils are satisfied with the way English language is being taught in class. The majority of pupils (83%) reported that they are satisfied with the way they are learning English while (16%) of pupils confessed not to be satisfied with the way English is being taught.

Section Four: Pupils Engagement to learn English

Question: Please tick the appropriate box

Part One: Behavioral Engagement

Statement one: I participate during the lesson.

Options	Number	Percentage
• **Always**	8	26.6%
• **Sometimes**	17	56.6%
• **Never**	5	16.6%
Total	30	100%

Table 16: Pupils' Participation during the Lesson
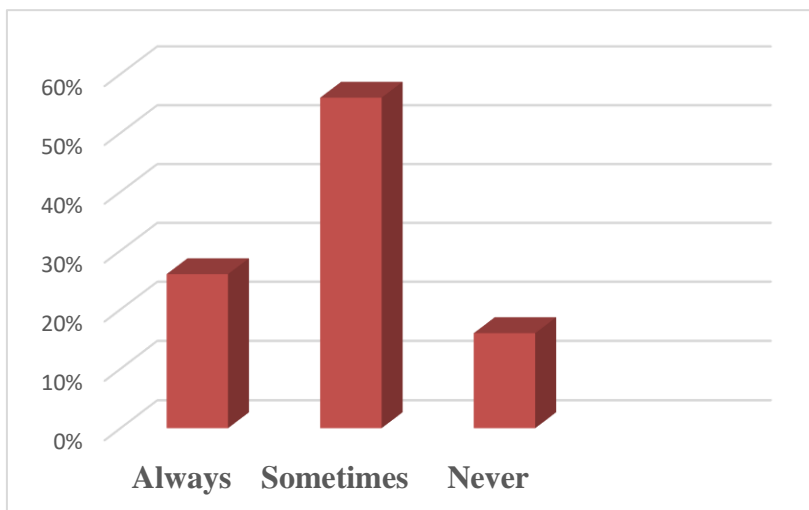
Graph 15: Pupils' Participation during the Lesson

This question required the participants to tick the extent to which each statement in the table illustrates their engagement. It comprises three parts and nine statements. The three parts are concerned with the three types of engagement: behavioral, cognitive, and emotional. Each of which contains detailed description.

This question allows third year middle school pupils to report their attitudes and perceptions regarding their engagement during the session. The table above shows that (56.6%) of pupils reported that they sometimes participate during the session. (26.6%) of the sample, however, stated that they always participate during the session. Only five pupils (16%) said that they never participate. These rates indicate that third year pupils have some obstacles to participate. These may be shyness, fear or anxiety.

Statement two: I do my homework

Options	Number	Percentage
• **Always**	12	40%
• **Sometimes**	14	46.6%
• **Never**	4	13.3%
Total	30	100%

Table 17 : Frequency of Doing Homework

61
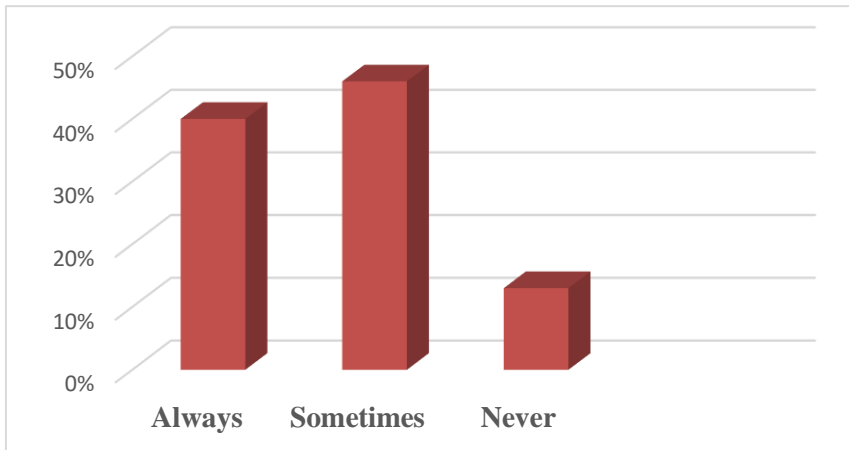
Graph16 : Frequency of doing Homework

Third year pupils were asked to unveil how often they do their homeworks. This statement was designed to capture whether or not the participants remain involved with tasks even when out-of-classroom confines. As it is illustrated in the graph above, the majority of respondents (46.6%) sometimes do their homeworks. This was followed by a rate of 40% of respondents who argued that they always do so. On the other hand, only 4 pupils (13.3%) never do their homeworks.

We conclude that tasks and activities attract pupils' attention because the majority of respondents from the selected population affirmed that they do their homeworks.

Statement three: I pay attention to my teacher' explanation and instructions

Options	Number	Percentage
• **Always**	21	70%
• **Sometimes**	8	26.6%
• **Never**	1	3.3%
Total	30	100%

Table18 : Pupils' Degree of Attention to the Teacher
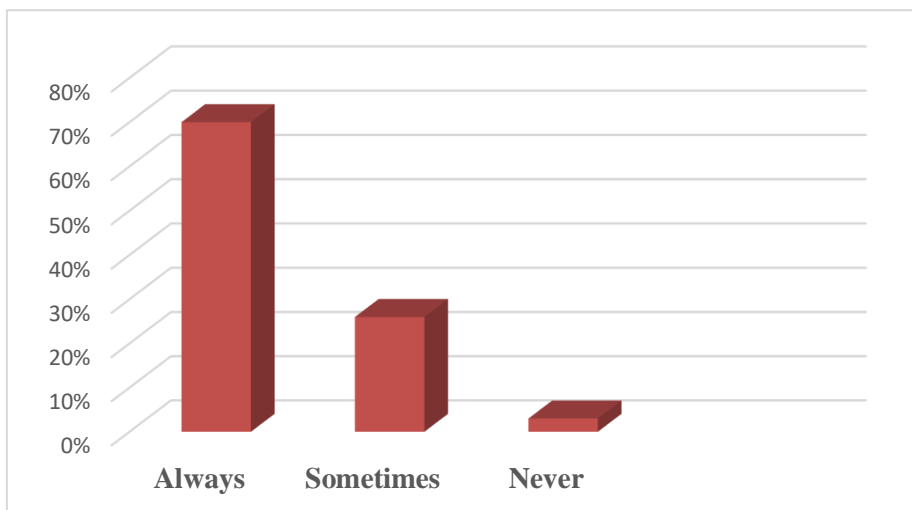
Graph 17: Pupils' Degree of Attention to the Teacher

Pupils' level of attention denotes the extent to which they are engaged and understand what is exactly required from them. The table above indicates that the majority of respondents (70%) affirmed that they always pay attention to their teacher during the session. Moreover, (26.6%) of pupils stated that they sometimes pay attention while only 3.3% never do so. Yet, the rates reveal that a large number of third year pupils are attentive in class.

Statement four: I ask questions when I do not understand something.

Options	Number	Percentage
• **Always**	5	16.6%
• **Sometimes**	14	46.6%
• **Never**	11	36.6%
Total	30	100%

Table 19: Frequency of Asking Clarification Questions
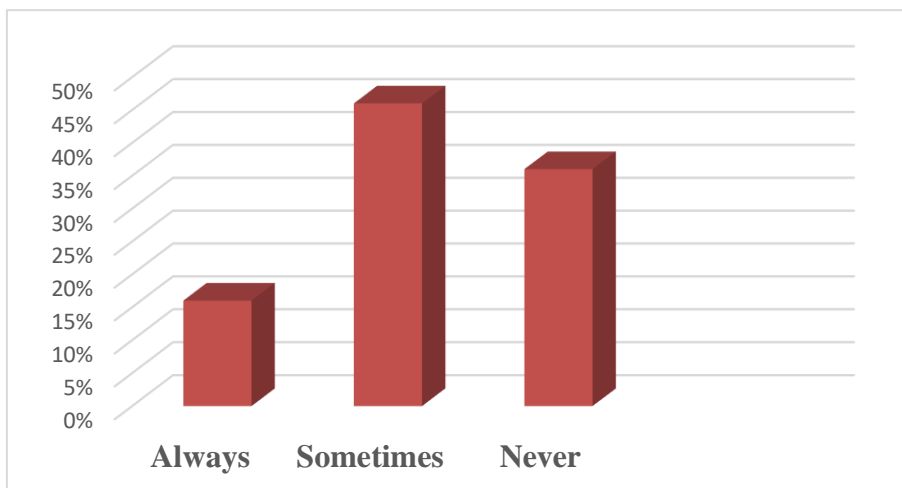
Graph 18: Frequency of Asking Clarification Questions

This question sought to identify the frequency with which third year pupils ask clarification questions when something is ambiguous. The graph above indicates that the majority of respondents (46.6%) sometimes ask clarification questions. Also, (16.6%) of participants claimed that they always ask questions to clarify some points. Finally, a rate of (36.6%) affirmed that they never ask clarification questions.

These findings indicate that the majority of third year pupils display an interest to identify the learning difficulties and try to find answers.

Part Two: Cognitive Engagement

Statement one: I am intrinsically motivated to learn English and complete my tasks.

Options	Number	Percentage
• **Always**	11	36.6%
• **Sometimes**	15	50%
• **Never**	4	13.3%
Total	30	100%

Table 20 : Pupils' Degree of Intrinsic Motivation
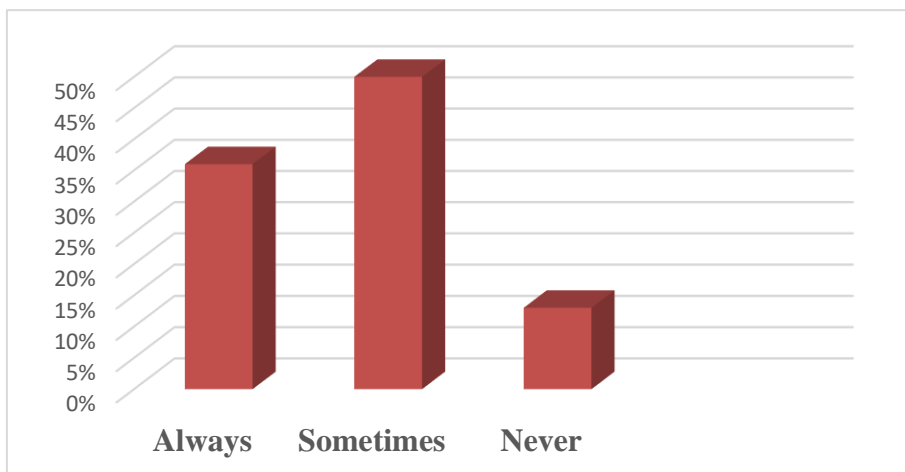
Graph 19: Pupils' Degree of Intrinsic Motivation

Motivation is crucial to establish engagement. The rates displayed in the graph above indicate that a large number of pupils are intrinsically motivated. Indeed, (50%) of pupils revealed that they are sometimes intrinsically motivated. Whilst, (36.6%) of pupils indicated that they are always intrinsically motivated. Also, (13.3%) regarded themselves to be unmotivated.

Therefore, we conclude that the majority of third year middle school pupils have the necessary element of engagement, and this will surely impact positively on their learning outcomes.

Statement two: when I face a problem, I keep trying until I find a solution

Options	Number	Percentage
• **Always**	10	33.3%
• **Sometimes**	15	50%
• **Never**	5	16.6%
Total	30	100%

Table 21: Pupils' Persistence to Solve Problems
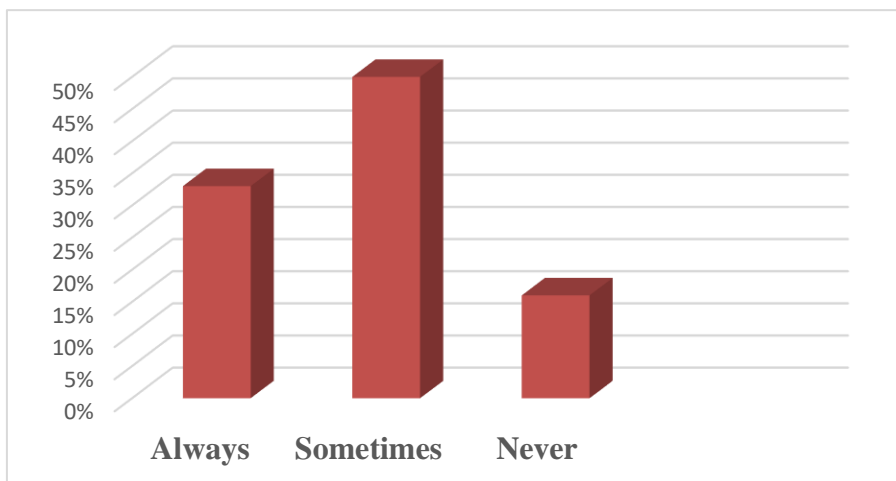
Graph 20: Pupils' Persistence to Solve Problems

This question was designed to reveal the extent to which pupils' persevere to solve possible problems in class. The rates display that (33.3%) of respondents always persist in order to overcome the hurdles encountered during tasks. Also, (50%) of the sample argued that they occasionally try hard to find a solution to the problem. On the other hand, only (16.6%) of respondents claimed that whenever they face a problem, they easily abandon and quit.

Part Three: Emotional Engagement

Statement one: I enjoy doing my tasks and activities

Options	Number	Percentage
• Always	12	40%
• Sometimes	16	53.3%
• Never	2	6.6%
Total	30	100%

Table 22: Degree of Entertainment during Tasks
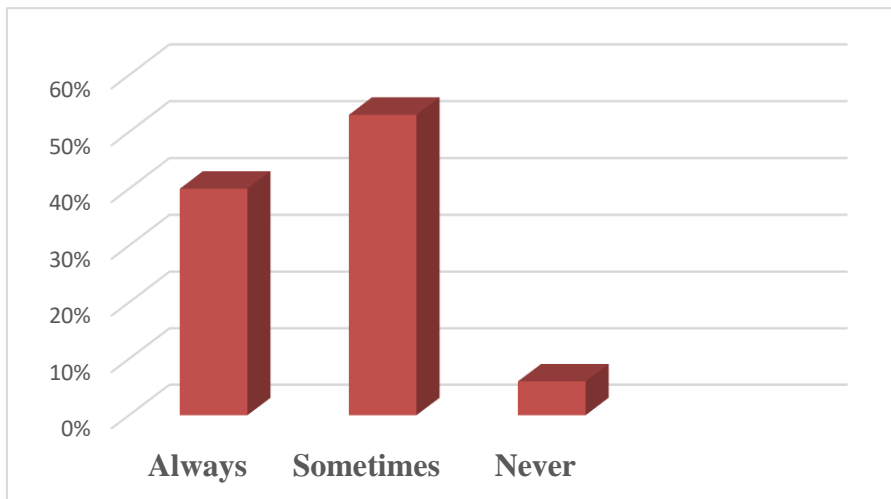
Graph 21: Degree of Entertainment during tasks

The table above captures the degree of joy third year pupils feel during tasks. This is much related to their emotional engagement. It is observable that (40 %) of respondents always enjoy doing the task, (53.3%) stated that they are sometimes interested in the task, whilst only (6.6 %) revealed that the task never stimulates their entertainment.

Statement two: I feel bored during the session

Options	Number	Percentage
• **Always**	5	16.6%
• **Sometimes**	10	33.3%
• **Never**	15	50%
Total	30	100%

Table 23: Degree of Pupils' Boredom during the Session
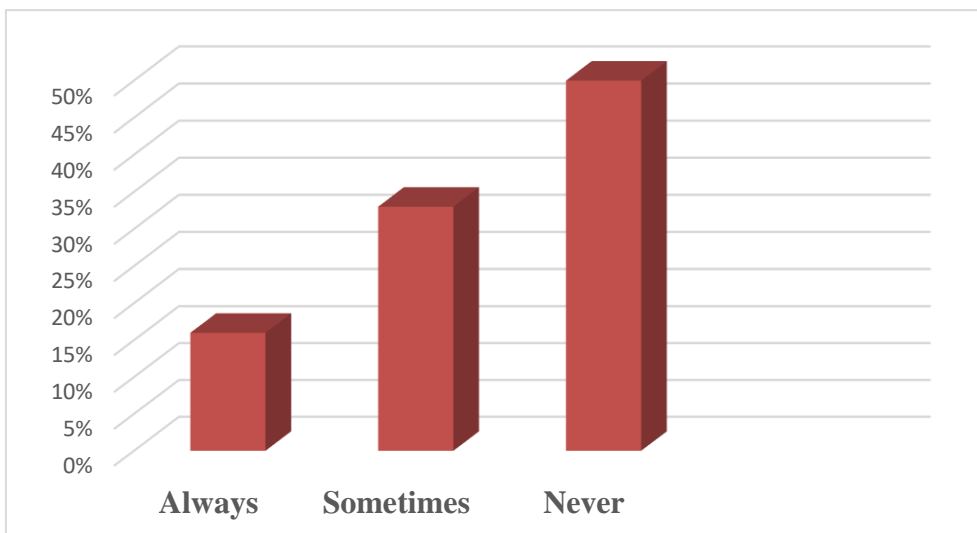
Graph 22: Degree of Pupils' Boredom during the Session

As far as this question is concerned, third year pupils were asked to reveal whether they feel bored during classroom tasks. The results show that the majority of respondents (50%) never felt boredom during the session of English. The second rate reveals that (33.3%) of respondents sometimes regard the session of English to be boring. However, only (16.6 %) of pupils stated that they are always bored and careless during the lesson.

Statement three: I find what I am learning in English interesting and important

Options	Number	Percentage
• **Always**	19	63.3%
• **Sometimes**	10	33.3%
• **Never**	1	3.33%
Total	30	100%

Table 24: Pupils' Perception of English Language Importance

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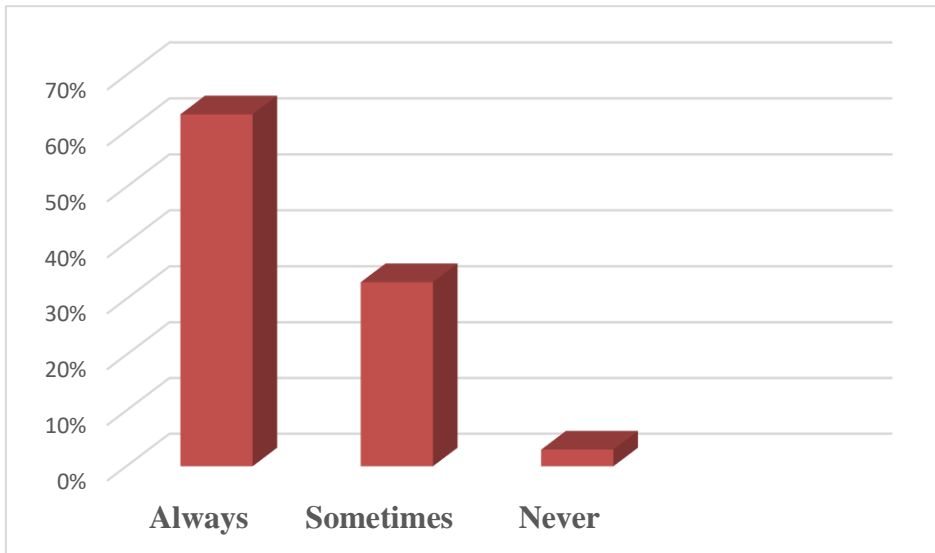
Graph23 : Pupils' Perception of English Language Importance

The following question reveals that 63.3% of respondents always believe in the importance of learning the English language, whilst 33.3% sometimes assume that learning English language is important. However, 3.3% stated that learning English is not important. The majority of third year pupils perceive the importance of learning English language.

3.2.4 Discussion of the Findings of Pupils' Questionnaire

Through the analysis of the data gathered from the pupils' questionnaire, we have obtained precious responses about the pupils' attitude towards English language and its impact on their engagement to learn it. First of all, the results revealed that the majority of pupils prefer to study the English language as a subject incorporated in their academic program of middle school, which is vital in achieving the required levels of engagement throughout the learning process. In addition, the majority of pupils consider their level in English language is from average to good, which implies that pupils will have positive attitude towards the English language, and will be motivated and engaged in learning English as a foreign language. Furthermore, pupils perceive the importance and usefulness of studying English as a foreign language and acknowledge its prominence as a worldwide

spoken language and its significance as a requisite component of one's progress in various fields.

Concerning the difficulties in learning English language, the majority of pupils confirmed that they face difficulties in learning as spelling; grammar, lack of vocabulary, and pronunciation. Also, they prefer the use of the mother tongue during the session during lessons' explanation or while doing their activities. Moreover, many pupils claimed that the greatest hurdle in learning English is the lack of the lexical package and comprehension of some English words.

Furthermore, the analysis of data revealed that a large number of pupils opted for cooperative work while undertaking tasks which is an indication of the necessity of interaction in order to successfully complete the tasks.

Equally important, pupils' attitude towards the learning environment as the data unveil that the majority of pupils prefer to learn English language through different teaching materials rather than from the course book alone. In addition, many pupils confirmed the supportive climate provided inside the classroom, with the good relationship with each other that helps them to be more engaged in learning the English language.

The last section of pupils' questionnaire dealt with their engagement in learning English. The analysis of the obtained data unveils that the majority of pupils exert participation, feel interested, and pay attention to their teacher' explanation and instructions. Furthermore, a vast number revealed that they always commit themselves to the homeworks assigned by their teacher. Accordingly, we can deduce that these pupils are behaviorally engaged with the performance of classroom tasks.

Similarly, the vast majority of pupils perceive themselves to be intrinsically motivated to undertake tasks. Additionally, the intrinsic motivation achieved and

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maintained, and pupils' persistence to complete the tasks and overcome the encountered problems are all indicators of cognitive engagement. Moreover, the data obtained reveal that the majority of pupils acknowledge the effectiveness and joyfulness of doing the tasks, which indicates that they are emotionally engaged to learn English language and carry out the tasks.

3.3 Classroom Observation

3.3.1 Classroom Observation Procedures

The classroom observation was conducted on March,7th , 14th , 15th , and 12th April, 2022 at Abi Dher El Ghifari Middle School in Ouled Djellal, Biskra. We attended four sessions with third year middle school pupils. Two of which, the teacher used listening activities whereas the two other sessions were grammar sessions. The duration of each session was one hour.

Additionally, the classroom observation sheet contains structured statements about the necessary points to observe in addition to a part devoted for further comments.

3.3.2 Description of Classroom Observation Checklist

The classroom observation sheet contains three sections: General classroom atmosphere, teacher's role, and pupils' engagement. The first section contains a general description of classroom mood. That concerns the physical seating arrangement and the smoothness of the atmosphere. The second section is devoted to explore the teacher's role during the sessions and the processes adopted by the teacher to enhance pupils' engagement.

The third section includes the various behaviors and emotions pupils showed during the session to determine the level.

The observation checklist contains items on which the observer ticks on whether they are observed, fairly observed, or not observed at all. Moreover, the observer could add comments in the appropriate column of their engagement.

3.3.3 Analysis of Classroom Observation

3.3.3.1 Section One: General Classroom Atmosphere

Statement one and three: The physical setting is suitable for pupils to undertake the lesson.

This statement aims to provide a full picture of the seating positions and table arrangements within the classroom. The teacher allowed her pupils to communicate during tasks, and the furniture arrangement was formal. Moreover, pupils had the opportunity to learn through a variety of materials used by the teacher as pictures; during grammar activities pupils only use the white board and their copy books to answer the activity questions.

The tables and chairs were arranged in a way that allowed the teacher and pupils to move easily in the classroom. It was also observed that the teacher moved around the classroom to enhance the interaction with her pupils. During grammar activities, which did not require interaction, the teacher remained at her desk.

Statement two: The teacher provides a comfortable atmosphere for pupils to participate throughout the lesson.

It was observed that the teacher was friendly. She created a comfortable atmosphere for pupils and made them feel at ease. Furthermore, she encouraged her pupils to participate during the lesson and work together. During classroom activities, the teacher was listening to her pupils carefully and made them feel comfortable to answer. The teacher created a sense of belonging amongst pupils by maintaining a collaborative environment. All these characteristics could successfully enable the majority of pupils to share ideas and participate naturally throughout the task.

3.3.3.2 Section Two: Teacher's Role in Class

Statement one: The teacher encourages the pupils to use English during the lesson.

It was observed that the teacher insisted on the use of English when answering the activity. However, pupils used either English or Arabic when they were speaking. The teacher used sometimes Arabic to explain some words to pupils. Moreover, we observed that during grammar activities, the teacher was focusing on enabling her pupils to master language structure rather than communicating in English. Hence, she accepted her pupils' answers as long as they used grammar rules and their answers were correct.

Statement two: The teacher gives equal opportunities for pupils to participate.

It was observed that the teacher appreciated participation in all sessions. Moreover, a great number of pupils were involved during the task; all pupils were given the chance to share, collaborate, and answer the task. In addition, the teacher managed to encourage other pupils who exhibited shyness to participate. Besides, the teacher involved her pupils in discussions about a particular topic and regarded all her pupils' insightful comments.

Statement three: The teacher corrects pupils' mistakes.

During grammar activities, the teacher used to corrects her pupils' mistakes. In addition, it was noticed that the teacher used body language to facilitate the process and reduce the time that created a significant problem in hindering the teacher from giving and transmitting all her knowledge to the fullest. Also, she used to praise pupils and encourage them to make more effort.

Statement four: The teacher gives comprehensible input to the pupils.

Regarding the input pupils received from their teacher, it was comprehensible and well assimilated. Although the teacher never used Arabic during the lesson, pupils could understand what was required of them. However, some pupils faced difficulties with English vocabulary. In this case, it was observed that the teacher explained for them using synonyms or giving them the meaning in Arabic.

Statement five: Pupils are made aware of the learning objectives.

In fact, the teacher did not announce the learning objectives. However, pupils could extract the learning objectives by understanding what was required from them. For example, the teacher asked pupils to read a conversation from the course book and to use the past continuous tense.

Statement six: The teacher manages the class well and maintains good discipline.

The teacher established a climate of trust by being fair, caring, and respectful. She encouraged pupils to help one another and to work nicely together. Inappropriate behavior was little observed. It was dealt with by either a look or a redirection which resulted in pupils getting back on doing their task.

Statement seven: The class is teacher-centered.

Concerning teacher/learner centeredness, it was noticed that this method depended based on the provided activity. Sometimes, it was learner-centered when pupils discussed with each other in listening session trying to answer the activity .

Yet, the other sessions were teacher centered, especially in grammar sessions where pupils focused on the teacher's explanation and instructions to answer the provided activities in their copybooks.

Statement eight: The teacher varies instructional strategies, types of tasks and activities.

English as any other subject is restricted to particular topics and limited to the academic curriculum. It was observed that in grammar sessions, pupils simply completed the activity by referring back to the grammar rule already stated. On the other hand, in listening sessions, pupils listened to a text presented by the teacher about Dr. Bourouis, and Dr. Haba which attracted their attention and maintained their enthusiasm to understand more as these texts and activities are related to pupils real-life.

3.3.3.3 Section Three: Pupils' Engagement

Statement one: Pupils show willingness to participate during the lesson.

At the beginning, we have observed that many pupils showed willingness to participate. This was perceived through volunteering answers and discussions during the lesson. On the other hand, during classroom activities, many pupils seemed reluctant to participate and answer the activity. Only excellent pupils were answering and this could be due to pupils' shyness or fear. Nevertheless, the teacher did her best to create a motivating environment which allowed all pupils to participate.

Statement two: Pupils ask questions for clarification.

We have observed that pupils asked questions to seek clarification mainly about English vocabulary. This could be due to the pupils' lack of vocabulary which may constitute an obstacle in understanding the activity instructions.

Statement three: Pupils use L1.

It has been observed that the teacher praised pupils who answered in English in order to encourage them to use it. However, the use of Arabic was limited to their conversations with the teacher and inquiry about the meaning of some vocabularies. Nevertheless, during classroom grammar activities, most pupils tried to answer in English.

Statement four: Pupils pay attention to teacher instructions.

Maintaining pupils' attention is somehow difficult. However, we have noted that pupils were paying attention to their teacher while this latter was explaining the lesson. Also, during tasks, pupils were attentive to the teacher' instructions. Accordingly, pupils' attention was observed through discussions, making comments on presented pictures or on the activity. In fact, pupils' attention may wander at any moment, especially when English vocabulary is too complicated for them. Most pupils maintained attention when preforming the tasks.

Statement five and six: Pupils seems bored during the session.

It was not observed that pupils seemed bored during any of the sessions. Pupils were motivated , attentive, and showed interest in learning English. They demonstrated curiosity to learn more vocabularies.

During classroom activities, pupils were interested to read and explore the task content. They displayed interest in the task topic through their willingness to complete the task.

Statement seven: Pupils show readiness to work within groups.

It was not observed at all that group work was used and the teacher did not ask her pupils to form groups. We noticed that individual work was strongly emphasized, pair work was fairly observed, but group work was not observed.

Statement eight: Pupils are intrinsically motivated to learn English.

We have noted that pupils were motivated to learn English, especially English vocabulary. They asked their teacher about the meaning of some words as well as their pronunciation. Pupils also showed their interest through participation, paying attention to their teacher's instructions, persistence to complete their activities. All these traits are typical to interested pupils.

3.3.4   Discussion of the Findings

Through the analysis of the classroom observation, we have obtained valuable data that revealed various crucial classroom factors that affect pupils' engagement.

To begin with, the teacher managed well the class and maintained good discipline throughout sessions. Moreover, the teacher presented the lesson clearly by using some pictures in order to motivate pupils, trigger their thinking, and grab their attention. Therefore, she enabled them to be attentive and cognitively engaged.

In addition, due to the variety of classroom tasks, it was noted that the teacher's use of topics related to the pupils' real-life, attracted the pupils' interest and enhanced their

motivation. Moreover, in class discussions, pupils did not feel discouraged and bored, but rather expressed their thoughts and previous information about the provided texts in the listening sessions.

Furthermore, pupils' active learning was not observed in their use of dictionaries to explain some new words, or their ability to detect their own mistakes and correct them, without the need for teacher's help. They were considered as active learners in the sense that they were able to determine their own learning objectives by comprehending the task instructions.

Additionally, the observation of the teacher's role during classroom activities revealed that she stressed on the use of English, especially while reporting answers. However, the majority of pupils interacted with one another in the mother tongue whereas they used English only while reporting their answers. Nevertheless, the teacher did her best to help her pupils to use English instead of their mother language. Besides, although some pupils could not understand some English terms, the teacher either used body language or translated to Arabic.

The organization of group work is crucial in maintaining interaction. However, it was noticed that pupils prefer to work individually or sometimes in pairs rather than groups. The teacher did not ask her pupils to work in groups may be because of the shortage of time.

To conclude, having analyzed the classroom observation findings, it can be inferred that the majority of the observed pupils were interested in learning English language. They were also motivated to successfully carry out and complete their tasks. Additionally, through the classroom tasks, pupils can be considered to be active and attentive learners.

Unlike grammar sessions, pupils were focusing on their teacher's explanation and answering the provided activities in their copybooks.

Therefore, it can be deduced that the findings were as it was anticipated in the research hypothesis, that pupils' positive attitude towards the English language improves their engagement to learn English as a foreign language.

Conclusion

The present chapter discusses the fieldwork of this research study. Ultimately, two collection tools were employed pupils' questionnaire, and classroom observation checklist. The pupils' questionnaire was designed with a translated version into Arabic and administered to 30 third year pupils of Abi Dher El Ghifari middle school in order to obtain insights of their attitudes and opinions about the English language . Eventually, a classroom observation checklist was carried out for the sake of   determining pupils' engagement during their learning English.

General Conclusion

This research study represents an attempt to investigate the impact of third year middle school pupils' attitudes toward the English language on their engagement to learn English as a foreign language. The present research investigation consists of 3 chapters. The first 2 chapters are concerned with the theoretical part, whereas the last chapter is devoted to the practical part of the study.

The first chapter deals with learners' attitudes. Through this chapter, we attempted to spot light on pupils' attitudes towards learning English as a foreign language. Moreover, we highlighted the different definitions of attitude, the various types. Also, it addresses the language attitude, and its aspects. We discussed some factors affecting learners' attitudes, in order to provide an insight to the importance of attitude.

Furthermore, the second chapter is designed to gain deep thought on learner engagement. This chapter reveals the main features of engaged and disengaged learners. It regarded to help teachers to identify whether or not their learners are engaged during classroom instruction, and provides them with the main strategies that can help foster their learners' engagement.

The third chapter is devoted to the fieldwork which we attempted to analyze, discuss, and draw conclusion about the obtained data from the following collection tools: pupils' questionnaire, and classroom observation checklist. A descriptive research study was conducted accordingly in order to validate the raised hypothesis.

First, pupils' questionnaire was administered to 30 third year pupils at Abi Dher El Ghifari middle school, who represent the sample of this study. This sample was randomly selected out of 200 pupils who compose the whole population. Pupils' questionnaire is designed to capture their attitude and their behaviors during the English classes.

Second, classroom observation was held in Abi Dher El Ghifari middle school of Ouled Djellal, with third year class. It was carried out in 4 sessions. Two sessions were grammar sessions, while the other two sessions were listening sessions, we observed pupils' engagement. Through the analysis and the discussion of the obtained data, the findings confirmed the validity of the study's main hypothesis, which assumes that if third year middle school pupils have positive attitude towards the English language, their engagement to learn English will be improved.

General Recommendations

Regarding the analysis and discussion of the research findings, some recommendations can be drawn:

Recommendations for EFL teachers

• Teachers should be aware of the factors that may affect their pupils' engagement.

• Teachers should provide their pupils with activities that are related to their real-life situations.

• Teachers should emphasize the group work during the performance of activities and raise their pupils' awareness of the importance of interaction in English language.

•Teachers should emphasize on the importance of using English inside the classroom.

 Recommendations for EFL pupils

• Pupils have to recognize the importance of being engaged and its benefits on their learning outcomes.

• Pupils should practice the language in different situations of their real- life.

Recommendations for administration

• The administration should provide the required teaching materials that pupils prefer in order to facilitate the teaching- learning process.

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Appendices

Appendix 01

Pupils' Questionnaire
استبيان التلاميذ

The current questionnaire is a data collection tool designed to gather information about our Master research study entitled " The Impact of students' Attitude on their Engagement to learn English as a foreign language". This study seeks to reveal the impact of pupils' attitude towards English as a foreign language on their engagement . Therefore, we would appreciate your collaboration to the validity of this research at hand by giving your personal opinion. There are no right or wrong answers. **Please tick (√) the appropriate box and provide full statements where necessary**	الاستبيان الحالي عبارة عن أداة تم تصميمها لجمع معلومات حول بحث ا لماستر بعنوان " تأثير موقف الطلاب على مشاركتهم في تعلم اللغة الإنجليزية كلغة أجنبية" .تسعى هذه الدراسة الى الكشف عن تأثير موقف الطلاب اتجاه اللغة الإنجليزية كلغة اجنبية عن مشاركتهم لذلك فإننا نقدر تعاونكم لصحة هذا البحث من خلال ابداء رأيكم الشخصي **ملاحظة** : لا توجد إجابة صحيحة أو خاطئة . **يرجى وضع علامة (√) في الخانة المناسبة و تقديم معلومات كاملة عند الضرورة .**

Prepared by :   **Supervised by :**

Mezroua Rania.   **Mrs. Bencharef Sakina**

2021-2022

Section One : General Information

Q1. Please, specify your gender

Male ☐

Female ☐

Q2. How do you consider your level in English ?

- Excellent ☐
- Good ☐
- Average ☐
- Poor ☐

Section Two: Pupils' Attitude towards English Language

Q1. Do you like English language ?

Yes ☐

No ☐

Q2. Do you find English language

- Interesting and important ☐
- Useless ☐

Please , Explain why :

…………………………………………………..

…………………………………………………..

…………………………………………………………

Q3. Do you find any difficulties in :

Spelling ☐

Grammar ☐

Lack of vocabulary ☐

Pronunciation ☐

الجزء الأول : معلومات عامة

س1. يرجى تحديد الجنس

ذكر ☐

أنثى ☐

س2. كيف تقيم مستواك في اللغة الإنجليزية ؟

- ممتاز ☐
- جيد ☐
- متوسط ☐
- ضعيف ☐

الجزء الثاني : موقف التلاميذ اتجاه اللغة الإنجليزية

س1. هل تحب اللغة الإنجليزية ؟

نعم ☐

لا ☐

س2. هل تجد اللغة الإنجليزية

- ممتعة ومهمة ☐
- عديمة الفائدة ☐

اشرح لماذا , من فضلك :

....

....

....

س3. هل تواجه صعوبات في اللغة الإنجليزية ؟

الاملاء (صعوبة كتابة الكلمات بطريقة صحيحة) ☐

القواعد (صعوبة في فهم و تطبيق قواعد اللغة الإنجليزية) ☐

نقص المفردات (ليس لديك مفردات كافية) ☐

النطق (لا تستطيع نطق الكلمات بطريقة صحيحة) ☐

Q4. Would you prefer your teacher use Arabic while explaining the lesson ?

Yes ☐

No ☐

Q5. Do you prefer working

- Individually ☐
- In pairs ☐
- In Groups ☐

Please ,Explainwhy :

………………………………………………

………………………………………………..

………………………………………………

………………………………………………

Q6. Do you think that your attitude towards English language can affect your engagement to learn it ?

Yes ☐

No ☐

Please, Explain why :

………………………………………………

……………………………………………….

………………………………………………

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………………………………………………..

س4. هل تفضل أن يستعمل معلمك اللغة العربية اثناء شرح الدرس ؟

نعم ☐

لا ☐

س5. هل تفضل العمل :

- انفرادي ☐
- ثنائي ☐
- في مجموعات ☐

علل اجابتك , من فضلك :

....

....

....

....

س6. هل تعتقد أن موقفك من اللغة الإنجليزية يمكن أن يؤثر على تفاعلك في تعلمها ؟

نعم ☐

لا ☐

علل اجابتك , من فضلك :

....

....

....

....

....

Section Three : Pupils 'Attitude towards the Learning environment

Q1. To what extent are you satisfied with your classroom environment?

- Very satisfied ☐
- Somehow satisfied ☐
- Not satisfied at all ☐

Q2. Does your teacher create a supportive and warm climate for learning?

Yes ☐

No ☐

Q3. Do you think that your relation with your classmates affects your engagement in class ?

Yes ☐

No ☐

If YES , how would you evaluate this relation ?

- Good ☐
- Not so good ☐
- Bad ☐

Q4. Which of the following teaching materials would you prefer most ?

- Course books ☐
- Pictures ☐
- Audio recordings ☐
- Videos ☐
- All of them ☐

Q5. Are you satisfied with the way English is being taught?

Yes ☐   No ☐

الجزء الثالث: موقف التلاميذ اتجاه بيئة التعلم

س.1 الى أي مدى أنت راض عن بيئة حجرة الدراسة الخاصة بك؟

- راض جدا ☐
- نوعا ما راض ☐
- غير راض على الاطلاق ☐

س.2 هل معلمك يخلق جو هادئ و مشجع للدراسة ؟

نعم ☐

لا ☐

س.3 هل تعتقد أن علاقتك مع زملائك في الفصل يؤثر على تفاعلك في الفصل؟

نعم ☐

لا ☐

إذا كانت الإجابة بنعم ،كيف تقيم هذه العلاقة ؟

- جيدة ☐
- ليست جيدة ☐
- سيئة ☐

س.4 أي من وسائل التدريس التالية تفضل أكثر ؟

- الكتب المدرسية ☐
- الصور ☐
- التسجيلات الصوتية ☐
- الفيديوهات ☐
- جميع ما ذكر ☐

س.5 هل انت راضي على طريقة تدريس اللغة الإنجليزية ؟

نعم ☐   لا ☐

Section Four: Pupils Engagement to learn English **Please tick the appropriate box**	الرجاء وضع علامة في الخانة المناسبة		
Types of Engagement	**Statements**	**Always** **دائما**	**Sometimes** **أحيانا**	**Never** **أبدا**

Types of Engagement	**Statements**	**Always** **دائما**	**Sometimes** **أحيانا**	**Never** **أبدا**
Part One : **Behavioral** **Engagement**	I participate during the lesson . أشارك في القسم .			
	I do my homeworks . أنجز واجباتي المنزلية .			
	I pay attention to my teacher' explanation and instructions. أنتبه الى شرح الأستاذ و تعليماته.			
	I ask questions when I do not understand something. أطرح أسئلة عندما لا افهم شيئا .			
Part Two : **Cognitive** **Engagement**	I am intrinsically motivated to learn English and complete my tasks . أحفز نفسي لتعلم اللغة الإنجليزية و إكمال المهام .			
	When I face a problem , I keep trying until I find a solution. عندما اواجه مشكلة , أواصل المحاولة حتى اجد حلا.			
Part Three : **Emotional** **Engagement**	I enjoy doing my tasks and activities. أستمتع بالقيام بالتمارين و الأنشطة .			
	I feel bored during the session. أشعر بالملل في الحصة .			
	I find what I am learning in English interesting and important. أجد ما أتعلمه في اللغة الإنجليزية مهما و ممتعا .			

Classroom Observation Checklist

Teacher : ……………………………

Observer :……………………………..

Class :…………………………………..

Number of pupils :…………………………

Date : …………………………………………..

Time : …………………………………………

Rating scales : A- Well Observed   B – Fairly Observed   C- Never Observed

Classroom Elements

Section One : General Classroom Atmosphere	A	B	C
1 – The physical setting is suitable for pupils to undertake the lesson .			
2- The teacher provides a comfortable atmosphere for pupils to participate throughout the lesson .			
3 – The seating arrangement enhances effective interaction .			

Comments : ……………………………………………………………………

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Section Two : Teacher'sRole			
1- The teacher encourages the pupils to use English during the lesson .			

2- The teacher gives equal opportunities for pupils to participate.			
3- The teacher corrects pupils' mistakes .			
4- The teacher gives comprehensible input to the pupils .			
5- Pupils are made aware of learning objectives .			
6- The teacher manages the class well and maintains good discipline .			
7- The teacher uses mother language to explain instructions for pupils .			
8- The class is teacher centered .			
9- The class is learner centered .			
10- The teacher varies instructional strategies , types of tasks and activities .			

Comments : ……………………………………………………………………………………..

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Section Three : Pupils ' Engagement

Behavioral Engagement

1- Pupils show willingness to participate during the lesson .			
2- Pupils ask clarification questions .			
3- Pupils use their mother language .			
4- Pupils pay attention to teacher instructions ..			

Emotional Engagement			
5- Pupils seems bored during the session			
6- Pupils are interested in learning English .			
7- Pupils enjoying doing tasks and activities in the classroom .			
Cognitive Engagement			
8- Pupils show readiness to work within groups .			
9- Pupils are intrinsically motivated to learn English .			

Comments: ……………………………………………………………………….

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الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي و البحث العلمي

<table>
<tr>
<td>Université Mohamed Khider
—Biskra —
Faculté des lettres et Langues
Département des langues étrangères
Filière d'anglais</td>
<td></td>
<td>جـامعة محمد خيضر – بسكرة –
كلية الآداب و اللغـات
قسم اللغة و الأدب الانجليزي
رقم : ..(...)./ ش.إ/ 2022</td>
</tr>
</table>

الي السيد: مدير متوسطة: أبي ذر الغفاري- أولاد جلال-

الموضوع : طلب تصريح لإجراء تربـص

يشرفني أن ألتمس من سيادتكم تمكين الطالب (ة): مزروع رانيا   صاحبة رقم التسجيل:

17/35039182 من إجراء تربص مع الطلبة و الأساتذة في مؤسستكم.

أحيطكم علما سيدي أن هذه الطالبة تدرس لغة إنجليزية في السنة الثانية ماستر بجامعة

محمد خيذر ببسكرة وهي بحاجة إلى هذا التربص من أجل بحثها.

وفي إنتضار قبول هذا الطلب ، تقبلو منا سيدي فائق الاحترام وخالص الشكر و الإمتنان.

بسكرة في : 2022/01/10

نائب العميد المكلف بما بعد التدرج والبحث العلمي
والعلاقات الخارجية
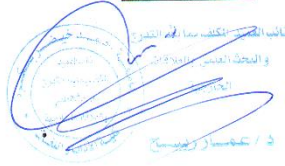
الملخص

يعتبر الانخراط في عملية التعلم عاملا حاسما يؤثر على التحصيل الدراسي. ومع ذلك، فإن العديد من تلاميذ الطور المتوسط غيرمنخرطين في تعلم اللغة الإنجليزية لعدم إدراكهم لأهميتها كلغة اجنبية. وقد أدى ذلك إلى انخفاض تحصيل التلاميذ ودرجاتهم المتوسطة. وفقًا لذلك، تهدف هذه الدراسة إلى التحقق من تأثير موقف التلاميذ على انخراطهم في تعلم اللغة الإنجليزية كلغة أجنبية. تقترح الفرضية الرئيسية أنه إذا كان لدى التلاميذ موقف إيجابي تجاه اللغة الإنجليزية، فسيتم تحسين مشاركتهم في تعلمها. للتحقق من صحة فرضية البحث، تم استخدام المنهج الوصفي. علاوة على ذلك، طبقت الدراسة الحالية أداتين لجمع البيانات، وهما استبيان التلاميذ والملاحظة الصفية التي أجريت مع قسم واحد من تلاميذ السنة الثالثة متوسط (العدد=30) في متوسطة أبي ذر الغفاري في أولاد جلال. بعد تحليل النتائج وتفسيرها، كشفت النتائج أن تلاميذ السنة الثالثة متوسط لديهم موقف إيجابي تجاه اللغة الإنجليزية مما أدى إلى تحسين معدلات مشاركتهم، وتحصيلهم الدراسي. بالإضافة الى ذلك، فقد أظهرت النتائج أن تلاميذ السنة الثالثة متوسط مهتمون ومتحمسون لتعلم اللغة الإنجليزية، وأنهم على إدراك تام لأهمية تعلم اللغة الإنجليزية كلغة أجنبية.

لذلك، يمكننا أن نستنتج أنه تم التأكد من صحة الفرضية المقترحة بناء على النتائج التي تم الحصول عليها.

الكلمات المفتاحية: الموقف, الانخراط, اللغة الإنجليزية, تلاميذ الطور المتوسط