People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Mohamed Kheider of Biskra
Faculty of Letters and Languages

Department of Foreign Languages
Field of English

The Effects of Learning English as Foreign Language on Learners' Behavior

The case of third year students at Salah Eddin El Ayoubi high school in Batna

A Dissertation Submitted to the Department of Foreign Languages

in Partial Fulfillment of the Requirements for the Master's Degree

in Sciences of the Language

Prepared by: Boukerkour Asma   **Supervised by: Mr. Bechar Mâamar**

Board of Examiners

Mr. Segueni Lamri   University of Biskra

Mr. El-Hamel Lamdjed   University of Biskra

2016

The Effects of Learning English as a Foreign Language on Learners'Behavior

The Case of Third Year Students at Salah Eddin El Ayoubi High School

Boukerkour Asma

University of Biskra

2016

Dedication

I dedicate this simple work to:

MY DEAR PARENTS, MY LOVELY MOTHER AND FATHER THE SOURCE OF

AFFECTION AND WHO HAVE BEEN DOING THEIR BEST TO REACH MY GOAL AND

ACHIEVE THIS STUDY WORK AT DUE TIME

TO MY BROTHER: YOUBA

TO MY SISTER: MARIA

TO MY AUNT: DJAMILA

TO ALL MY FAMILY: AMINA, SOUMIA, NOOR, IMEN AND SPECIALLY TO MY

GRANDFATHER HE PASSED AWAY DECEMBER 2015, I MISS HIM SO MUCH

TO MY BELOVED FRIENDS: MERIEM, HIBA, IMEN, IKRAM, JIJI, WAFA, WASSL,

CHOUAIB

FAMILY AND ALL MY FIRNDS DURING THE YEARS OF STUDY

Acknowledgements

First and foremost, we thank ALLAH for everything.

Then, I would like to express my deepest gratitude to my supervisor **Dr. Bechar Mâamar** for his unaccountable guidance, support, advices and patience.

Our deepest gratitude goes also to the members of the jury **Dr. Segueni Lamri** and **Dr. El-Hamel Lamjed** who have kindly accepted to examine and evaluate this piece of research.

A warm salutation goes to our dearest teachers in the field of English at Biskra University for all the efforts they have been doing for us as students.

I am especially thankful for **Dr. Deffa Bellkacem** for the efforts he made and the help he provided me

Special thanks go to all of our colleagues for the nice times that we spent together helping each other.

Finally, I also express my gratitude to my cousin who helped me in some computing issues.

Abstract

The present study investigated the effects of learning English as a foreign language on third year Salaheddine El-Ayoubi High school in Batna (Algeria). Foreign language learning has gained title attention. This study aimed at bringing into attention the influence of learning English as a foreign language on learners' psychological and sociological behavior. The psychological behavior deals with two types of effects of learning English which are advantages and disadvantages, and the effective factors of learning language. The circumstances of learning English are age, motivation, types of personality and thinking in English. On the other hand, students social behavior deals with three kinds of them which are the tools needed while learning a foreign language; in addition it is important which are occupation, travel, music and making contact with foreign friends. After that, the basis of learning English in school in order to understand the most important effects. The last chapter is the field work that is about the description and analyses of students' questionnaire. The findings revealed that learning English as a foreign language has an impact all features of the person, physical, mental, emotional, and social of an individual. This effective ability can be attributed to specific practices that language learning brings, lending credence to the Rita Mae Brown proverb: "language is the road map of a culture. It tells you where its people come from and where they are going". It means that when learning a new language, you will discover the entire world.

Key-words: Learning English; psychological factors; social factors; Salaheddine El-Ayoubi High school in Batna.

List of Figures

List of Tables

List of Pie Chart

Table of Contents

Chapter One

Learning a Foreign Language

Chapter Two

The Effects of Learning English on Algerian Learners

Chapter three

Field Work

General Introduction

General Introduction

Introduction

We live in multilingual world and it is very important to know more than one language, many people have studied one or more languages besides their mother tongue. There are many reasons for this: another language can help you to improve yourself, you gain awareness of other cultures, and also it helps to increase our knowledge and understanding of our own language. Being fluent in a foreign language offers numerous opportunities and practical, intellectual and many other advantages.

It is also exciting and beneficial at all ages. Learning a new language cover a variety of learning skills, that is why people who learn a second language or foreign language show a greater cognitive development in their mental, imagination, creativity and higher order thinking skills like problem-solving, conceptualization and reasoning.

Studies have also proven that people who speak a lot of languages have abilities to show differences in their personalities depending on the environment, like age and gender for example: more job advertisements are specifying that the need a lot of languages second, third, and even fourth languages, for learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, also improve the speaking skill which is the most essential for the success of foreign language communication.

David Crystal (2003) "language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language". (p.9). It means that learning a language such as English as a foreign language is a key for awareness and human cognitive

development. Learning a new language especially English helps Algerian learners to develop their future life styles includes occupation, travel, and getting foreign friends.

1. Statement of the problem

Learning a new language is something we are born to do. Learning a new language is a step in which human deal with new concepts. Learning a new language goes with acquiring a new vocabulary and grammar which deals with new way of thinking and living. When the person's thought changes, his behavior also will be change and modified .learning a new language such as French, Spanish, English….Etc is a powerful process that the human or the person who cannot understand the meaning of the utterances, thoughts, and learning process he will be able and capable to make a sense and replicate their words, and utterances in which they will create the opportunities to communicate and exchange thoughts and knowledge with foreigners. It gives the person the capacities to move from inside of mind and brain to the context of the community this research project tends to find an answer to how does learning English as a foreign language affects the learners behaviors (psychological and sociological) the case of third year students at Salah Eddin El ayoubi High school in Batna is the subject matter in this paper. So, as the proverbs states "One who speaks only one language is one person, but one who speak two languages is two people" "those who know many languages live as many lives as the languages they know" "if you want people to understand you, speak their language" and this is what is tried to be investigated on this dissertation.

2. Research Questions

In order to investigate on the study that shows the effects of learning English as a foreign language on Algerian learner's behavior. And this dissertation will basically depend on the following questions.

   1. What are the different uses of learning English language on learner's social life?

2. Does learning English language make the learner or the person changes his psychological behavior?

Through conducting this research many other sub-questions had appeared to seek for their answers and solutions but these two are the most important questions that this work is trying to provide answers to.

3. The hypothesis:

In order to make a research to find answers to the previous main questions and their derived sub-questions, the following hypothesis was formulated:

➢ Learning English as a foreign language affects positively third year students of Salah Eddin El Ayoubi High school in Batna to develop their abilities in different sides of their lives.

4. Aim of study

This study entitled "The Effects of Learning English as a Foreign Language on Algerian Learner's Behavior". The case study: third year students of Salah Eddin El Ayoubi High school in Batna aims to:

➢ To evaluate the effectiveness of learning English as foreign language on third year students in the Algerian high schools level taking sample of Salah Eddin El Ayoubi high school in Batna. So learning English as a foreign language is an essential process that makes a learner aware to use it in order to communicate and exchange feelings and ideas with other people in different areas of the world.

5. Research Methodology:

This study dictates us to work with descriptive method to gain the needed information by using a questionnaire tool.

6. The population and Sample:

We choose to work on Algerian third year students of Salah Eddin El Ayoubi high school in Batna.

Since it is not easy to work with all that large number of students we decide to choose group randomly with the variety of age and gender. Also this work is in foreign language English.

More over our sample includes also some teachers particularly those who teach the foreign language module, the reason behind choosing those teachers is due to the fact that they are supposed to know more about their students' abilities, they give much importance to language. Those teachers are well aware about the importance of the foreign language in the society.

7. Data collection tools:

In order to investigate in this study we suggest to give a questionnaire to both students and teachers we have chosen.

7.1. Student Questionnaire

We use this plan to get more information and point of views relating to the subject under investigation.

➢ It is consider as one of the most useful methodology on the descriptive study.
➢ The questionnaire guides us to see how the students react with our preposition.
➢ Also it will show us if the students give an importance to the foreign language.

7.2. Teacher Questionnaire

Another questionnaire would be given to some teachers especially those who teach foreign language to give as the behavior of learners.

8. The structure of the study:

This study is separated into three chapters. The two chapters constitute or represent the theoretical part. The first one tends to present dissimilar overviews about definitions of the most important concepts in the subject matter (Language, foreign language, and learning process…), and the second one is divided into two sections. The first section is about psychological behavior, while the other one is about social behavior, and the third chapter is the practical one. It is devoted for the analysis of the collected data gained from the questionnaires.

Chapter One

Learning a Foreign Language

Learning a Foreign Language

Introduction:

Human beings can communicate with each other by using language. Languages are made on four systems, which are the phonological, morphological, syntactic, and semantic system. It seems to be the important part of human beings and which distinguishes them from any other species. So, a language is used for many purposes regardless of the nature of language either native or a foreign one. Language transfer (also known as interference, linguistic interference, and cross meaning) refers to writers applying knowledge from their native language to a foreign language. There has been much arguing upon the importance of the foreign language interference. Scholars still debate and argue if this interference is useful for both teachers and learners or not. According to some researchers, the transfer can be positive when knowing one language can aid in developing skills for a foreign language. Alternatively, others said that the transfer can be negative when understanding one language complicates the understanding and applying of another language.

The first chapter of this research paper tends to give general definitions related to language, a foreign language and the process of learning includes which include the description of the foreign learners and their differences among the learning process.

General Definitions:

Language

What Is Language?

Human beings can communicate with each other. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings only our imagination sets limits. We can laugh to express amusement, happiness, or disrespect, we can smile

to express amusement, pleasure, approval, or bitter feelings, we can shriek to express anger, excitement, or fear, we can clench our fists to express determination, anger or a threat, we can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is "language" which is according to Merriam Webster (2004), "…enables human beings, at least, who share a particular language, to communicate with each other by stating ideas, expressing feelings and exchanging information."(p.25a) which is the same idea that had been tackled above?

Linguistically speaking, numerous researchers and scientists tried to provide both learners and even educators with significant definitions of the word "language". One of the main definitions is that Bloch and Trager (1942) who stated that "A language is a system of arbitrary vocal symbols by means of which a social group cooperates" (p.30). It is clear from the above definition that language has both form and function. It has been pointed out that the form of language, its sounds. The sounds of a language have symbolic functions. This is the reason for the linguists to consider language as a system of vocal symbols. Language is used for the members of the social group to co-operate i.e., it is language that is used by the members to exchange information to request, to order, to love, to quarrel etc. Another relevant definition of language is that of the well-known researcher Noam Chomsky (2002) who expressed saying that he will consider language to be "a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements". (p.2). this statement means that a learner can construct easy or complex sentences and each sentence has a number of elements such as a subject, a verb…etc.

So, in general, all definitions of the term "language" are helpful for particularly the students who learn linguistics, a learner must take a consideration all the famous formulations that tend to create this word clearer to have a greater comprehension to each of its aspects. It remains that each of the languages even if they differ in some aspects, they have got the same functions as that of

conveying information or message or even to ask and transfer things, all depend on the scope and circumstances of using this particular language.
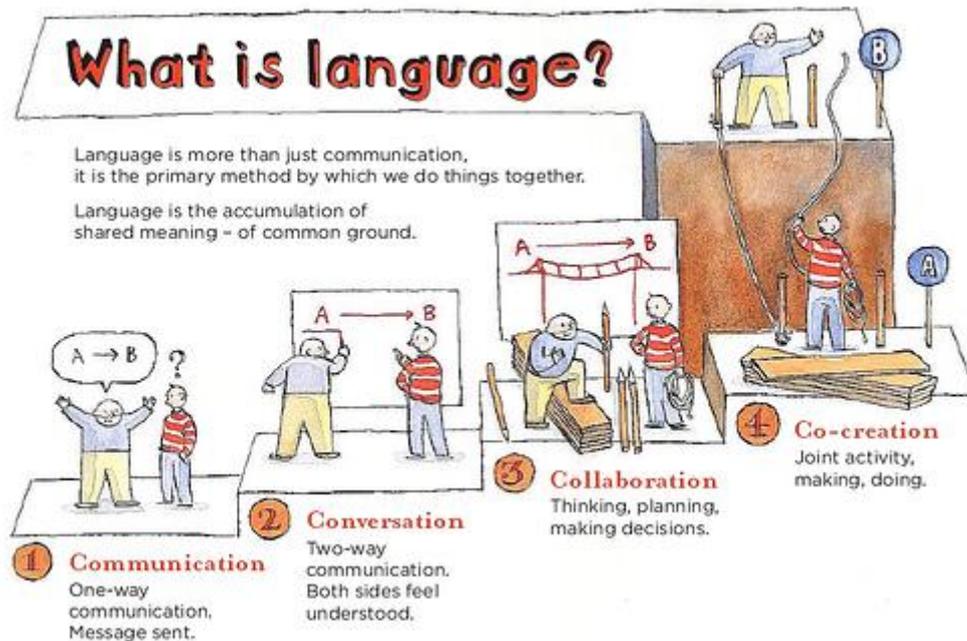
Figure 01: Language

What Are the Functions of Language?

Language can be defined by its structures. These structures include the elemental patterns of sounds, words, and parts of speech used by the speaker, which means that language is the tool for human cognitive development. As Bruce Crossen (1992) stated "Language is a complex cognitive function (p.5). Which means that language is large and broad study that the brain and the memory of the human, finds difficult to understand its processes its processes and the steps of processing a language that depends on writing and speaking words and sentences.

So language, as we know is a tool of communication between human has specific purposes whether they use it to express ideas and thoughts, emotions or to ask for something or permissions. Language is there to transmit it and each purpose is known as language function.

According to Howard Jackson, Peter Stockwell (2011), they stated that "language is the human faculty that enables us to exchange meaningful message with some of our fellow human beings by means of discourses and texts, which are structured according to the rules and conventions of the particular that we share with those fellow human beings" (p.04). it means that the contact between human beings and , the communication between hearer and speaker is responsible for the language and its structures which include words, sounds, phonemes, morphemes, sentences, but it is enforced to use the correct rules and grammar and forms of it.

In the case of this study, learners generally do not know how and when to using the foreign language outside the classroom, but the only solution or the key to this problem is to start the language function' learning first, that the language acquisition itself, which will make it easy for them to communicate and use this foreign language as they use their mother tongue.

➢ **There are three major functions of language:**

Language has many purposes and functions in our society also, language can refer to a lot of things.

Informative Language Function: the communication of information such as facts which affirms or denies propositions, the hypothesis as in science, also is used to describe the world and seeking the truth beyond the information.

Expressive Language Function: reports and expresses the feeling or attitudes of the writer or the speaker especially in poetry and literature.

Directive Language Function: language deals or used for the purpose of causing (or preventing) overt action.

FUNCTIONS OF LANGUAGE

- ❑ *Phatic function*
- ❑ *Directive function*
- ❑ *Informative function*
- ❑ *Interrogative function*
- ❑ *Expressive function*
- ❑ *Evocative function*
- ❑ *Performative function*

Figure 02: The functions of language

What Is a Foreign Language?

Language helps people to guide themselves in the world and their life; language is called a foreign if it taught or learned in the classroom and is not spoken outside in the society it's contrary to what we call as a first or a native language, it also differs from a second language.So, the most important definition of the expression "foreign language". According to Aleidine J. Moeller and Theresa Catalano (2015) "Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself" (p.327) it means that, an educated man or woman in this life is assessed upon the mastery of another language rather than his or her native language.

Our country is among of the countries that working hard on the project and encourages or reinforce its students in their different levels of education to learn and enhance their abilities and capabilities in foreign language especially English in this case. That is why he current research paper is looking forward to assessing the effects of learning the English language on young Algerian learners of High School.

Leaning:

What Is Learning Process?

Learning a change in person's capacities and abilities to behave in many ways, learning process can happen in both formally (inside the classroom) and informally (around the dinner table) (Connick, 1997), also learning process takes time and, place and, the essential things is patience.

Learning occurs spontaneously and continually changes the adult learners' behavior. Ideally, learning is created through the blending of individual curiosity, reflection, and adaptation (Stewart, 2003) .It means that is a broad study of many aspects of language; among them a foreign language which is much more a specific topic studied by many researchers. In other definitions, define "second language learning is not just the acquisition of a new set of words and sentences but also is the ability to understand and use language appropriately to communicate in authentic social and school environments". It is a good idea in that to learn any language focuses on learning its syntax, lexis and meaning as well as the capacity to engage in any conversation at any country with respect to its norms and regulations in order to make a good contact with people.
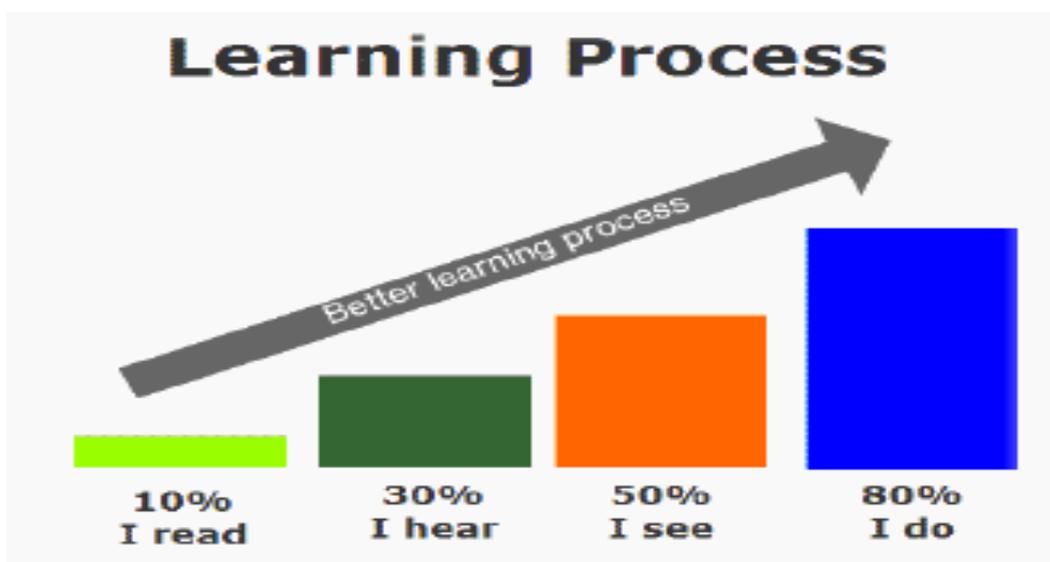
Figure 03: Learning process

 Description of the Learner

A learner is an active participant who is always looking for knowledge and information about the language he learns. In the case of this dissertation, Algerian learners learn English as a foreign language, so the learner is the important element because it includes differences in their abilities that lead to different ideas.

English Foreign Language Learner

English as a second language or foreign language is often used for non-native English speakers and learning English is in a country where English is not commonly spoken. The Algerian learners are considered as English as foreign language learners, these learners have to use their efforts and capacities to achieve their goal which is to know more about the foreign language which is English and also must have the curiosity to have more knowledge about the different aspects of English in general.

The English foreign language learners are usually asking for everything related to the English language, which needs to raise their success. Learners have to be active and self-confident because these factors help them to achieve their goal which is learning English as a foreign language.

 Learners' Differences

Learners have differences in their learning ways, and these refer to characteristics of the individual some of them are better in learning English than others. Also, they differ from the emotional side of human and the natural capacity of each one. So EFL learners differ in their characteristics and aptitudes.
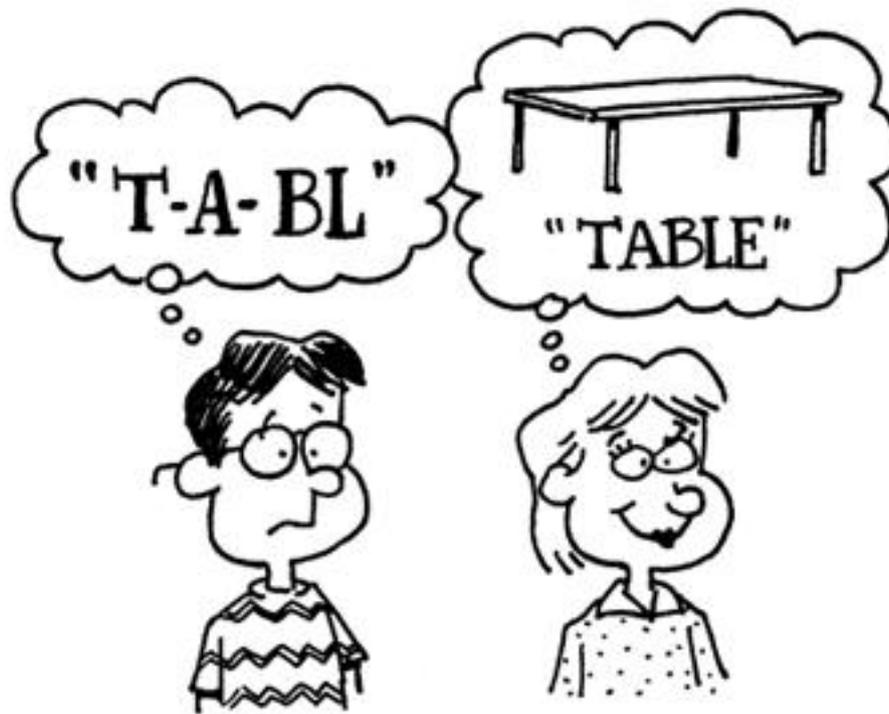
Figure 04: Learners' Differences

Aptitude

English foreign language learners are different in the way of getting the ideas or information and knowledge of their teachers. In fact that some of them are quick to understand and interpret what the teacher says to them while others cannot.

Harmer argues that "It was possible to predict a student's future progress on the basis of linguistic aptitude tests" (p.41). Through the aptitude, it is possible to observe who is the most intelligent one and the least one. In addition to Harmer also, "It has been suggested that students who score badly on aptitude tests will become demotivated and that this will then contribute to precisely the failure that the test predicted and teachers who know that particular students have achieved high scores will be tempted to treat those students differently from students whose score was low. Aptitude tests end up being self-fulfilling prophecies whereas it would be much better for both teacher and students to be optimistic about all of the people in the class". (p.41) in our opinion,

it is not crucial evidence for teachers to treat their students in a different way relying on such tests because in the end these students are still human beings who deserve to be treated well and similarly.

The Status of English in the Algerian Educational System

In this day and age, the obligation to learn languages is increasingly common, as the world as known a big but it seems like 'global village or small cottage' .Taking into consideration that the position and role of English in this ever –contraction global community is becoming increasingly remarkable. English is the first language of New Media (e.g. Satellite TV, newspapers, and Internet). It is spoken by billions of people and is the language of international contact in business, diplomacy, technology, arts, sports, travel.   For that reason, needless to say, the importance of teaching English is becoming a vital part of education all over the world.

In this specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, in our time plays the major role in the world.

In 2001, The Ministry of Education announced the educational reorganization and many changes have occurred relating to the situation of teaching English as a foreign language.

While the English language, is still considered to be the second foreign language in the Algerian educational system after French.

Above all things, the English language is introduced at the level of first-year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the high school. This as part of a whole procedure contains designing new syllabuses, curriculum and devising new textbooks and accompanying documents.

Actually, a new methodology of work was adopted which is the competency- based approach.

As mentioned above, English language is taught as a compulsory course starting from the first year middle school. Though, being a second foreign language in the educational system, and due to

historical and social reasons. The English language is most important learned for educational

reasons as to pass exams. It is typically used in the formal classroom environment and there are

little opportunities, other than in school, to use it for daily communicative purposes.

Finalities of Teaching English at the Secondary School

Contained by the introduction to the English program of the second year accepted and

agreed by the Ministry Education (2006), the document presents a concatenation of goals which,

hopefully, can be achieved within a three years period.

The following declaration makes it clear that the preceding narrow conception of language

learning that contains merely acquisition of linguistic items is extended to include methodological

and cultural objectives.

It is stated that "English is the language of globalization. It is assigned a primordial role in

science, technology, business, and commerce. Due to globalization, knowing English and being part

of the world became synonymous. Algeria is giving importance to foreign languages, particularly,

English, which is promoted through a special acquisition planning that begins from first-year

middle school, attempting to form competent users of English. However, when it comes to real

classroom practices of EFL teaching, the situation still has some complications that have to be

reconsidered in EFL acquisition planning in order to come to more effective results."(p.145).

the teaching of English language is also purposed:

➢ To give some help to learners support self-learning and critical thought.

➢ To promote learners' intellectual abilities to analyze evaluating, and synthesizing.

➢ To enable students to utilize English documents, in new situation at work

➢ To support learners to accept other culture and norms, to initiate the spirit of

it is worthy to mention that these goals put by the Ministry of Education offer opportunities for

teachers willing to make apply to intercultural study and to support tolerant attitudes among their

students.

In sum, the teaching of English at the Algerian secondary school is not only concerned with general aims of teaching but also universal, human and national values are promoted, students are expected to learn how to speak about their country and its cultural values in English, as well as to be open to English, universal, and human values which are essential elements of modernity and globalization.

Teaching English as a foreign language to third year high school students.

General aims of teaching English as foreign language to third year classes as defined by the national syllabus

Goals of teaching English as foreign language in third year are considered as piece of the general objectives, which have been drown up in accordance with the values set forth in the Educational Reform , and which subscribe to a capability Based Approach to teaching English as a foreign language.

Therefore, third year curriculum is aim to consolidate, and increase the learners' acquired capacities, as well as to ensure a continuation to the first year objectives.   This put communication as a primary goal of teaching English. Actually, teaching English to the third year students turns around three major objectives:

➢ **Linguistic Objectives**

-To give the learner with the basic linguistic material (grammar, vocabulary, pronunciation, and the four skills) that are necessary to keep further education.

➢ **Methodological Objectives**

-To consolidate and increase learning strategies aiming at autonomy, critical thinking skill, and self-estimate.

-To make easy for students to use various documents and feel interested and involved to subjects that are not treated in class.

➢ **Socio-cultural Objectives**

-To make sure interdisciplinary coherence as an attempt to merge the overall information and knowledge acquired by the learner.

-To inspire the learners curiosity and to support the students broad-mindedness to get access to cultural principles brought by English.
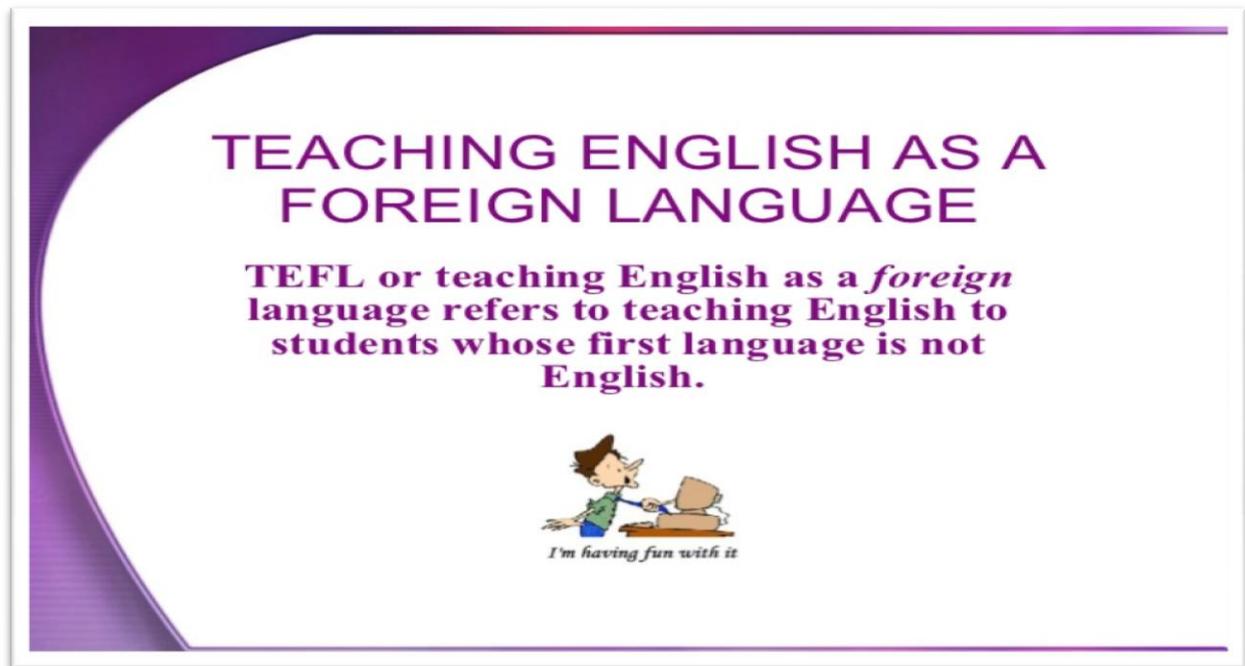
Figure 05: Teaching English as a foreign language

Conclusion:

Finally, this chapter provides the most important definitions about the main issue tackled in this dissertation. So, learning can be seen as a conscious effort to internalize language, and learning a foreign language, in general is learnt for the purpose of contacting people outside of the learners' own communities. James Paul declared that "traditionalists argue that learning to read requires overt instruction" (p.09). It means educators must pick up from reading many meanings and this must be useful and helpful the learner to increase his/ her knowledge.

All of these definitions lead us to talk about the influence of learning English as a foreign language on learners particularly Algerians in the next chapter.

Chapter two

The Effects of learning English on Algerian Learners

The Effects of learning English on Algerian Learners

Introduction

The preceding chapter discusses various definitions of the main concepts related to the basis of learning English and this chapter will present the most important effects of English as a foreign language on the Algerian learners' behavior. It is separated into two main sections. The first one is an introductory part that defines some effects of learning English on learner's psychological behavior; while, the second section of is linked to the effects of learning English on learner' social behavior.

Learner Behavior

Learner Psychological Behavior

Advantages and Disadvantages of learning English:

Learning anything, in broad, is an important process in our daily life, especially learning a new language. The case of third-year Algerian students of High school Salah Eddin El ayoubi, who are learning English as a foreign language has or got both advantages and disadvantages in turn to reach the final result of this process. The next step is an endeavor to present this issue in its general way.

Advantages of foreign language learning

Learning a new language is a useful process that gives the learner the ability to develop his usage of language on different sides. Algerian learners particularly those in High school believe that the English language is an advantage or a benefit for them as students even if teacher focus and center on the brilliant and intelligent learners who speak fluently a foreign language or a second language with them more than the learners who do not have proficiency in their speech. So, some of these learning benefits are stated below.

Brain Health

Algerian learners must pay attention and listen to foreign language podcasts. Pennington and Ozonoff (1996) reported that "Expressive language, including contributions to the planning and execution of motor patterns and contributions from working memory and/or the fashionable array of skills referred to by the term executive function".(p.241). A excellent language goes with a good health in particular the brain which is the basis and source of the spoken language because the brain plays the role and a part to correct the learners' speech and to provide it in a clean and appropriate appearance. Learning a foreign language has positively a great contribution to keeping and protects the brain from many diseases and develops their skills successfully.
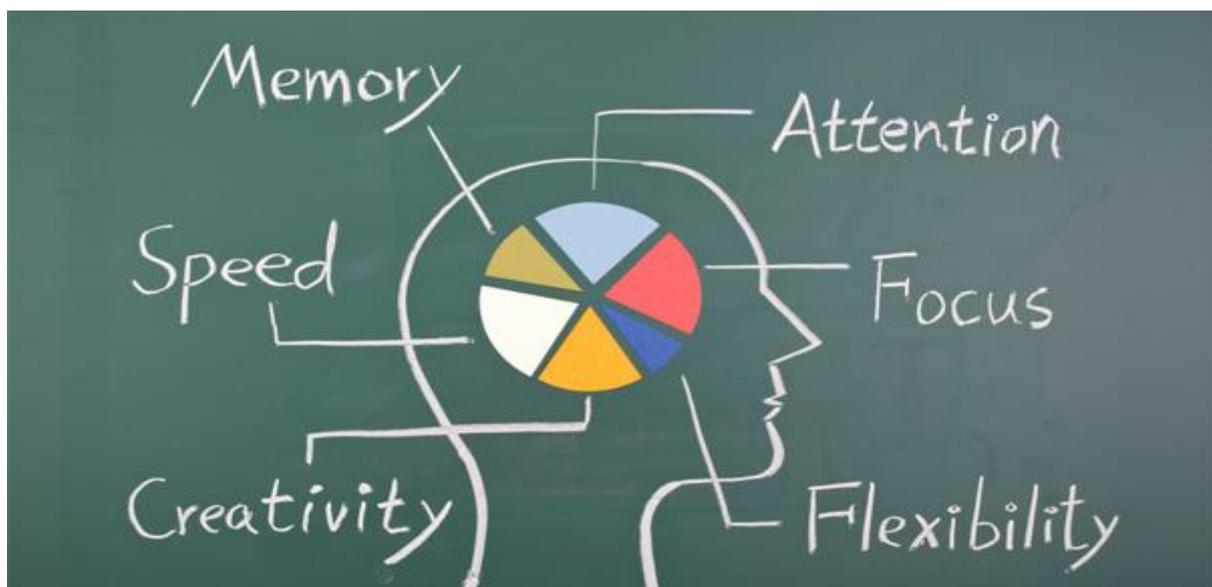
Figure 06: Brain Health

An Improved First Language

In the case of Algerian high school learners who are able and in their mother tongue and their native language, they are always able in the foreign language learning process and vice versa, because the capacity of understanding the studied foreign language gives the student an opportunity and chance to develop and improve their different abilities in their mother tongue. Anton &

Dicamilla, 1998; Swain & Lapkin , 2000; Watanabe, 2008). Stated that "The first language can be beneficial as a cognitive tool that aids in second language learning" (p.05). Learning another language provides best benefits on the mother tongue including the cognitive benefits such as thinking, and/or problem solving that helps the learner to progress his native language from learning a new one.

An Improved Understanding of the World

Whilst learning English as a foreign language, learners will unlock their minds for accepting and getting every meaning, vocabulary, utterances…etc. Each step of the amelioration and improvement of English leads to the superior level of acquisition. This is what we can observe in the Algerian teenagers' behaviors particularly those who are used to excessively use the means of technology. Those students are more open-minded and knowledgeable and smart in different world's matters and issues. As Goodwin and Nacht (1988) note that "Mastery of a foreign language has traditionally been perceived as the most direct educational benefit of study abroad. A foreign language, say its advocates, is not merely a tool and a key to both scholarly inquiry and commercial success; it is also the main route to cultural understanding" (p.09). That is to declare learning a foreign language is not a just tool for both education and commerce but also to understand the culture and the norms of the different countries in the whole world.

Disadvantages of foreign Language Learning

Learning a foreign language is not always helpful and useful. There are some disadvantages that are affirmed below and which go directly with the process of learning but they are not really decisive and they should not change the learners from acquiring and learning a given language in a very good way.

Slower learning

Even though bilingual kids are better at multi-tasking, it is not always the case, especially in Algeria. The main difference between monolinguals and bilinguals in the case of high school students in Algeria is "Timing" that is why the learners generally obtain bad marks when it comes to languages, so slower learning is a part of failure in high schools of Algeria. (Mills Coffey-Corina, & Neville, 1997) indicate that "That word acquisition is somewhat delayed in bilingual infants as compared with normally developing monolingual infants" (p.45). That is to say, when learning another language a learner needs a lot of time, and he will find himself confused between learning his native or the new language and in the case of Algerian students; English is considered as a third language to be learned which is somehow the main reason behind its slow learning on the parts of learners.

Cultural Identify Issues

Algerian students cannot simply beat the identify gaps stemmed from the foreigners' impact, affect and influence especially on adults because they believe that their lives are better. When learning a second language they sometimes lose themselves and their identities and they usually do not know and understand which environment they should be in. Madeline Ehrman and Zoltan Dornyei (1998) stated that "language learning frequently entails new thought, processes, identify, and values that can present a threat to learners"(p.121) which means it is an important idea that learning a new language makes the learner confused and confounded on determining his own cultural identify and the new one that he is increasing from the language acquisition process, and he risks to have double-identity troubles.

Figure 07: Cultural Identity Issues

Factors that Influence Learning a Foreign Language

There are different related factors that influence the process of learning a foreign language most importantly are as follows: age, motivation and personality which are going to be discussed in this part.

Age

The age is responsible for learning English faster for children pupils and more efficiently for adults. Learning a foreign language like English leads the mind to be working in a good way, so learners of all ages can use The English language inappropriate way. Lantoff and Povllanko (1998), declared that "people are agents in charge of their own learning, and most frequently they decide to learn their second language which allows them to be proficient, even fluent but without losing the old and adopting the new ways of being in the world" (p.162). This sentence refers when learning a second language the student will have the capacity to be capable of using all the skills easily without problems.

Teenagers or adults in high school have the capacity to use English as a foreign language over than children because they are conscious and have the maturity of the brain. This means that childhood

and adulthood's ways of learning are different from each other and learning depends on the brain of the learner. Walsh and Diller (1978) said: "in important respects adults have superior language learning capabilities" (p.02). This means that adulthood is the successful age for learning foreign language "English".

Adding to this, the brain is an important tool in learning vocabulary and grammar. Learners act according to their experiences and it depends on their age and gender.
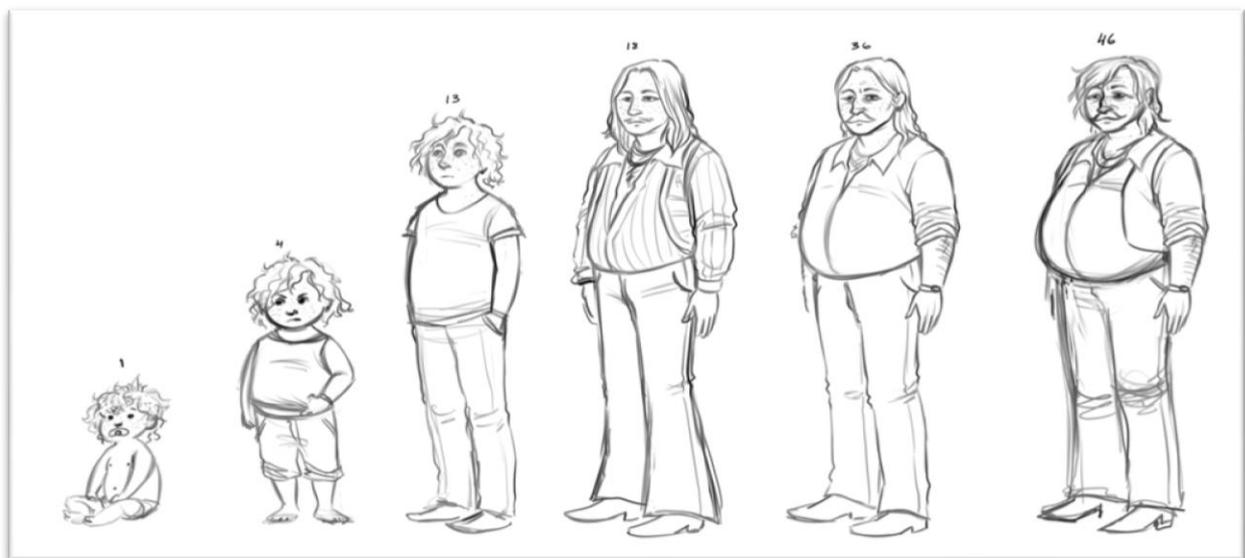
Figure 08: Different of Age

Motivation

Motivation plays a necessary position in using a foreign language in a dynamic method and teachers have to use in classrooms some activities for opening their students' minds. According to Harré and Gillett (1994) they assured that "self is coherent a dynamic system that is in continuous production and which emerges as the individual participates in the (most especially, verbal) practices of the culture" (p.163) it means that learner should use and engage in activities depending on the culture such as watching movies, reading and listening to stories concerning others and

themselves in order to create and make their identity. The majority of teachers consider motivation essential for effective language learning.

Not all learners react to learning in a similar way because they are dissimilar, thus, they have different sources of motivation and inspiration. These disparities and inequalities are causative by a lot of factors, for example; learning style, some learners favor to work in the group however others prefer individual work. Some they have a preference to learn through interaction others by the silent way.

These techniques supposed to be used accordingly with learners' needs and abilities.

Learning can be motivated when the learner uses his/ her previous knowledge, previous knowledge can promote learning process. Some learners come to learn English because they like – American or British culture- and they have varying degrees of exposure to the language and cultural norms of English society.

Additionally, there are several learners who avoid engaging in specific activity because of fear of failure, so there must be a kind of motivation to go through the process of learning a foreign language, because it takes a many parts among the factors that impact the language acquisition, besides the combination of goals, desires, ambition, and aspiration. Johnson (1979) stated or referred to motivation as the "tendency to expend effort to achieve goals" (p.283). This declaration means that learner must or should go through using many tools and efforts to become equivalent with foreigners in terms of using benefiting from the target language.

Figure 09: Motivating Students to Learn English Language

Personality

Learning is a set of individual's characteristics that make him/her differ from other individuals. English plays an essential role in developing personality especially for the Algerian high school learners who are adolescents, in the process of discovering and developing their personalities, Mahatma Ghandi said that "true education is total personality development" which education and learning established and determined the personality of the learner in the society

Learning English as a foreign language provides the opportunity to enhance the individual's abilities to communicate and use a language fluently, increases one's own confidence, and developers a certain wants, it is also the most important factor to affect one's personality since the English language is considered to be the universal language with certain norms and principles in countries all over the world, that is why it is obligatory to give English the most attention.

Looking for good or best personality is not just to be attractive, but it takes physical and mental, psychological stated of the person. Like P.K Manoharan "personality is the sum total of physical, mental, emotional, and social characteristics of an individual." (p.02). That means that personality consists of the attitudes, behaviors, and the thoughts of a person.

Types of Personality

The psychological research has concluded that Carl Jung, (1971) who measures personality according to four scales.

1. The first criterion, **Extraversion – Introversion**, signifies the source and direction of a person's energy expression. An extravert's source and direction of energy expression are mainly in the external world while an introvert has a source of energy mainly in their own internal world.

2. The second criterion, **Sensing – Intuition**, represents the method by which someone perceives information. The sensing means that a person mainly believes information he or she receives directly from the external world. Intuition means that a person believes mainly information he or she receives from the internal or imaginative world.

3. The third criterion, **Thinking – Feeling**, represents how a person processes information. Thinking means that a person makes a decision mainly through logic. Feeling means that, as a rule, he or she makes a decision based on emotion, i.e. based on what they feel they should do.

4. The fourth criterion, **Judging – Perceiving**, reflects how a person implements the information he or she has processed. Judging means that a person organizes all of his life events and, as a rule, sticks to his plans. Perceiving means that he or she is inclined to improvise and explore alternative options.
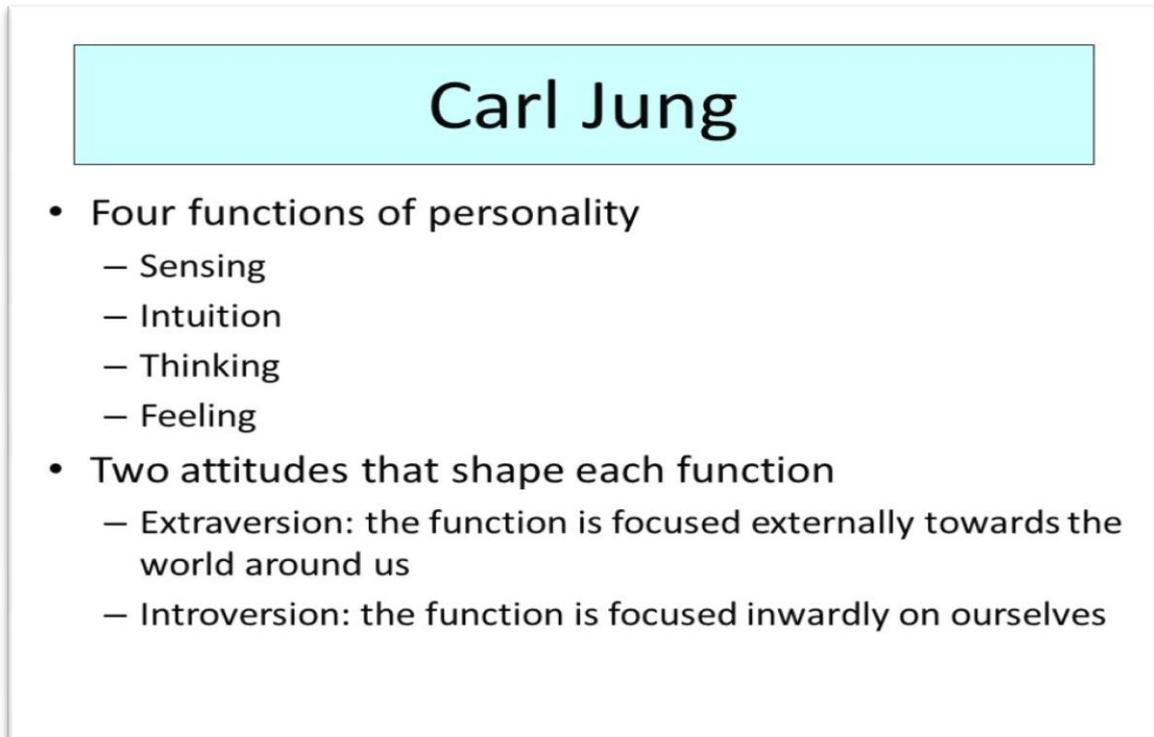
Figure 09: Types of Personality

Thinking in English

Learners speak their native languages in a fluent, easy and natural way, but they do not recognize about the different processes that happen to produce the utterances. As J.K. Smith (1983) explained " in this circular process, the meaning of any particular part of a text, such as a word or sentence, requires an understanding the meaning of the whole and vice versa, and achieving a meaningful interpretation is a process of constant movement between parts and whole in which there is no absolute starting point and no absolute ending point"(p.12). It referred that every or each part in the text have the whole meanings and ideas which give mental images to the learner in his/here brain.

 The translation process is a scientific phrase and each language such as a native or foreign have each interpretation but in general, the Algerian learners cannot think directly in English because their native language or their mother tongue is Arabic so the learner should practice English on a

daily basis. This depends on the social, private and interior speech. It is defined by Piaget (1962) "as a speech which is not addressed or adapted to a listener (other than the child) and which is carried on with apparent satisfaction in the absence of any signs of understanding by a listener" (p.186).Which means that private utterance connects the person and his mental order in a clear atmosphere without the signal of understanding from the speaker to the listener. Lev Vygotsky stated that "Self-communication is not different from social communication reflects some social communicative ability or intent" (p.189). This means that there is no difference between a social life and private communication, but there is a little difference which is the mediation between learner and the world.

According to Pavlanko and Lantolf deduce that "inner speech is a personal meaning" (p.69). This declaration describes the experience of this life which is an essential part to develop the process of thinking in English as a foreign language. This leads to developing te inner speech which is to the learner to play both the speaker and the listener and this means that inner speech is important in the learner's life.
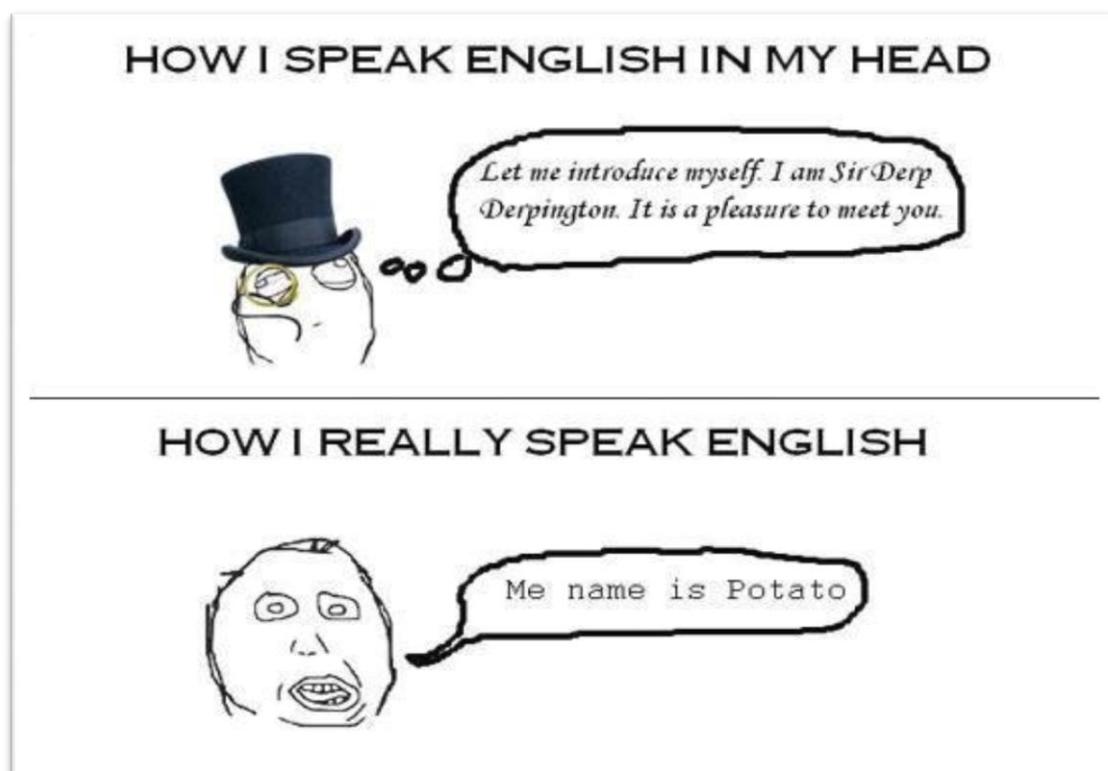
Figure 11: Thinking in English

Conclusion

This section represented an attempt to evaluate what influence the Algerian students while learning a foreign language in general and English in particular. What are the advantages and the disadvantages of the whole process, how do age, motivation, personality, different personalities and other factors of learning the process and make it efficient or not, adding to the role of learning English as foreign and universal language. The chapter on top also answered questions like how language pervades the Algerian social life and how it became the principal vehicle for the transmission of cultural knowledge, and the first means by which we gain access to the contents of others' mind. It also investigated how language is implicated in most of the phenomena that lie at the middle or the center of social psychology like attitudes' change, social perceptions, personal identity and social interaction. "The initial step toward recovery and reconstruction of a self, in the appropriation of others' voice or speaking personality created, and in the case of the late bilinguals, recreated, through the appropriation of the voice of others (Wertsh 1991)" (p.167). This statement could be applied in the case of Algerian learners that can build another personality from learning English as a foreign language especially when they become high leveled in this given language.

Learner Social Behavior

This section tends to give a clue concerning the effects of language learning on the sociological behavior of the learner. It deals with the tools and materials needed to learn the target language, followed by the importance of learning English for foreign learners.

Harré and Gillett (1994) "A self-coherent dynamic system that is in continuous production and which emerges as the individual participates in the (most especially, verbal) practices of culture" (p.111.) in the case of this study, the self is responsible for the development of the foreign language.

The Tools Needed While Learning a Foreign Language

Learning a new language is a motivating process, it requires a lot of time, energy, dedication, reliability and constant practice. It is also a very remunerative process that opens the doors to new cultures and experiences, to make this process efficient and easier on Algerian learners, some tools are necessary to accomplish their needs.

The amount of tools available is huge, from language books, courses and dictionaries, to mp3 players, TVs, computers, and all new useful technologies because according to Tomlinson Ray noted that most people think that the term language-learning material (the audio-visual aids) is the related to the use of the course-books and according to (Crystal, D. 2002) "A new technology always has a major impact on language, whether written or spoken" (p.126). All of these can help the Algerian students in several ways to achieve their language learning goals.

Some of these important tools to develop foreign language learning are:

Dictionaries

A dictionary's use has been an excessively researched subject for more than a century for the purpose of both first language and second language learning. While Miller (1999) acknowledges that dictionaries provide a wealth of important information about a word, he cautions "dictionary definitions are deliberately decontextualized" (p.10). That is to say that learner or student cannot rely a hundred per cent on using dictionaries to learn new words particularly if he do not know the real context behind using the term.

There are numerous formats of dictionaries counting, bilingual, monolingual, and illustrated, beginners and Algerian student specially, whereas monolingual dictionaries, which are designed and considered for native speakers, are also helpful for advanced and superior learners.

Additionally, Pocket dictionaries are very practical for quick exploits, but they do not replace the usefulness of the larger ones.

Music

This study intends to examine how students can profit from learning a foreign language when music and songs are added to the curriculum. Consequences would develop on the research regarding the melody-text integration in relation to memory and brain also adds to the current theories of foreign language learning. Shifting the focus of teaching method from spoken or read texts to a musically based material would supply students with the chance and opportunity to practice second language and foreign language production through entertaining and culturally rich songs. The introduction of songs in the classroom may help in the retention of texts and lyrics while producing an involuntary interior mental repetition that may stimulate language learning. It would be perfect to measure empirically the specific benefits of music to language learning and it may ultimately affect the prevailing attitude in the foreign language community.

The Importance of Learning English as a Foreign Language

Algerian learners are learning English as a foreign language since it has useful aspects of their success. Learning English helps the learners to succeed in a different part of their lives such as getting employment opportunities. For businesses, it is necessary to extend and sustain a powerful balance in the global economy. It is good achievable if they can comprehend the psychology and the language of their foreign clients. The majority of companies, therefore, looking for candidates with foreign language skills. Traveling easily and knowing other than one language opens up your holiday destination possibilities. Traveling to a foreign country becomes much easier if you can converse and communicate the language of that country. Fluency isn't required. Locals everywhere appreciate that you've taken the time to at least attempt to learn and communicate in their tongue. It

shows a superior level of respect and is an easy way to meet new people and having foreign friends. These elements are in an attempt to explain in this part.

Occupation

In any job, it requires a person to have a balance in his personal skills. These skills include the love of contact and interact with different people, and to be able to negotiate, as well as to be interested and curious in all aspects of business.

Having an English degree helps the person to find careers in different fields such as publishing, teaching, advertising, human resources or management in different public and private organizations. As K. P. Yadav (2006) indicated concerning employment saying that   "is the main bridge between economic growth and opportunities for the human development" (p.188). Refer that employment is the source of success because it has the effort to connect the technology and chance to develop the cognitive development of each person. In the case of this study, the learner always tries to have excellent marks in English branch just for occupation beside the interest for immigration. Learning English can improve a person's chances of getting a better job.

There are countless reasons behind learning English. Different companies need that their telephone operators, secretaries, national commerce, marketing personal, and engineers, tour guides to be in fluent in English even if the native language of the company's country is not English. In addition to banks, in marketing places or even on the streets public use the English language to achieve their objectives. That's why we find people who did not learn English are not lucky to find an honest job. English fluency also leads a person to well-planned interview whether in his native language or in English because having a language background and vocabularies will help him/her to succeed in a variety of fields. So English is considered as the language of business when dealing internationally.

Algerian leaner's have a preference to learn English to get more opportunities to have a good job, whether through networking or using emails and letters in English or just to use it for fun which may translate into established relationships with foreign individuals. In the business or cooperate world, communication is important. Learning English for work means that the person can write, speak and listen effectively, the four skills.

If any learner took to advance his career, there is no better way to open opportunities than through learning English even to work in his home country or to go abroad for work because English is the primary means of communication that's why companies look to employ individuals that they speak more than one language especially the English language.

So, there is no doubt that learning English is important in today's international society that gives a person the ability to communicate and the business all around the world.
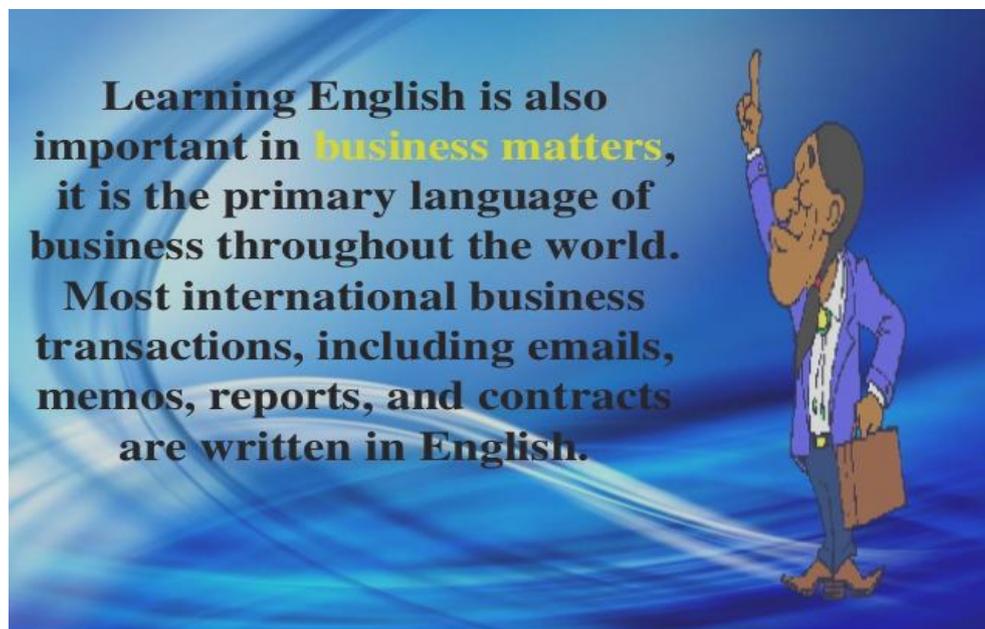

Figure 12: Language and Occupation

Travel

Language researchers estimate that English is the most widely spoken language in the world and is the language of successful educational systems. It has been stated in the kingdom Michael Cronin (2000) "The traveler may decide that ethically the only appropriate form of travel is to travel in countries where they know the language" (p.76). It means that traveling the world gives the will to each traveler to have some knowledge of the country that he will visit.

Algerian learners cannot remember all the subjects that they study at school such as grammar and rules of English language since it so easy to forget them if they are consistently using their native language. Travelling is the best way to improve learning the English language in comparison with the simple phrase book that plays a role for the return of the memory loss through observing speakers 'behaviors.

Researchers finding noticed how traveling improved a second language learning. There is a huge range of option and many benefits for traveling to another country that may change the view of learners when exchanging new ideas and information's with the foreigners. Ii makes people learn many pronunciations such as British and American accents and thus figure out many international English styles.

Travelers will also be able to improve their four skills (speaking, writing, listening and reading). Their experiences in another world establish high-quality learning environment as well as many cultures, atmospheres and a wide range of language course options, coupled with their student enthusiasm for cultural immersion, helps them stand out from other providers of study abroad programs. In addition, travelers recognize many geographical locations. Travel offers an immense opportunity for students or learners to experience for example the American culture, educational system, work ethics and cultural diversity of this great nation that develop a great mind such as the

United states which is famous for its prestigious universities and colleges that attract students from all the world.

Closer to the Culture

One of the stuff most important to learning a new language is how much learns about the culture. Languages aren't taught in a vacuum, they necessarily must also include lessons in history, cuisines, fashion, tradition and even etiquette. Learning a language helps you appreciate a new country in ways you wouldn't otherwise. You understand why things are done in a certain way and you learn to appreciate new cultures for those reasons. People are also much more willing to engage with you if you learn a new language, even if it's not perfect. You can have a twenty-minute discussion about politics in Arabic country with a street vendor all in French or English language. May be, asked for directions in loud English that cultural interaction would never have happened. Even if you are not fluent in a language, it says a lot about you as a traveler if you take the time to learn new phrases in a foreign language. It says that you want to explore and learn that you are not just there for the photos and to tick items off of a list. Travel is all about the culture and the people you meet and there's no better way to enhance both than through learning a new language.

Foreign Friends

Algerian learners consider learning English as the most important way to find foreign friends easier than any way before. To find and make friends, the person must be fluent in the language use and knows about the different movies and songs, arts and cultural stuff in general at least to find a mutual subject to talk about. So, English can help students to gain foreign friends through starting in any communication and conversation.

Anne F. Thurston,Karen Turner-Gottschang,Linda A. Reed (1994) declared that " Many welcome the opportunity to live with people from all over the world and like the more western ambiance enclaves"(p.86). That is to say, a learner must contact foreign people because it gives

him the opportunities to learn each one of them and know their cultures. In the case of this part of work the Algerian students have to go out of the country to make relations with foreigners, and try to make a contact with them to enhance his language abilities.

The Effect of Classroom Interaction on the Yong Algerian Learners

As Namhee Lee, Lisa, Mikesell,Anna Dina L. Joaquin, Andrea W. Mates,John H. Schumann (2009) identify "the interactional drive essentially motivates infants to achieve attachment and social affiliation with their caregivers." (p.09).This motivation is responsible for achieving the social contactor's speech. They explained that it is out of social Interactions that grammatical patterns emerge and language is acquired. Namhee lee (2009, preface) argue that "interaction produces a grammatical structure in evolutionary time." (p.70). It means that in the current case of study, the contact with the learner produces in every time many grammatical structures. Interaction is an important factor when it comes to foreign language learning, it takes a great part in the classroom which reinforces the ideas of some researchers who claimed that knowledge can be structured through the classroom interaction, and learning skills can be shaped the same way. It is also one of the easiest ways to stimulate the learners focus on the way he uses the language he is acquiring.

From preceding studies, and when it comes to the English language acquisition in an Algerian classes, the right way to make students love it is to make them use it while interacting with each other in the classroom through the session, it does not matter if they are using the right or wrong words at the beginning, because generally they start speaking in a shy way, afraid of the reaction of their classmates and teacher, but when they feel how easy it is to express thoughts and ideas in English, they will like the new language and start loving used to it, and the acquisition process will be more useful and correct.

Conclusion

This part looking to clarify the main tools that are necessary to learn a foreign language, and it summarizes the most important benefits from leaning English language on learners' social lives as mentioned previously with details including the occupation, travel, music, and foreign friends. in addition it tends to give more explanation about the effects of classroom on the young Algerian students as far as this dissertation is more concerned with population of third year secondary school adolescents that are learning English as foreign language also as a module in their educational curriculum.

Chapter Three

Field Work

Field Work

Introduction

This following research is about estimating students' opinion and views about the effects of learning English as a foreign language since the learners are the main variables of this research. Their opinions and ideas are very crucial to test the stated hypothesis and the most appropriate tool to investigate that are through addressing a questionnaire to learners. The students' questionnaire need to show the learners importance and value to learning a foreign language "English" or not.

Research Method:

The technique that we fellow in our dissertation is the descriptive method. We saw that it is more appropriate and serves our study. Gay (1976) defines the descriptive method as: "Involving collection of data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study." (P.94).Travers (1978) states that: "The descriptive method's aim is to describe the nature of the situation as it exists at the time of the study and to explore the causes of particular phenomena." (p.94).For those reasons, we choose this research methodology.

Data Collection Tool (s):

To gather data there are three major materials which are an interview, a questionnaire, and a classroom observation. For our work, we think it is necessary to use the questionnaire because of: it is more sufficient to collect information; our research mostly based on definitions and descriptions; it is helpful to offer clear views with a minimum of time and effort and energy. According the importance of the questionnaire, it is said that: "the questionnaire was used as the main instrument to elicit data from the two omnipresent partners in the teaching/ learning process: students and teachers for the reason that it allows the analysis of a large number of informants in a relatively short period of time anonymously "" (Wallace, 1998).

The Sample

Only forty students who answer and responded to the questionnaire were chosen among the total number of the final year's population forty hundred and twenty at Salah Eddin El ayoubi high school in Batna. the selection this category was based on the consideration that final year students have already experienced the concept of foreign language in previous years, secondary school, and high school.

The Pilot Study

The Design and Implementation of the Pilot Study

The pilot study takes the form of a questionnaire. It includes 13 questions. Each question needs and wants a certain answer.

The major goal of the pilot study is to check that all items are relevant, proper, understood, and be interpreted in the right way. It was done three days before submitting the main study "the students" questionnaire" to a group of 40 students at third-year students of Salah Eddin El Ayoubi high school in Batna. In fact, it was given to students at their classes and after about one hour we got the answer.

The Results of the Pilot Study

In the pilot study, we have dealt with 40 students. This group represents the quarter of the whole sample (240 students).

In the first section, all the items were clearly understood. Each item was answered. In the second section the same thing; the students understood correctly our questions and responded immediately.

Limitation of Teachers

The questionnaire was supposed to be anonymous; nevertheless, the respondents were asked to give some personal information about their work experience and educational level and the level of students on the foreign language, but in this case there is just one teacher and her answers not sufficient for our work. We decide to omit the teacher's questionnaire.

The students' Questionnaire

Explanation of the Questionnaire

The questionnaire includes 13 questions which are set and arranged in a logical way. They are either closed questions requiring from the students to choose "Yes" or "No" answers, or to pick up the proper answer or open questions requiring them to give their own answers and justify them.

Questions one to three are dedicated to students" background information; this latter is asked to identify their gender, evaluate their level in English.

Question four asks whether the learner feels different through the usage of English language. In the question, five students are asked if they learn to think in the foreign language.

In question six- whether the student has dissimilar answers according to the language is going to use. Question seven is set to recognize the role in shifting from a language to another. In question eight they are also asked which language use the most under stress or anger. In the question, nine learners are asked when exactly feel nervous and anxious. Question ten is devoted to identifying another preferable language for expressing their feelings or emotions. Question eleven and twelve are planned to generate more information about the students and how they changed during learning a foreign language.

Analysis of the Results

1. identify your gender

a- Female ☐

b- Male ☐

Gender	Response	percentage
Male	10	25%
Female	30	75%
total	40	100%

Table 01: Student's Gender.
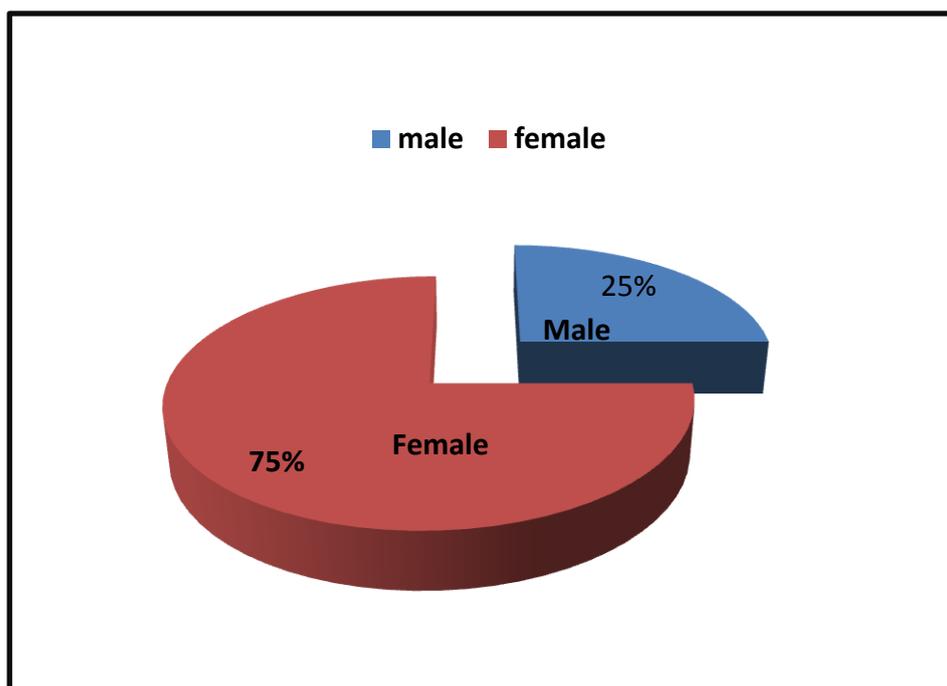
Pie Chart 01: Student's Gender.

As revealed in the table, females (30) are about three times the number of males (10).

2. Is learning English:

a-Your own choice ☐

b- It has been imposed on you ☐

Response	Participants	Percentage
Your own choice	33	82%
It has been imposed on you	7	18%
Total	40	100%

Table 02: The way of learning English learning

The table indicates the majority of students (33) declare that learning English language was their own choice, while only (7) were obliged to learn it.

■ own choice   ■ obliged

18%
Oblige

own choice
82%
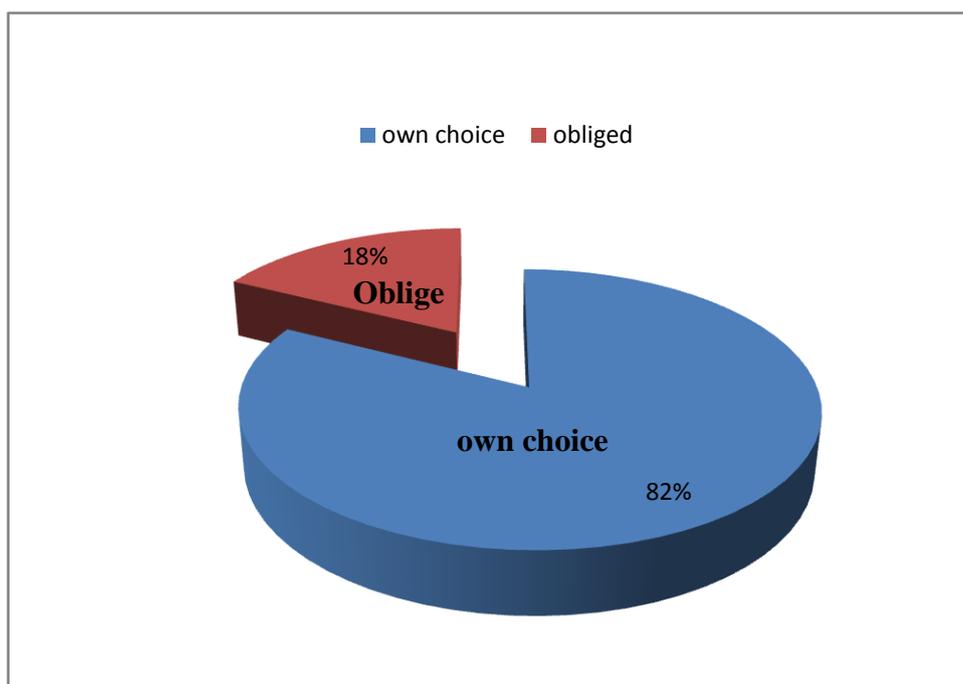
Pie Chart 02: The way of learning English learning

3. How long have you been learning English?

A - 0-2 years ☐

B -2-5 years ☐

C -5-10 years ☐

Response	Participants	Percentage
0-2	7	17%
2-5	8	20
5-10	25	63%
Total	40	100

Table 03: During of learning English language

We can observe that most of learners (25) claim that they are learning English more than five years. While the others say that they are learning less than five years and they are the similar number who is less than two years.
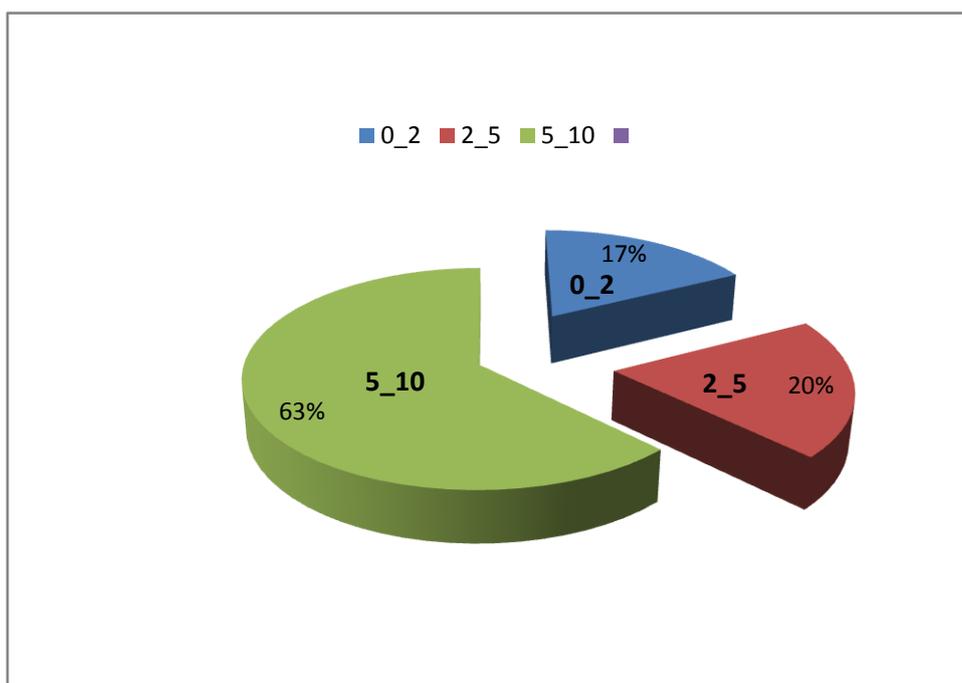
Pie Chart 03: During of learning English language

4-How much do you use your native language in proportion to English?

      a- More than 60% native language, less than 40% English ☐

     b- About 60% native lang uage, 40% English ☐

c- Less than 40% native language, more than 60% English ☐

Response	Participants	Percentage
Na	1	3%
Na+	14	35%
Na++	25	62%
Total	40	100%

Table 04: The usage of native language in proportion in language
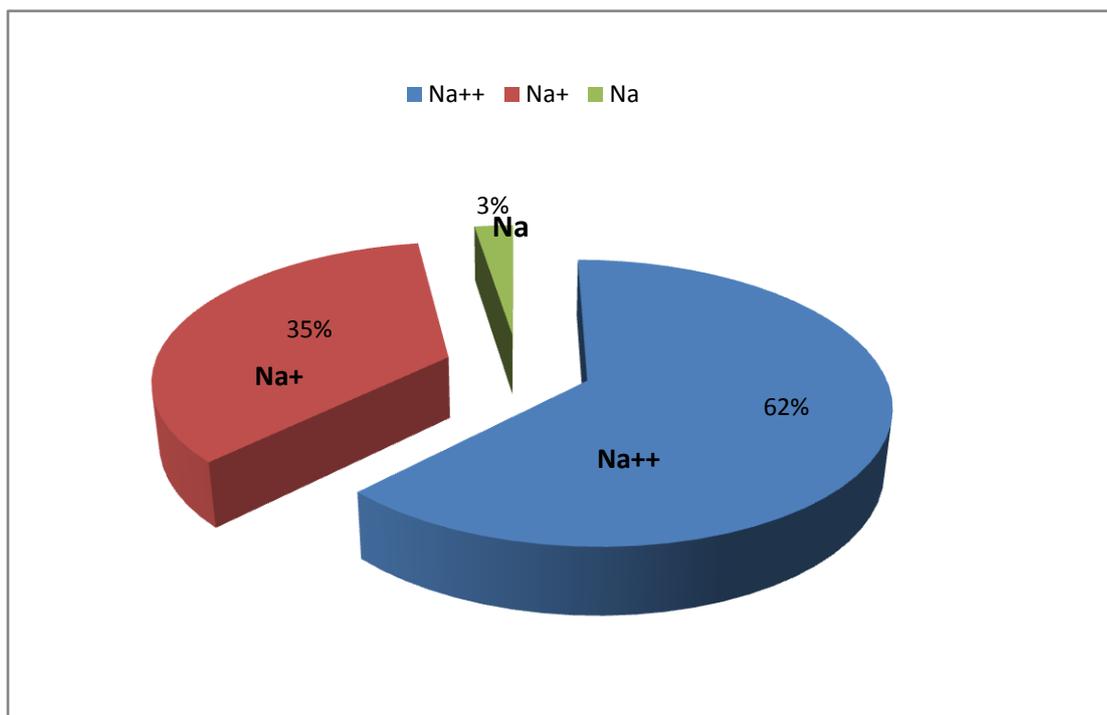
Pie Chart 04: The usage of native language in proportion in language

Table (04) shows that (62%) of the students use their Native language more than The English language in daily life.

5-Do you feel yourself different when you use The English language?

☐ Yes

☐ No

Response	Participants	Percentage
Yes	25	62%
No	15	38%
Total	40	100%

Table 05: Speaking a foreign language change your feeling

The results obtained refer to that (25) students affirm that they have felt changing when they talk

English language.
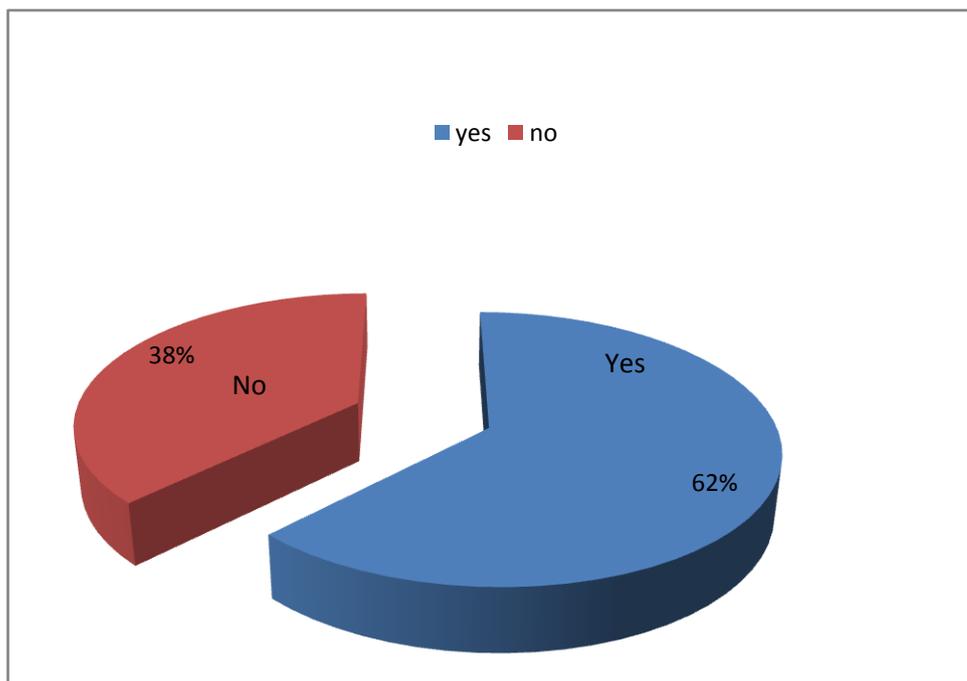
Pie Chart 05: Speaking a foreign language change your feeling

6-Do you feel that you can actually learn to think in the foreign language?

☐ Yes

☐ No

Response	Participants	Percentage
Yes	13	32%
No	27	68%
Total	40	100%

Table 06: Learning to think in a foreign language

The majority of students (27) affirm that they cannot learn to think in a foreign language, and those who say they can are (13) students.
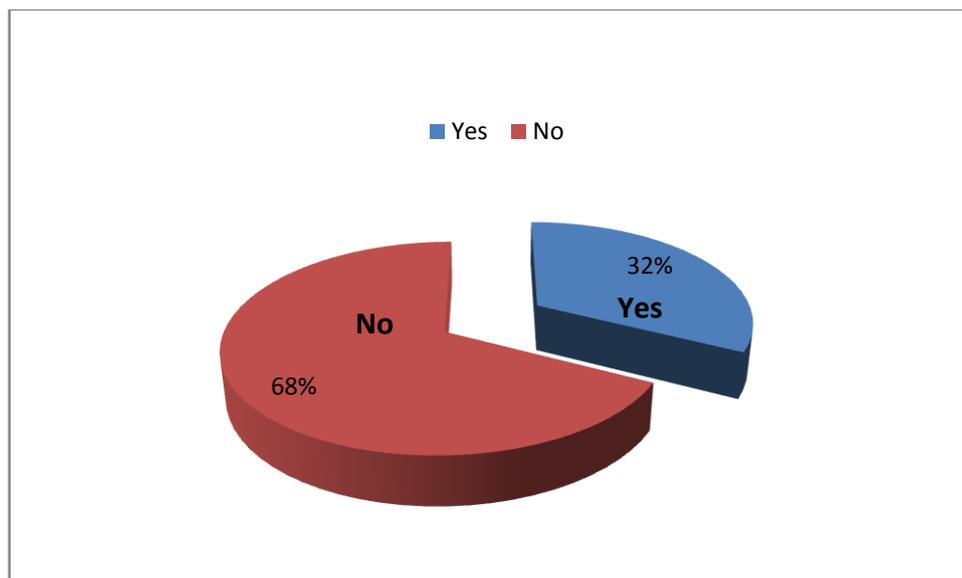
Pie Chart 06: Learning to think in a foreign language

7- Have you ever answered a question in your native language and you have a

different answer in English?

☐ Yes

☐ No

Response	Participants	Percentage
Yes	18	45%
No	22	55%
Total	40	100%

Table 07: The difference of answers in native language and foreign language

The table below shows that (18) students declare that they from time to time have an answer with their native language and dissimilar one with English language. While the other (22) students affirm that they all the time have the same answer in both languages.
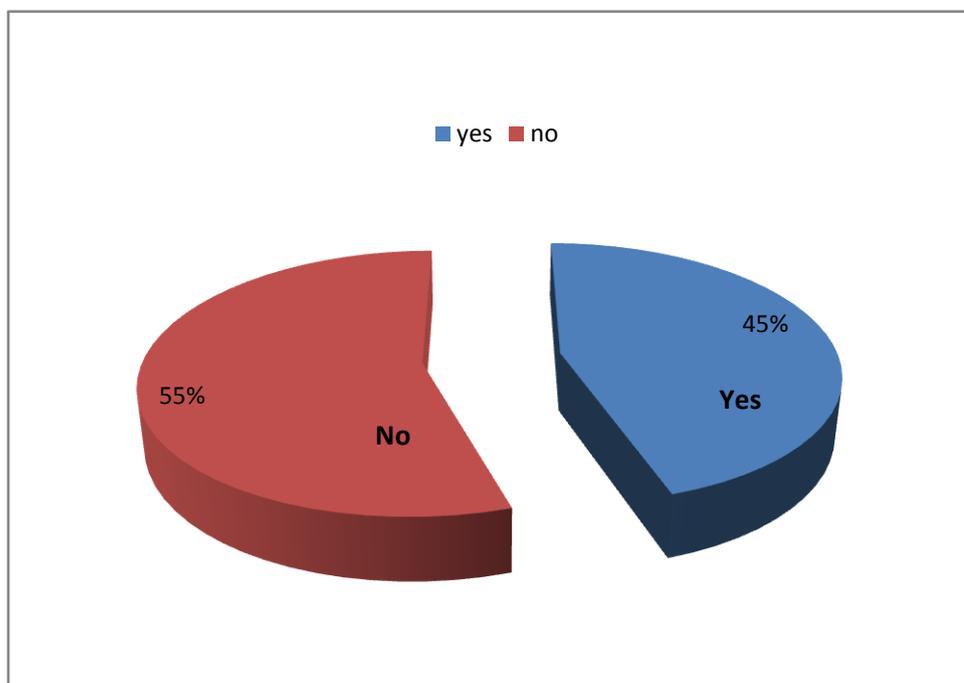
Pie Chart 07: The difference of answers in native language and foreign language

8- Is it easy for you to shift from Arabic language to English language?

☐ Yes

☐ No

Response	Participants	Percentage
Yes	5	12%
No	35	88%
Total	40	100%

Figure 08: Code switching of Arabic language to English language

It is observable from the table above that the majority of the students (35) affirm that they face difficulties for shifting from their Native language to English language. On the other hand, (15) students say that they can.
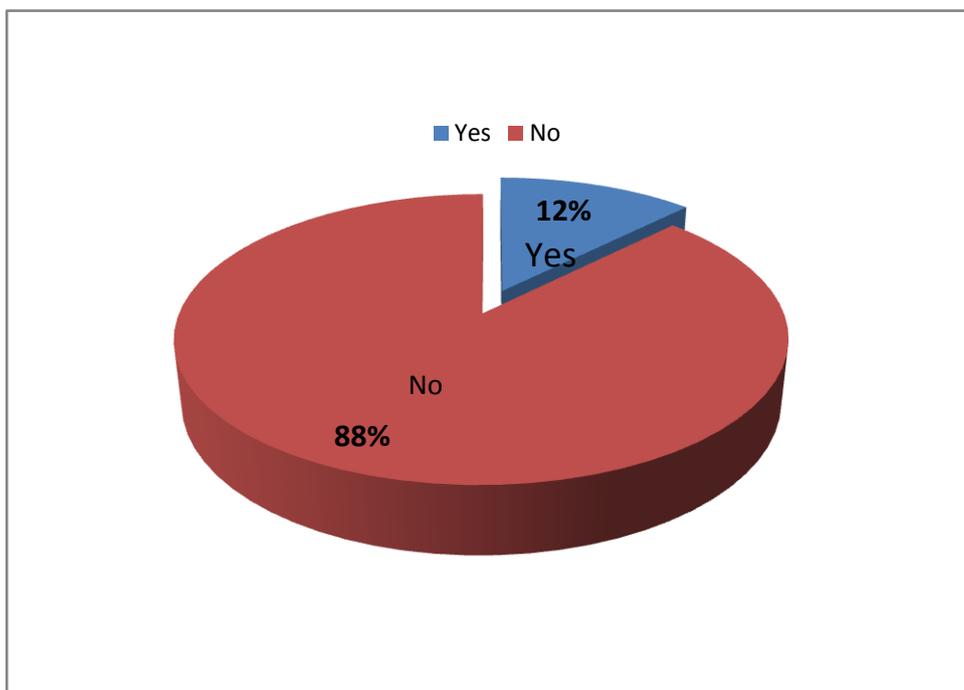
Pie Chart 08: Code switching of Arabic language to English language

9. Which language do you use often when you get upset or angry?

☐ Arabic

☐   English

☐ Both

Response	Participants	Percentage
Arabic	15	37%
English	10	25%
Both	15	38%
Total	40	100%

Figure 09: Language used in anger

Concerning students answers, (15) declare that they use Arabic language when they get

upset or angry, and the similar number of students (15) assert that they use both language "English,

Arabic". The remaining (5) students answer that they use English only.
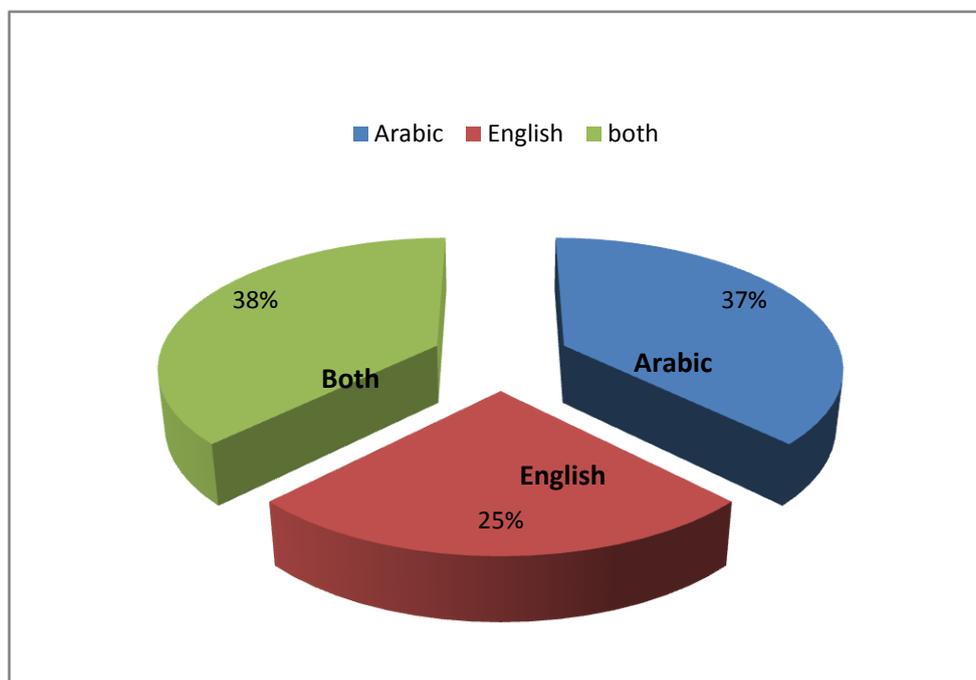
Pie Chart 09: Language used in anger

10-When do you really feel anxious?

☐ During speaking the English language

☐ Being asked with the English language

Other…………………………………………..

Response	Participants	Percentage
During speaking the English language	10	25%
Being asked with the English language	30	75%
Total	40	100%

Table 10: Felling anxious

As revealed in the table above (30) of the respondents feels anxious and angry when they are being asked in English language. While (10) students feel the anxiety during speaking English.
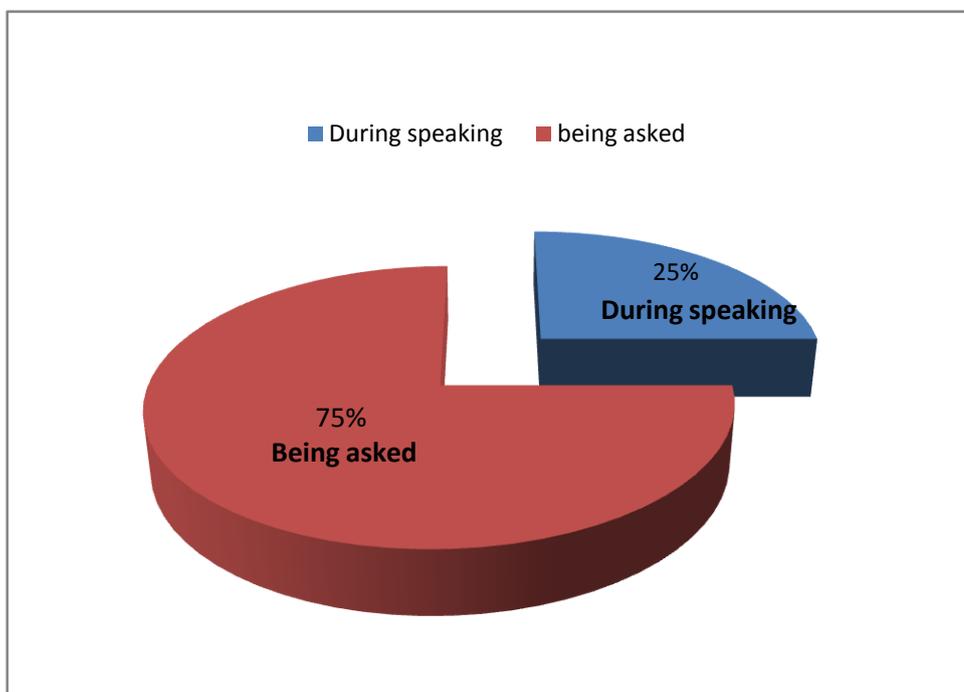
Pie Chart 10: Felling anxious

11- Which language do you prefer to use in order to express your emotions?

☐ Arabic

☐ English

Other: French

Response	Participants	Percentage
Arabic	15	37%
English	10	25%
French	15	38%
Total	40	100%

Table 11: Language of expressing the emotions

The table shows that (15) respondents favor using their Native language "Arabic", and the similar number use French language (15) for expressing their emotions and their feelings. While only (10) use English language.
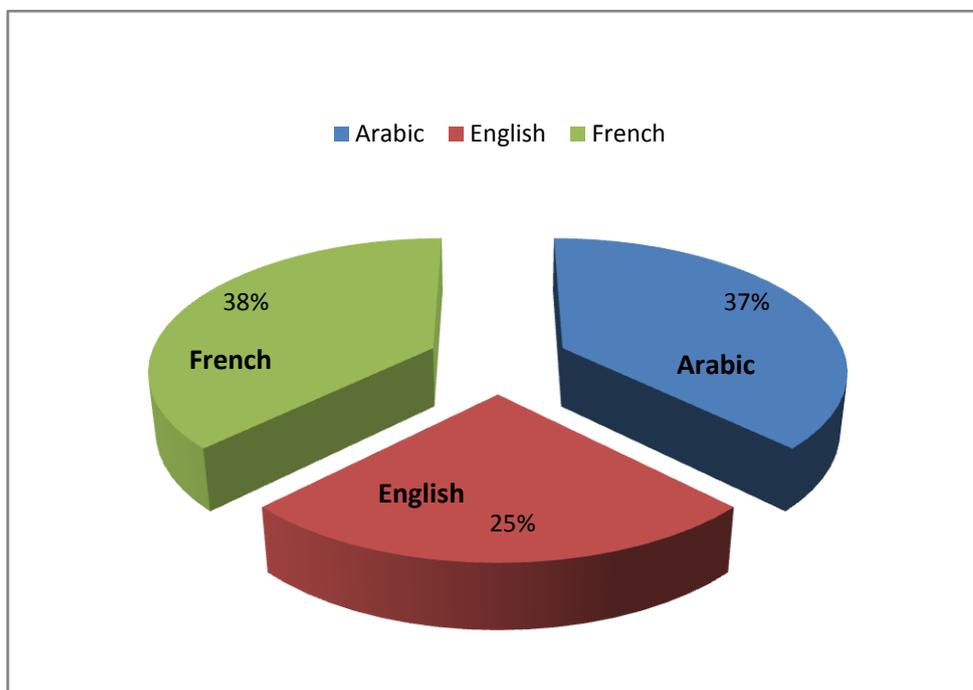
Pie Chart 11: Language of expressing the emotions

12- Do you think English has changed you for the better in terms of personality?

☐ **Yes**

☐ **No**

Response	Participants	Percentage
Yes	30	75%
No	10	25%
Total	40	100%

Table 12: The impact of English as foreign language on the personality

As Table shows (30) reply that English language has changed them to the better especially in terms of personality. However, only (10) students say 'no' and they feel the same no changing.
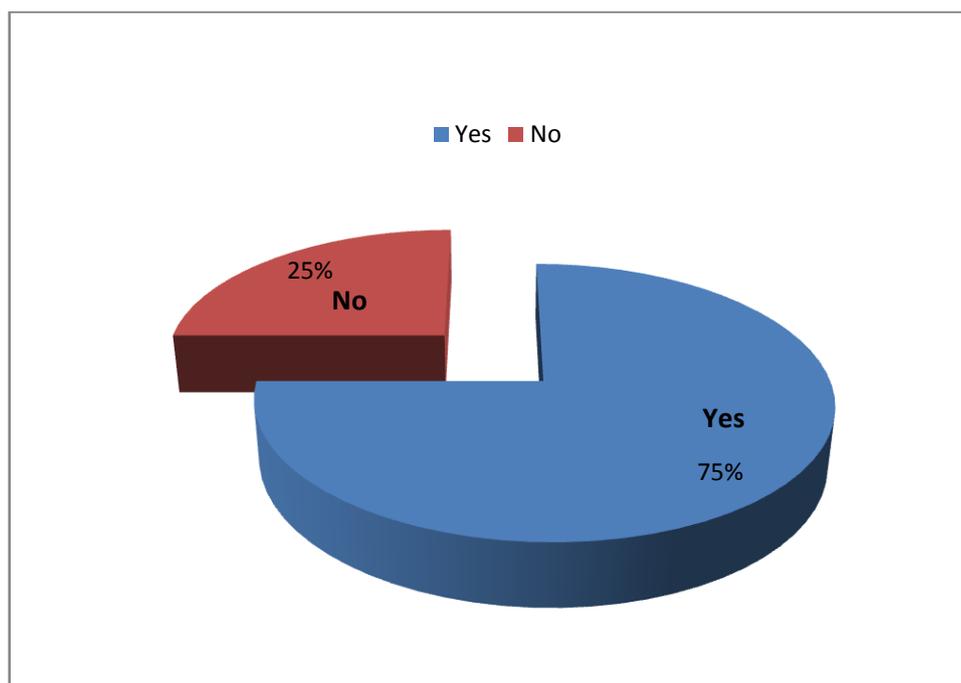
Pie Chart 12: The impact of English as foreign language on the personality

13-Do you feel yourself more open-minded person when you learned a new language?

☐ Yes

☐ No

Response	Participants	Percentage
Yes	37	92%
No	3	8%
Total	40	100%

Table 13: Felling yourself more open –minded person when you learn new language

We can observe that most of students (37) declare that they feel more open-minded when they have learned a new language 'English'. However, the others (3) have not changed.
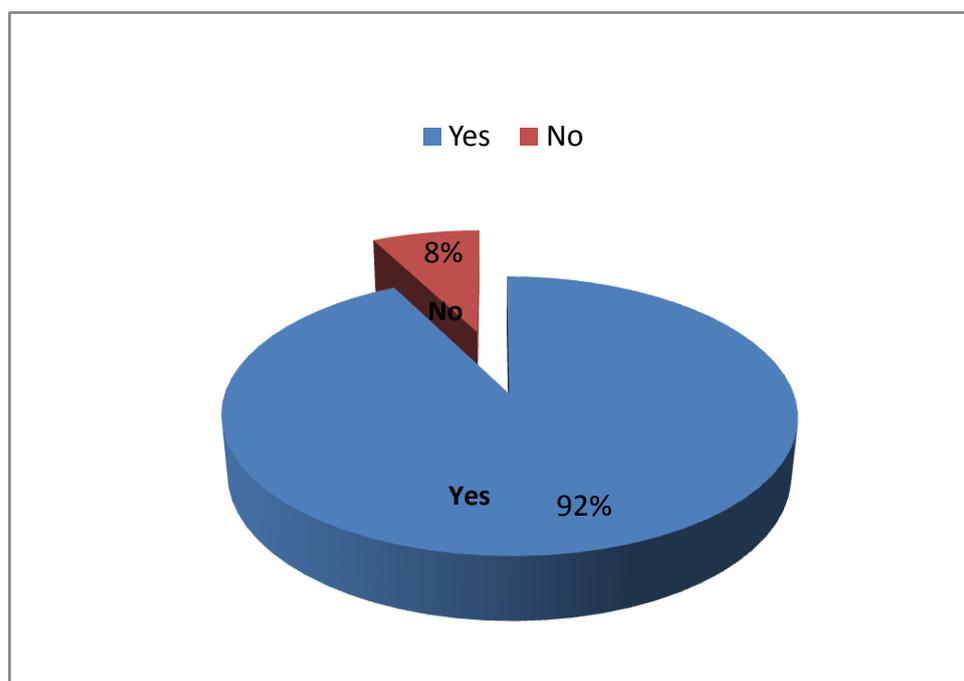
Pie Chart 13: Felling yourself more open –minded person when you learn new language

Interpretation of the Results

Primarily, the selected sample in this study refers that females (75%) are dominant over Males (25%), this probably to the fact that females are more interested in studying foreign languages. The current level of the students also allows us to rely on them in investigating this study since most of them say they have chosen to learn The English language.

Most of the students question four (62%) have the feeling of change or different personality when they use English language and this is probably due to the impact of language's culture. Preceding answers, especially to question six, (45%) of them affirm that they are the students who had different answers according to the language they would use shows visibly that language may modify not only learners' answers but also their decisions. Moreover, the best part of learners in question seven (88%) declare that they face difficulties to change or shift from one language to another 'Arabic to English', and that has direct relation to question five which investigates the competencies to think in foreign language where more than half claim that they cannot do this procedure.

In question eight, we find that the percentage of learners who utilize Arabic language or both languages 'Arabic, English' when they are up-set or feel angry are equal (37%) each. While (25%) use The English language.

A little percentage learners (25%) affirm that they the anxiety during speaking English but most of the students (75%) feel anxious when they are being asked not just because they listen to a foreign language but also being scared from the unknown.

Answers of the learners in question eleven and twelve show that they have turned to be more open-minded and their personalities have changed to the better when they have learned new language 'English'. They became more confident and more fluent, comfortable and have high self-esteem and can improve themselves in the society

Conclusion

The current study concentrates on the effects of learning English as a foreign language on the personality of learners' behaviors, psychological and socially. This is assured by the results and the outcome which obtained from the analysis of the data gathered from third-year students' questionnaire.

So, the final goal of this study is to show whether learning a new language changes the person in different terms or not. We have shown that during learning a foreign language, learners can feel the difference in their actions, thinking, responses and way they behave.

The analysis of student's "questionnaire" showed that learners are really starting to observe the impact of learning a new language, "English" in the case of this research paper, on their characteristics, personalities and the way of thinking and how learning English as a foreign language provides them with the opportunity to improve their individual abilities to exchange cultures and use a language fluently and increase one's self-confidence, and develops a certain wants.

Suggestions and Recommendations:

After analyzing the consequences of students" questionnaire we would suggest and supply students with some suggestions and recommendations. Our suggestions and recommendations are summarized as follows:

- ➢ Learning English as foreign language opens up employment opportunities.
- ➢ Learning a foreign language is not a difficult thing and involves a lot of mental exercises.
- ➢ Learning English as foreign language improves strong personality and increases your sense of self-worth.

> ➤ The English language is the most generally used language among foreign language speakers. Throughout the world, when learners with different languages come together they commonly use The English language to communicate.

Learning English as a foreign language provides the learner the ability to step inside the mind and context of that other culture.

General conclusion

Thinking, knowledge, behavior, and language are closely interrelated to the fact knowing one language can interfere with learning a new one. An advice to anyone wants to learn and the one who is learning English is to treat it as a true forming procedure, completely unknown and never before experienced and accepting language as it is, dealing with its norms without looking to his previous knowledge with the belief that any new language provides and guides for a new way of experiencing the world differently.

The major role of language can identify individuals' identities and it has been proven through the changes appearing on bilinguals or multilingual persons. While a person learns a new language, he/ she must respect the culture and the religions of the population of this language to form new linguistic identities are constructed with others. The persons who learn not just keeping and memorizing new words and expressions but also they learn to imitate and communicate with the objective of being able to express themselves by using the new language.

This study focuses on the English learners or students in Algeria, and from the consequences, facts and data collected it is clear that English is starting to take a large part in learners' live, whether in the school or outside in their real lives. It is obvious that English is not just helping them through their studies, but also they use it everywhere, they are even adopting the idea of thinking in English as a way of acquiring and getting best from the whole process.

References

1- Adrian H, M. H., & John, K. (2004). Intercultural Communication: An Advanced Resource Book . USA and Canad: Routledge.

2- Anne, F. Thurston,Karen T-Gottschang,&Linda, A.(1987). China Bound, Revised: A Guide to Academic Life and Work. National Academy Press.

3- Annette M.B, DE Groot. (2011). Language and Cognition in Bilinguals and Multilinguals: An Introduction. New York: psychological press.

4- Benadla. (4,11,(2013). The Competency Based Language Teaching in the Algerian Arab World English Journal. Page 14. www.awej.org ISSN: 2229-9327.

5-   Bloch, B. and Trager, G.L. (1942). *Outline of linguistic Analysis*. Baltimore: linguistic Society of America.

6- Bruce, C. (1992). Sub cortical Functions in Language and Memory.The Guilford Press New York London.

7- Bruce, L. Derwing. (1973). Transformational Grammar as a Theory of Language Acquisition: A Study in the empirical conceptual and methodological foundations of contemporary linguistics theory. University ofAlberta: The Syndics of Cambridge the university press Bently House, 200 Euston Road, London N W.

8- David, C. (2003). English as a global language. (2ndEd). United Kingdom: Cambridge university press.

9- James, P. Lantolf. (2000). Sociocultural Theory and Second Language Learning. Great Glarendon Street: Oxford University Press.

10- James p. lantolf. (2000). Sociocultural Theory and Second Language learning. Great Glarendon Street: Oxford University Press.

11- James Paul, G. (2004). Situated Language and Learning: A Critique of Traditional Schooling. First published 2004 in the USA and Canada (29 West 35th street Ney York, NY: 10001): Routledge.

12- Janet, T. Spence; John, M. Darley. (1998). Annual review of psychology. California: Annual Reviews Inc 1998.

13- Jeremy, H. (2001). The Practice of English Language Teaching. (3rdEd). Pearson Education Ltd.

14- Jung, C. G. (1971). Psychological types (Collected works of C. G. Jung, volume 6, Chapter X). Princeton University: ISBN 0-691-09774.

15- Krashen, S. D., M. A., Long, & R. C. Scarcella. (1979). Age, Rate and Eventual Attainment in Second Language Acquisition. TESOL QUARTERLY 13 (1979): 573-582.

16- Maria C.M. de Guerrero. (2005). Inner Speech - L2: Thinking Words in a Second Language. New York: Springer Pp. XVI+215.

17- Merriam Webster's. (2003). Collegiate dictionary, (11th Ed). (Sringfeild, MA: Merriam Webster.

18- Michael Cronin. (2000). Across the Lines: Travel, Language, Translation. Ireland : First Published in 2000 by Cork University Press.

19- Miles T, J Dailey-O'Cain. (24 Aug 2009). First Language Use in Second and Foreign Language Learning. Multilingual Matters.

20- Moeller,AJ.& Catalano,T. (2015) Foreign language teaching and learning. University of Nebraska – Lincoln. Published in J.D. Wright.

21- Namhee Lee,L.,& A Dina L. J,A W. Mates,John H. Schumann. (2009). The Interactional Instinct: The Evolution and Acquisition of Language.oxford university press.

22- Noam Chomsky. (2002). *Syntactic Structures, (2^{ed} Ed).by David w. Lightfoot*.

23- P.k.manoharan. (2008). Education and Personality Development. 4435-36/7 Ansari Road: S.B Nangia.

24- Par K P Yadav. (2006). Employment Opportunities & Economic Policy, Volume 4 .Ansari Road: 4740/ 23, Sarup & Sons.

25- Peter, L.Charles. (1999). Lev Vygotsky: Critical Assessments, Volume 2 Fernyhough page (186-189). United Kingdom: Routledge.

26- Rebecca,L. (1996). Language Learning Motivation: Pathways to the New Century. Hawai of USA: Second Language Teaching 1 Curriculum Centre University.

27- Skehan, P. (1986). The role of foreign language aptitude in a model of school learning. Language Testing" 3, 188–221.

28- Sue T, P., Jonas L,Constance M. (2006). Biology and Knowledge Revisited: From Neurogenesis to Psychogenesis. New York: Psychology Press 711 Third Avenue.

29- Valerie, A. Pellegrino, A. (2005). Study Abroad and Second Language Use: Constructing the Self. United Kingdom: press syndicate of the University of Cambridge.

30- W. James, P. (1996). An Analysis of Thinking and Research about Qualitative Methods Potter.University of California, Santa Barbara: Lawrence Erlbaum Associates, INC.

APPENDIX

Appendix

PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH DIVISION

Students' Questionnaire

Dear students,

This thesis is in partial fulfillment of the investigation for the degree of Master 2 in Sciences of Languages. And we would like to ask some questions concerning **The Effects of learning English as a foreign language on terminal students' behavior.**

These questionnaire aims and goals to support our research hypothesis.

Please give as a precise answers, your contribution is useful and helpful Please tick (X) in the box what you suppose it is appropriate and make full answers to express your attitudes and opinions.

Thanks in advance for your collaboration

Your colleague: Boukerkour Asma.

Please: check (X) the appropriate answer and fill in the blanks when it is necessary.

1. identify your gender

a- Female ☐

b- Male ☐

2. Is learning English:

a-Your own choice

b- It has been imposed on you

3. How long have you been learning English?

a - 0-2 years ☐

b -2-5 years ☐

c -5-10 years ☐

4-How much do you use your native language in proportion to English?

a- More than 60% native language, less than 30% English ☐

b- About 60% native lang uage, 30% English ☐

c-Less than 30% native language, more than 60% English ☐

5-Do you feel yourself different when you use The English language?

a- Yes ☐

b-No ☐

6-Do you feel that you can actually learn to think in the foreign language?

a- Yes ☐

b- No ☐

7- Have you ever answered a question in your native language and you have a different answer in English?

a- Yes ☐

b- No ☐

8- Is it easy for you to shift from Arabic language to English Language?

a- Yes ☐

b- No ☐

9. Which language do you use often when you get upset or angry?

a- Arabic ☐

b- English ☐

c- Both ☐

10-When do you really feel anxious?

a- During speaking the English language ☐

b- Being asked with the English language ☐

Other……………………………………..

11- Which language do you prefer to use in order to express your emotions?

a- Arabic ☐

b- English ☐

Other……………………………………..

12- Do you think English has changed you for the better in terms of personality?

a- Yes ☐

b- No ☐

13- Do you feel yourself more open-minded person when you learned a new

language?

a- Yes ☐

b- No ☐

ملخص

تهدف هذه الدراسة إلى وصف والتحقيق في الآثار المترتبة من تعلم اللغة الإنجليزية كلغة أجنبية واستخدمت الدراسة منهج البحث المختلط استبيان لطلاب السنة الثالثة من ثانوية صلاح الدين الأيوبي بولاية باتنة الجزائر بالتعاون مع أربع ون طالبا وطالبة في العام الدراسي 2017/2016 م . من أجل الوصول إلى أهدافنا، تشكيل اثنين من الفرضيات من أجل أن يتم التحقق كانت الأسئلة الرئيسية واضحة و دقيقة لهذا السبب قمنا صياغة فرضيتين

كما ورد سابقا تأثير تعلم اللغة الإنجليزية كلغة أجنبية على السلوكيات النفسية والاجتماعية للمتعلمين، فالسلوك النفسي يتناول نوعين ومن آثار تعلم اللغة الإنجليزية، مزايا وعيوب إضافة إلى العوامل المؤثرة في تعلم اللغة. وظروف تعلمها من خلال السن، والتحفيز، وأنواع الشخصية والتفكير في اللغة الإنجليزية، ومن ناحية أخرى، يتعامل الطلاب ذوي السلوك الاجتماعي مع ثلاثة أنواع من العوامل و المؤثرات و هي الوظائف، والسفر، والموسيقى إضافة إلى إجراء اتصالات مع أصدقاء أجانب، حيث يعد ذلك، من أساسيات تعلم اللغة الإنجليزية في المدرسة.

و من خلال هذا الاكتشاف وجد أن تعلم اللغة الإنجليزية له تأثير على الملامح الشخصية ، البدنية والعقلية والعاطفية، والاجتماعية للفرد.

.: