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SECTION ENGLISH

Students Perspectives on English Language Outside Classroom

The Case Study of First Year LMD Students at Ahmed SALHI University Centre of Naama

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Dedication

All The good things must come to an end. But I wish this end will be the beginning of another way of full of my success.

This whole work was a will of the spirit of my father, all this thesis is dedicated to him that thanks to which I completed my studies. My Father taught me that the best kind of knowledge I have is that which is learned for its own sake God mercy of him

To my Mother who struggled for me to achieve this success and simulating me physically and morally may Allah in aged her health and wellness.

To My Dearest sisters: Zohra, Meriem, Fatiha, Halima.

To My Brother Abdellatif and His Sweety wife Naima which have stood beside me and motivate me all time.

To My sisters' sons: kholoud, Sondous, Achraf, and Abdelkader.

To the spirit of the friend of my Father Ben Younnes, may God have mercy on him who was all time encourage me.

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The Messenger Peace be upon him-Says:

"Who has learned a community language is safer from their evils"

Any attempt at any level cannot be satisfactory completed without the support and guidance of learned people.

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ABSTRACT

The purpose of this study was to explore student's attitudes towards the English language outside the classroom, and find factors that either promote or inhabit student's desire to use English outside. Qualitative research methods employed were a student questionnaire (with a total of 30 participants); in order to further analyze our topic we conducted five interviews with some teachers.

This study provides a deep understanding of the reasons why many students speak their native language once they leave the English classroom. Based on these findings, recommendations regarding the development and modification of curricula in order to improve speaking the language outside the class.

The sociocultural and factors included peer pressure, fear of negative evaluation by others. The linguistic factors included low language proficiency, difficulty in understanding teachers'. The category of the individual factors consisted of the intensity of motivation and personality type. Lack of confidence, stress from speaking English, and fear of having a different personality when speaking English were categorized as psychological factors.

The study was conducted at the English language (EFL) Students at Naama University Center. The findings indicate that the majority of the students acknowledged the helpfulness of the English language, but recognized some factors that presented then from speaking English outside class.

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Liste of Abbreviations and Acronyms

EFL: English Foreign Language

ESL: English as a Second Language

ELC: English Language Center

L1: First Language

L2: Second Language

LMD: License Master Doctorate

SLA: Second Language Acquisition

TL: Target Language

TV: Television

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General Introduction

General Introduction

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.

There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

It is commonly believed that English is becoming a widely used language, and through it, one can participate in a variety of social activities, because language is more than simply a way of expression, it helps people form relationships and know how to interact in different social contexts depending on sociolinguistic situations. English is one of the most important languages of the world. As stated by Baugh (2002), it is spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire. It is the largest of the Western languages.

Therefore, the present work aims at analyzing students' perspectives on English language outside the classroom by First Year Students at Naama university centre. The present study attempts to answer the following questions:

1. What attitudes do students of EFL classroom at Naama University Centre have toward the English Language outside the classroom?
2. What factors the students perspectives affect their decisions to use either their native languages or English outside the class?

3. Based on the attitudes and factors that affect their language choices outside the classroom, what suggestions do students have for improving the language outside?

From these questions, the following hypotheses have been raised:

1. lack of English use due to non communicative approach.
2. lack of Exposure toward English language.
3. The fact of psychological factores in useless of English language students.

This research consists of two chapters. The first chapter is a theoretical part which introduces the main aspects of English language use and their importance, identifies the key concepts and showing insights of the impact of this language on English language students' communication outside class. The second chapter is a practical part of this study, in which data were collected through the use of mainly a questionnaire and interview. Then, the data have been discussed and analyzed quantitatively and qualitatively.

Chapter One :
Literature Review

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1.1Introduction

The purpose of this study is to examine attitudes that English learners have toward the English-only environment and factors that, from students' perspectives, influence their language choices in their communication outside the language classrooms. In this section we will define various concepts that are key to our study, as well as providing pedagogical theory as to why the study is significant. These ideas include principles on the acquisition of language outside of a learning environment, and how this innate ability to acquire could be utilized within the classroom from a motivational perspective.

However; this chapter will first provide a theoretical framework on the role of the target language in second language acquisition. It will be followed by an overview of the studies that explore benefits of L2 use beyond the language classroom. The discussion will then turn to research that look at student attitudes toward language use both in class and outside of the classroom as well as studies that examine students' perspectives of reasons why they are hesitant to speak English with each in school. This all will provide a theoretical foundation, on which the current research is built. The gap identified in the existing literature will give direction to the discussion and establish the focus of the study.

1.2Definitions

Inside vs. outside the classroom: When we talk about learning English inside of the classroom we refer to the English that is being taught by the teacher in a classroom situation. Watching a movie or reading a book during English-class are examples of English taught inside of the classroom. When we talk about English outside of the classroom we refer to all aspects of the English language that the students are exposed to outside of school. Watching TV or reading an English book before bedtime are examples of English picked up outside of the classroom.

The ESL classroom: ESL is the abbreviation for English as a Second Language. When we use the term ESL or the ESL classroom we mean a classroom in which the students in most (if not all) cases have mother tongue other than English.

L1: L1 is the term for first language. If a student speaks Swedish as their L1 it means their mother tongue is Swedish.

L2: L2 is the term for second language. If a student speaks English as their L2 it means their mother tongue is not English.

Receptive and Productive skills: With the term receptive skills we mean the students competence in listening and reading. Their productive skills include the competences speaking and writing.

The Natural Approach: The Natural Approach, developed by Stephen Krashen and Tracy Terrell is based on five pedagogical hypotheses. The following three are closely linked with our area of interest:

- The Acquisition-Learning Hypothesis (defining acquisition and learning)
- The Monitor Hypothesis (the advantages of acquisition)
- The Input Hypothesis (how we acquire knowledge)

As we are dealing with sources and materials beyond our control, i.e. outside the classroom, we should be aware of how useful these materials can be. These hypotheses give weight to our inference that materials from the outside world, within popular culture, can be of benefit to the development of student L2 language skills.

The Acquisition-Learning Hypothesis: Of significant importance to the Natural Approach are the defining and differentiating of "acquisition" and "learning". "Learning refers to "explicit" knowledge of rules, being aware of them and being able to talk about them" (Krashen & Terrell, p.26). Here we could talk about the introduction of grammar as the building blocks to a language, often to be found in a more structured learning environment such as the classroom. When studying grammar, there has been a conscious choice to learn and develop. One does not understand rules, merely by chance. They have to be thought about and analyzed to some degree.

Acquisition, on the other hand refers very much to "accidental" knowledge development, "Language acquisition is the "natural" way to develop linguistic ability, and is a subconscious process; children for example are not necessarily aware that they are acquiring language, they are only aware that they are communicating" (Ibid, p.26). To acquire knowledge, it has to be available in some form, and this is where the day to day exposure to English through various media becomes interesting. "To summarize, the term "second language acquisition" (SLA) refers to the sub-10 conscious or conscious processes by which a language other than the mother tongue is learned in a natural or a tutored setting" (Ellis, p.6).

The Monitor Hypothesis: Could it be said that language acquisition is of serious significance when compared with a structured learning environment? "The (Monitor) hypothesis says that when we produce utterances in a second language, the utterance is "initiated" by the acquired system" (Krashen & Terrell, p.30).

The idea is that with learned knowledge, based around rules and structure, the learner is constantly "monitoring" his or her language output, providing less spontaneous and fluent conversation. Therefore, acquired knowledge is essential for students‟ communicative skills.

The Input Hypothesis

So, how do we acquire language?

"This (input) hypothesis states simply that we acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence" (Krashen & Terrell, p.32). Thereby, if input is „i‟, acquisition can be described as „i+1‟. Krashen and Terrell are keen to point out that the knowledge not yet acquired in a second language does not necessarily follow a natural order and that acquisition is not limited to a "level" immediately above the current level of competence. Thus, knowledge of certain areas of language can theoretically be acquired through any exposure to any L2 source.

The aim of the Natural Approach is to bring acquisition into the classroom with the principle of "… foster(ing) a lowering of the affective filter of the students. Activities in the classroom focus at all times on topics which are interesting and relevant to the students and encourage them to express their ideas, opinions, desires, emotions and feelings" (Ibid, p.20). With this in mind, a list of personal communication skills to be presented in the classroom was drawn up in order to promote natural acquisition:

- Participate in a conversation with one or more speakers of L2
- Listen to a conversation between other speakers
- Read and write personal letters
- Pleasure reading

1.3English in the world

English is one of the most studied language in the world and has achieved prime status by becoming the most widely spoken language in the world.

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.

> **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.

1.4English as an Official Language

Language is our primary source of communication it's the method through which we share our ideas and thoughts with others.

According to Holmes (2013), an official language is defined as a language that may be used for the purpose of government business and that serves practically, rather than symbolically. Ozaki (2005) states that an official language is the language that a nation declares as the language for the functions of judicial, executive, and legislative administration of the nation. He also explains that in a country where

several languages are used, an official language serves as a communications' medium in the public institutions of the country.

Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era, and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. It is, by international treaty, the official language for aeronautical and maritime communications. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee.

1.5English language teaching and learning

Nowadays technology, information and knowledge explosion have led to the increase of teaching and learning English as an international language. Teaching and learning English in different countries have been faced with some problems. English has been taught in schools in Algeria since many years ago. But the point is that although our students spend a long time in language classes, they do not achieve a desirable level in various language skills and are not able to say some English sentences. Teachers and students have lost their time and costs and most learners have not used their precious life in learning English and as a result it has had adverse effects on people's lives. Due to the deficiencies that exist in language teaching and despite the efforts, the desired result cannot be achieved, so it can be said that English teaching has a decorative aspect and it has no academic consequences. This paper studies the problems of English teaching and learning in students.

In discussion about language teaching and learning, Brown (2007a) points out that, there is a depending and subordinating relationship between teaching and learning. Teaching plays roles as guiding, facilitating learning, and encouraging the learner and setting the conditions for learning. Having a good understanding of how

the learner learns will help teachers determine their philosophy of education, their teaching style, approach, methods, and classroom techniques. According to **Cook (2001), "the proof of teaching is in the learning", and "all successful teaching depends upon learning" (p. 9).** Cook also states that there is no point in providing interesting, well prepared language lessons if students do not learn from them.

1.6English for students inside and outside the classroom

The time students start learning foreign languages is not the only factor of good or bad results. Key factors to high proficiency in a foreign language are also motivation, goal, ability to acquire a foreign language and many others.

Large exposure to a language plays a significant role in English learning and teaching. It helps a lot as in such case learners have a great opportunity to practice language outside the classroom.

To make progress in English you need both to attend classes and to study on your own. This will help you develop your language skills and extend your knowledge to reach higher levels of proficiency. If you want significant or brilliant levels of achievement you need to 'live' the language outside of the classroom as well. Try spending as much time as possible every day doing enjoyable activities in English developing all four language skills.

1.7 The Role of the Target Language in Second Language Acquisition

1.7.1Overview

The use of target language refers to all that learners say, read, hear, write, and view – production and reception of language on the part of learners, educators, and materials.

Second Language Acquisition research has shown that learners need as much exposure as possible to the target language for acquisition to occur. Learners need

to be actively engaged with the target language.For many learners, the precious minutes in our classrooms are the only opportunity in their day to experience the target language.We must maximize this exposure by providing a language-rich environment that prepares them for success in the real-world. Likewise, if the goal is for learners to have the proficiency to survive and thrive in the target culture, whether it be in our neighborhoods or across the ocean, then authentic target language experiences and materials must be provided.

1.7.2Theories on target language use

The importance of target language (TL) input, output, and interaction in the process of second language acquisition has been widely investigated in the literature by Krashen (1977), Long (1981), and Swain (1985). These researchers have proposed several theoretical assumptions –each focusing on a particular aspect of developing oral proficiency in a second language. Krashen's (1977) Input Hypothesis, which is part of the Monitor Model, emphasizes the role of input in second language acquisition. Based on this hypothesis, target language acquisition occurs when learners are provided with input that is just slightly above their actual proficiency level (i+1). Krashen believes that comprehensible input is a necessary element in the process of learning the second language and can be provided through one-way interaction (reading, listening, or watching television), or through two-way interaction (conversations). While Krashen acknowledges that two-way interaction is a better method of providing comprehensible input, in his opinion, it is not a necessary component since acquisition can take place without the learner's active participation in conversation Unlike Krashen, Long (1981) believes that proficiency gain in the process of second language acquisition is more effective through interaction. He proposes the Interaction Hypothesis that emphasizes the role of negotiated interaction between a native and a non-native speaker or between two non-native speakers. Long asserts that interaction (conversation) is both a medium of language practice and a means by which language acquisition occurs. Similar to

Krashen, Long's Interaction Hypothesis does not suggest a direct role of learner production (output) in promoting second language development.

In contrast to these two hypotheses, Swain (1985) emphasizes output as a central element in his theory known as the Output Hypothesis. This hypothesis is based on the assumption that although comprehensible input is a necessary component in learning a second language, it is not sufficient because in order to successfully acquire the language, learners should be given ample opportunity for meaningful production. The results of Swain's (1985) study conducted in a French immersion program demonstrate that due to lack of opportunity to use the target language in the classroom setting, children did not achieve native-like performance. In other words, even though there was enough comprehensible input, the lack of comprehensible output impeded language acquisition. Swain (1985) **argues that in order for acquisition to occur, output has to be "pushed", that is the message has to be "not only conveyed, but conveyed precisely, coherently, and appropriately"** (p. 249). To illustrate, although the immersion students in Swain's study seemed to develop adequate language features to be understood by their classmates and teachers, **"there [was] no push [for them] to be more comprehensible than they already [were]"** (p. 249). Said another way, there was no pressure for them to produce the features that would extend their linguistic repertoire.

To summarize, each of these hypotheses focuses on a different function of the target language: input received by the learner, output produced by the learner, and interaction that occurs between the learner and his or her interlocutor. However, regardless of their different emphases, these hypotheses all suggest the vital role of the target language in developing L2 competency.

1.7.3Research on the Importance of Target Language use

Based on these theoretical assumptions, many researchers believe that target language must be "the sole medium of communication", suggesting that "the prohibition of the native language would maximize the effectiveness of learning the target language" (Tang, 2002, p.36). For example, Chaudron (1988) asserts that, **"the fullest competence in the TL (target language) is achieved by means of the teacher providing a rich TL environment, in which not only instruction and drills are executed in the TL, but also disciplinary and management operations"** (p.121). Atkinson (1993) suggests that, **"every second spent using the L1 is a second not spent using English – and every second counts"** (p. 12). Furthermore, the supporters of target language use argue that this practice has positive outcomes for the learners. Duff and Polio (1990) explain that it is **"challenging and fun for students in L2 classes to have optimal exposure to the L2"** (p. 162). Littlewood (1981) suggests that**" when language teachers use the students' L1 for classroom management purposes, it "devaluates the foreign language as a vehicle of communication"** (p. 45). As a result, learners perceive their native language as a primary tool of communication, whereas English is **"relegated to an abstract exercise role"** (Grant, 1999, p. 4). Therefore, some researchers point out that the use of the mother tongue in the classroom is "unthinkable" (Mattioli, 2004, p. 21), and even grammar explanation and classroom management should be done in the target language (Davila, 2005; Duff & Polio, 1990; Franklin, 1990; Gorsuch, 1991; Littlewood, 1981). At the same time, the role that the target language plays in the development of oral proficiency is not limited to the language classroom. In fact, as Brown (2000) points out, **"Few if any people achieve fluency in a foreign language solely within the confines of the classroom" (p. 1).**

Along the same line, Cundick (2007) suggests that **"the time [the students] spend out of class is much greater than the time they spend in it", so if they**

know "how to maximize their out of-class language use", they will "become better language speakers" (p. 88).

1.7.4Target Language Use and Proficiency Gain

Some studies attempted to explore the impact of target language use on proficiency gain. Nevertheless, these studies brought contradicting results. While some researchers (Brecht, Davidson, & Ginsberg, 1995; Seliger, 1977) suggest a positive relationship between these two variables, others (Day, 1985; O'Donnell, 2004; Spada, 1986) found no such connection, and some (Freed, 1990; Yager, 1998) had mixed results (See Cundick, 2007 for a detailed discussion of these studies).

The contradictory nature of these findings may be explained by two major factors. First, in most cases, the length of the study was too short (between 4 and 15 weeks) to determine any distinct gain in proficiency. Second, tests selected to measure proficiency gain were in most cases not sensitive enough to be able to measure small degrees of proficiency gains (Cundick, 2007). These limitations were attempted to overcome by Cundick's (2007) study. Cundick asked whether there is a positive relationship between learners' use of English outside the classroom and their proficiency gain. Under the concept "out-of class language use" Cundick considered any activities outside the English classroom in which students were engaged by utilizing English, including homework, interaction with co-workers, friends, and roommates. The study found a positive relationship between the use of English outside the classroom and increase in proficiency. The results also suggest that the two most effective activities predicting proficiency gain were practicing what was learned in class and speaking English with someone else outside the classroom.

1.8 Students Attitudes toward Target Language Use

1.8.1 Overview

Language is a tool enabling a mutual communication among the people. Human beings, as social creatures, have always made effort to communicate with others in their surroundings.

1.8.2Attitudes towards English-only classroom

The question of whether or not to use students' native language in class appears primarily in EFL contexts, in which learners normally share their mother tongue. As a result, the studies describing students' attitudes toward English only classrooms focus primarily on EFL contexts. In 1999, Grant conducted a study in foreign language schools in Japan with the purpose to examine students' attitudes toward English-only classrooms, as well as gather their suggestions on alternative language policies in the classroom. Six two-year foreign language specialty schools were included in the research. Four of the schools did not have a formal English-only policy, but the enforcement of the rule and the strictness of its implementation were up to the individual teacher. The other two schools carried out a school-wide English-only policy, according to which all instructions and communication between students and teachers had to be in English. Grant (1999) found that students' reactions to the English-only classrooms were predominantly negative (58%). Only 30% of the participants perceived the policy positively.

Grant explained, however, that the students' negative attitudes were mostly directed toward the school administrative consequences for not using English, that is punishment or scolding, rather than toward the policy per se.

1.8.3Attitudes towards English use outside the classroom

Several researchers attempted to explore learner perceptions of the target language use outside the classroom (Barker, 2004; Davis, 1986; Hyland, 2004;

Kang, 2006). Some of these studies were conducted in an EFL environment (Barker, 2004; Hyland, 2004), and some took place in an ESL context (Davis, 1986; Kang, 2006).

However, Barker (2004) **outlines several reasons for students' objections "to the idea of speaking English"** (p. 81). First, they feared that they would "pick up on each other's mistakes" and thus worsen their English. Furthermore, the students thought that by using English with other non native English speakers, they would never know when they made mistakes, so they would not be able to correct each other. The participants also believed that interaction with non-native peers in the target language was not beneficial in terms of improving their pronunciation.

1.9Teaching Process of Target Language or Foreign Language

L1 use is a common occurrence in foreign language teaching contexts despite the fact that it often receives criticism for its interference with target language (TL) acquisition. While foreign language teachers should maximize their use of the target language, there is indeed a place for the teacher to use the students' L1 in their pedagogy.

There are many possible reasons for studying a foreign/second language. Probably a major number of language students in the world do it because it is on the curriculum. Some people want to study English or another foreign language because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has a special position here since it has become the international language of communication. Some language students find themselves living in a target language community either temporarily or permanently. The students would need to learn English to survive in that community. Students who are going to study at a university in the USA, UK, Australia or Canada, on the other hand, may need English so that they can write reports or essays and function in seminars. The term

English for Special or Specific Purposes has been applied to situations where students have some specific reason.

For wanting to learn the language. Business executives need English for international trade. It will be clear from this list that there are many possible reasons for studying a language (Harmer, 2002).

The Longman Dictionary of Applied Linguistics and Language Teaching (2002, p.297) defines language attitudes as follows: **"the attitudes which speakers of different languages or language varieties have towards each other's 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. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning. "**

1.10The Verbal Practice of Teaching Language Students

Is an all-encompassing term for communication involving words whether they're spoken, written or signed.

Verbal practice in teaching such communication can be defined as total relationships that can be achieved through speaking and conversation. Teachers should use the words carefully to be successful in teaching. Each word provokes a feeling in people, specific emotions, and distinct function. If the words are applied in their proper place, it would affect the soul and body of the audience immediately. Therefore, it is appropriate that the teacher avoids using negative words in dealing with the students, i.e. such words as "I can't, it's impossible, is not possible, never, etc..."

A successful educator in the field of teaching should be aware of the power of words and its impact on the audience and avoid using words habitually without thinking. Also, ordering is one of the conflicts which lead to failure in human interaction. The teacher should express his opinion with proper words and within the defined framework for his comments to be effective and penetrating. Therefore, the teacher, as the sender of the message, should first determine the framework of his message and then express his expectations of the students frankly with appropriate tone and words.

Verbal skills are generally divided into four parts: listening, speaking, reading and writing. Among these skills, speaking has the higher degree of importance and usefulness and has more decisive impact on oral communication with the audience.

1.11Psychological Factors Impact On Communication and Verbal Practice

According to Tomizawa (1990), **psychological factors include personality traits that are found "within a person" and that "stem from an individual's psychological bases"** (p. 51).

In recent years finding factors that affect language learning have caused many scholars to try to seek for psychological factors that can help students to facilitate their language learning. Between so many features that can affect language learning, it seems that self confidence can have an important role.

Self confident students can be more successful in their language learning is that they have self talk. When you tell yourself that you can learn something, you will be more capable to learn. Students who are self confident feel sure of their abilities to learn English and always tell their self they can speak, and they can comprehend others' speech, and they can improve.

In the current study, there is a lot of psychological sub-factors were identified that inhibited students' communication in English outside the classroom among them: lack of confidence, stress from speaking English, and fear of having a different personality when speaking English. The discussion of these factors is presented below:

1.11.1Lack of confidence

Confidence means beliefs, what someone believe to achieve may be called by confidence. Self confidence is the term of someone that beliefs on them truly. There are some experts that mention the definitions of self confidence. Grubber (2010) state that self-confidence is an attitude that you hold about yourself that allows you to move forward and achieve your goals, but with realistic views. They note that a self-confident person has a general sense of control of her own life, and can do what she wishes, plans and expects. Self-confidence means that even if things don't go your way, you still believe that eventually, somehow, some way, they will.

The most important one it back to someone self. They have to have good self-confidence. Whatever problems found in speaking will be easy to done if someone has a good confidence. Someone who has good self confidence of course they can speak well. So that, it is important to enhance students confidence in order to help them overcome their English speaking problem. There are many ways in enhancing students self confidence. Such as, relax when speaking, prepare yourself to speaking, practice what you know already so it becomes even more familiar to you, get English-speaking conversation partner and regularly meet up, get an English teacher or take a course to get expert help in training your English skills, talk to everyone, believe in yourself, speak as much as possible. So the key is practice you're speaking every time, and be confidently.

1.11.2Stress from speaking English

In psychology, stress is a feeling of strain and pressure. Stress is a type of psychological pain.

While stress is usually referred to as a negative experience, not all stress is bad. Some stress can be helpful, motivating us to get a task finished, or spurring us to perform well.

Worldwide expansion of English Language has increased the demand to acquire good communication skills in English. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English Language "Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, 1991: 18). Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001:113). Anxiety has been found to interfere with many types of learning but when it is associated with leaning a second or foreign language it is termed as „second/foreign language anxiety". Consideration of learners" anxiety reactions in learning to speak another language by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the target language (Tanveer, 2007).

Construct of stress as a basic human emotion that may be brought on by numerous combinations of situational factors (McIntyre, 1995; McIntyre & Gardner, 1989: cited in Tittle, 1997:11). For example, a shy student may feel anxious when asked to give a short talk in front of the whole class; when this nervousness or anxiety is restricted to the language-learning situations, it falls into the category of specific anxiety. Psychologists use the term specific anxiety reaction

to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations (1986:125). The intrinsic nature of language anxiety poses an additional challenge to language learners as well as teachers. The demand on communication in the modern language classes may enhance students‟ anxiety, as there are more chances for their weaknesses to be exposed in front of others. Consideration of learner anxiety in the modern language classroom is deemed highly essential in order to help learners develop their communication skills in the target language.

1.11.3Fear of Having Different Personality When Speaking English

A third concern about using English with their classmates especially expressed by participants don't speaking English outside the class relates to a shift in identity. They felt as though they were different people when they were speaking English outside class.

Our language is connected with ourself. So when we are speaking only the language that we are learning, sometimes we feel that we are losing the part of who we are, and we feel really empty. So if we have a chance to speak English sometimes, it is very good for us.

If we're shy, learning a new language can help we discover a "new you".

When we speak another language, we can be whoever we want to be. We can reinvent ourself. There's no need to be held back by the expectations our friends and family have about us. Nor do we need to live our life trying to fit into labels that we feel define who we are.

Learning a new language can give us a whole new way to express ourself and redefine how others see us. It can be a great outlet for trying new things – especially since the people we interact with will likely be in the same place as us. It's often said that we develop different personalities for each language that we speak, so

perhaps our personality in that new language will be a little more outgoing than the one in our native language!

Wanting to speak another language is an excellent reason to tackle your shyness and become more confident. Plus, you'll get a boost in confidence by developing a new skill of learning a language.

1.12Motivation in Classroom

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important.

Gardner and Lambert (1972) define motivation as a desire to achieve a goal, combined with the energy to work towards that goal. Students who are motivated have a desire to undertake their study and complete the requirements of their course. Generally speaking, the optimal kind of motivation from within is identified as intrinsic motivation– that is, doing something as an end in itself, for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development. Intrinsic motivation is contrasted with extrinsic motivation– that is, doing something as a means to some separable outcome, such as gaining a qualification, getting a job, pleasing the teacher, or avoiding punishment (Ryan and Deci, 2000).

Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is need of special attention.

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put:

Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

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.

Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teaching profession.

1.13Conclusion

To sum up this section, we see that language acquisition is essential to fluency in a second language and that this acquisition can be aided by a helpful and motivational learning environment. We see that studies have show also the important of English language inside and outside the class.

So this review of literature has demonstrated that a considerable amount of research has been conducted to address the role of both L1 and L2 in second language acquisition. While some scholars support the monolingual approach, others argue that learners' mother tongues are an important component in facilitating the process of second language acquisition. Some researchers attempted to explore students' attitudes toward the exclusive use of English in school,

focusing primarily on the classroom environment. Several others looked at students' perceptions of English use outside of the language-learning institution.

Furthermore, the factors found by these researchers pertain exclusively to EFL learners of English. Nevertheless; it is beneficial, therefore, to investigate how students interact with each other, and be motivated to learn a language, and what factors influence their communication styles with other language learners.

Finally, when exploring the factors affecting student language choices in school, it is also vital to consider the institutional parameters of an English program, since much of students' attitudes toward their use of English depend on a particular language-learning setting.

Chapter Two: Research Methodology and Data Analyses

Chapter Two Outline

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Appendix A: Questionnaire……48

Appendix B: Interview……51

2.1Overview

The research questions posed in this study are exploratory by nature, as they attempt to provide a better understanding of factors affecting student language choices outside the classroom.

The research questions determined the methods of data collection in the study. The aim of this research was to explore learners' perspectives on language use outside the classroom in depth, or, in other words, to know the students' voices and opinions

About the factors that affect their language choices in their communication with others .In order to achieve this goal, the study employed qualitative research methods. As suggested by Denzin and Lincoln (1994), qualitative inquiry methods allow researchers to **"study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them"** (p.2). Qualitative data in the current study were collected by means of a questionnaire, semi-structured in-depth interview.

2.2 Sample and Population

In this research to get the information, I have selected undergraduate students of EFL classroom enrolled at the Naama University Centre in the first year from the first group I choose 30 students were selected for survey. And there is a combination of both male and female students.

2.3Research Design

2.3.1Overview

"Every method of data collection is only an approximation to knowledge" (Warwick, 1973, p. 190).

In order to conduct this study we will have both the breadth of a quantitative and qualitative survey and the depth of qualitative interview. This facilitates validation though cross-examining the different sources, providing us with more confident results. Conducting interviews, using survey results as a foundation, entitles the researcher to rest findings upon different sources. Interviews are valuable to teachers because, properly conducted, they can provide insights into people's experiences, beliefs, perceptions, and motivations at a depth that is not possible with questionnaires.

2.3.2 The Questionnaire

In order to as certain information relating to our study from as many students as possible, it was decided that a quantitative study would be the most effective. The goal in the early stages of research was to get an overview of English usage outside of the classroom. A questionnaire that consist of three types of questions open questions , closed questions and open ended questions providing statistical evidence seemed, therefore, to be a way of both reaching that goal and providing a foundation for further research, whilst having the added benefit of eliciting important information with as little fuss, stress and duress on the students themselves.

2.3.3 The Interview

To enable us to investigate our research questions, we were to conduct a qualitative study in which we investigate a set number of teachers. , we decided that interviews would be the most applicable method. It should be noted that our findings and results will in no way be large enough to be used as any form of substratum and should therefore not be seen as a generalization of students in this particular age group.

The purpose of these interviews is rather an interest in gaining a deeper understanding of what students‟ use of the English language outside a classroom

situation might look like and their own awareness of any possible effects of this "out of classroom context" exposure.

2.4 Analysis and Interpretation of the Results

The data collected from participants would be analyzed quantitatively, and qualitatively.

2.4.1 Analysis of the questionnaire results

Since the questionnaire consists of both opened and closed questions, the results will be analyzed both quantitatively and qualitatively.

Section one: Background information

The current section is intended to collect data about students' gender.

Table2.1: Student's gender

Gender	Female	Male	Total
Students	21	09	30
Percentage%	70%	30%	100%

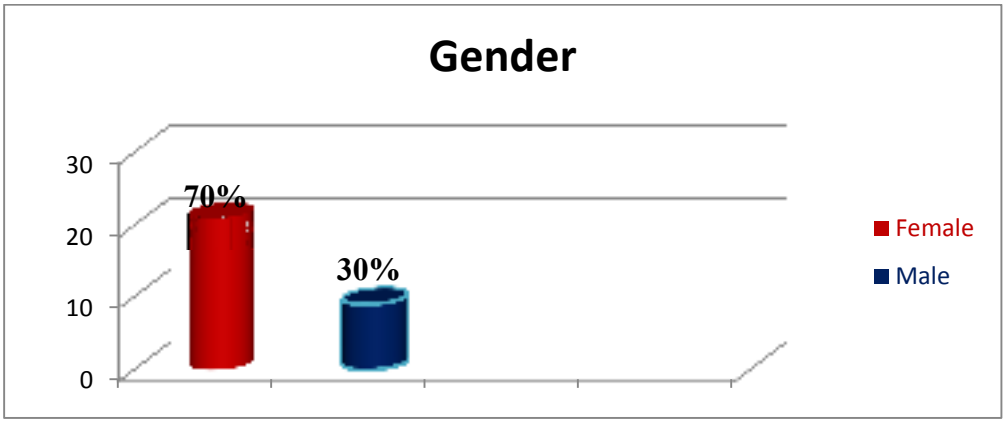

Figure2.1: Student's Gender Distribution

As revealed in the table, females 21 (70%) are about higher number of males 09 (30%).

Section Two: Overview on the Use of English

The second section presented clear insights about the use of English language and their importance.

Question item 1: From Your Point Of View, is English an interesting language?

Table 2.2: Student's Perception

Options	Subjects	Percentage %
Yes	21	70%
No	09	30%
Total	30	100%

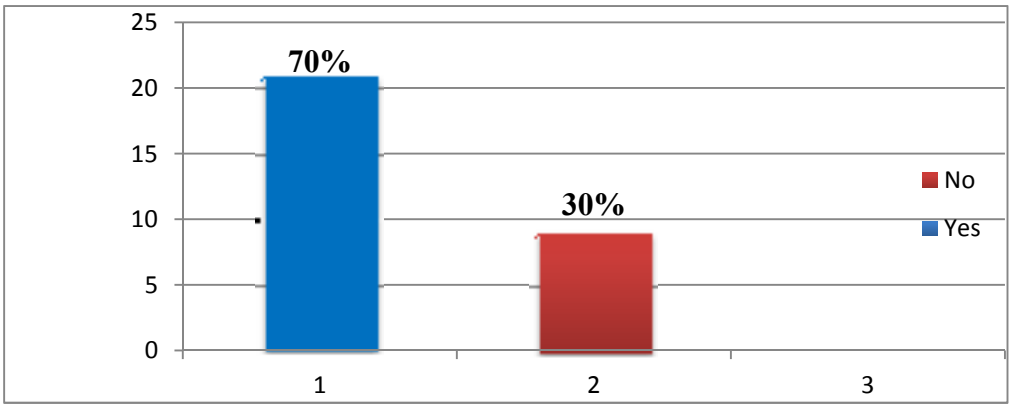

Figure 2.2: Student's Perception

The first question is a general question which asks the respondents whether English is an interesting language or not. It is a Yes/No question, which require the respondents to tick in either one of the boxes provided. For this question, 21 respondents, or a total of 70% percent of the respondents say that English is an interesting language. On the contrary, 09respondents, who carry another 30 % percent of the total percentage, say that English is not an interesting language.

Question item 2: Is English language difficult to be spoken?

Table2.3: Student's perception towards English language

Options	Subjects	Percentage %
Yes	27	90%
No	03	10%
Total	30	100%

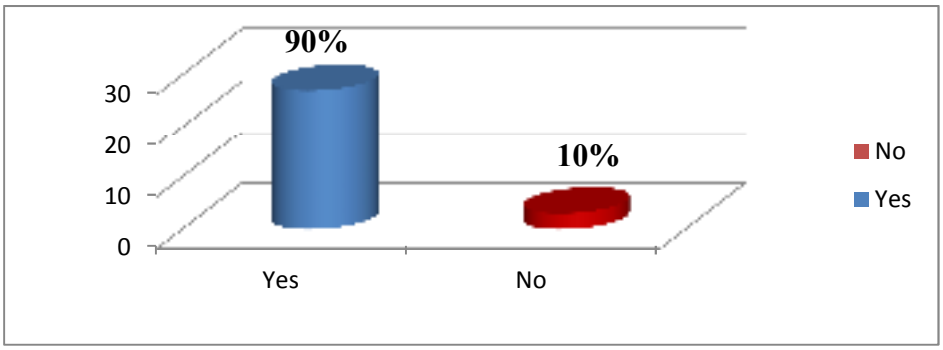

Figure2.3: Student's Perception towards English Language

The second question is asking the respondents' perceptions whether English language is difficult to be spoken or not. It clearly shows that majority of the respondents a total of 90% percent agree to the fact that English is not a hard language to be spoken; another 10 % percent stated that speaking English is hard.

Question item 3: Do you believe using English outside the classroom can develop your English language proficiency?

Table2.4: Believing the use of English Proficiency Outside classroom

Options	Subjects	Percentage %
Yes	29	96.67%
No	01	03.33%
Total	30	100%

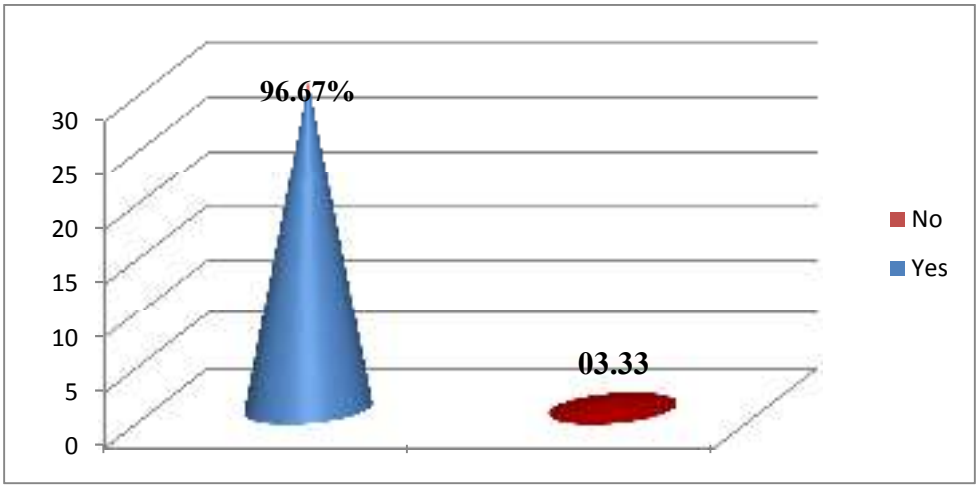

Figure2.4: Believing the use of English Proficiency Outside classroom

Among the participants 96.67 % percent (29) said "yes" and 3.33 % percent (20) said "no". So it can be said majority believe using English outside the class can develop their English language proficiency.

Question item 4: Do your teachers motivate you to use and practice English outside the classroom?

Table2.5: Teachers Motivation

Options	Students	Percentage %
Yes	**19**	**63.33%**
No	**11**	**36.67%**
Total	**30**	**100%**

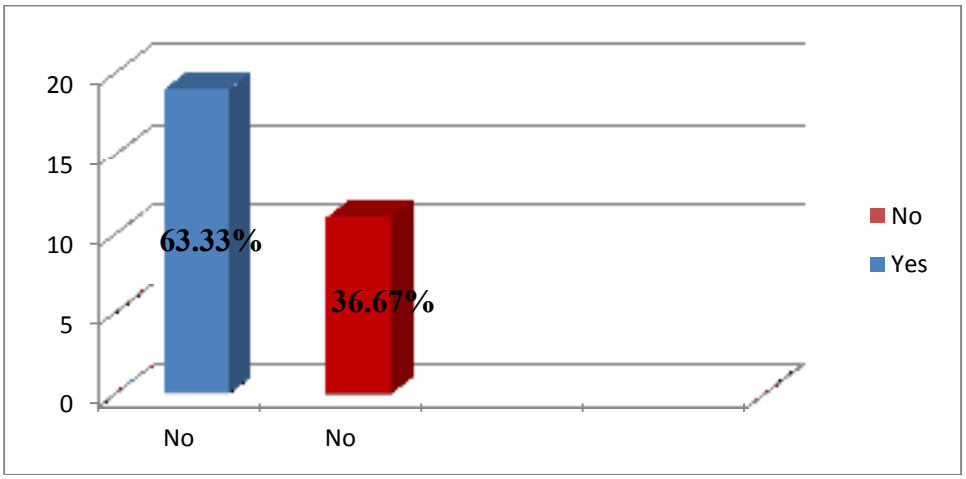

Figure2.5: Teachers Motivation

A total of respondent 63.33 % percent (19) said, yes their teacher motivate them to use and practice English outside the classroom. Other's 36.67 % percent (11) reported "No".

Question item 5: Why did you choose to study English?

Table2.6: Reasons of choosing English

Options	Students	Percentage %
Personal Choice	20	66.67%
Parents Choice	08	26.66%
Administrational Choice	02	6.67%
Total	30	100%

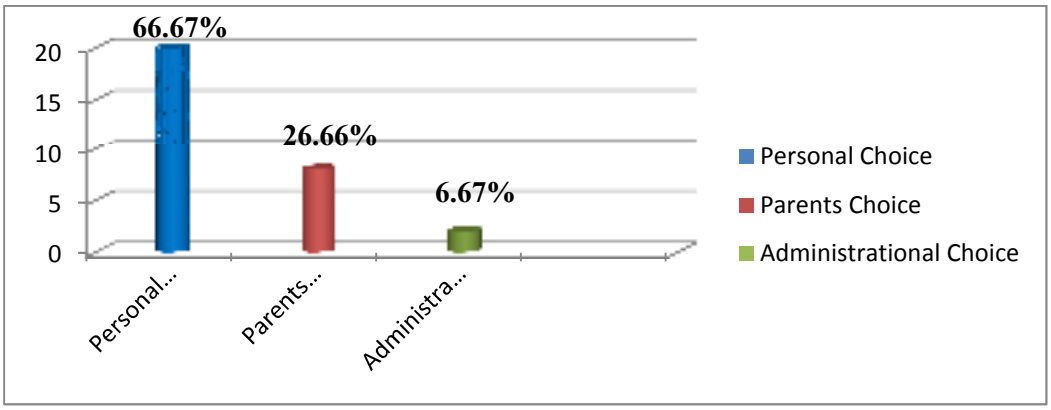

Figure2.6: Reasons of choosing English

From this table we remake that the majority of students 66.67 % percent are chosen English language because its personal choice and others 26.66 % percent parents choice, the rest 6.67 % percent students its administrational choice**.**

Question item 6: How important is English in your daily life outside the classroom**?**

Table2.7: Importance of English outside class

Options	Students	Percentage %
Very Important	09	30%
Important	11	36.67%
Only Use It Occasionally	09	30%
Not Important At All	01	03.33%
Total	30	100%

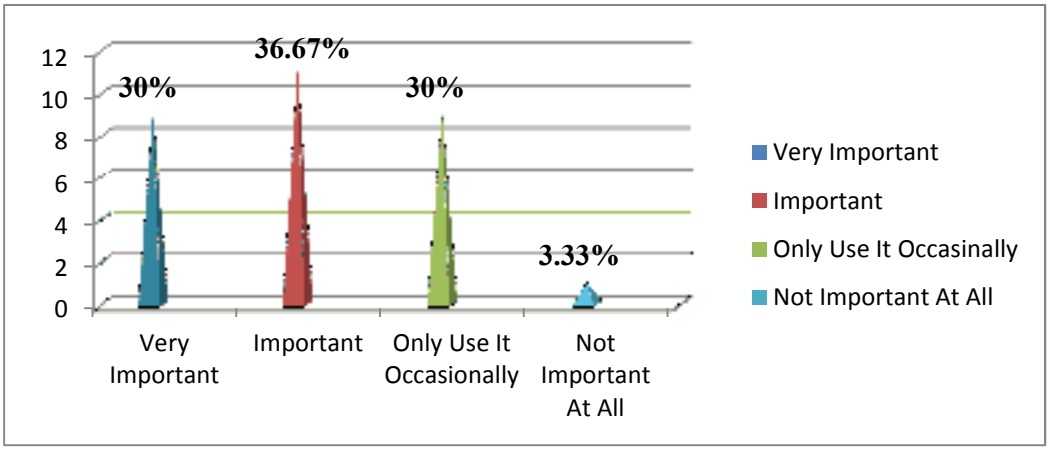

Figure2.7: Importance of English outside class

Here 9 respondents (30 %) percent claimed that English plays very important role in their daily life outside the classroom, and 36.67 % percent (11) said English is important. Others 30 % percent (09) reported they only use it occasionally and other 03.33 % percent (1) said it is not important at all, they never use it outside. It shows that most of the students use English outside the class.

Question item 7: How do you learn best?

Table2.8: Students perception towards learning best

Options	Students	Percentage %
Alone	02	06.67%
Pairs	03	10%
Small Group	06	20%
Class	10	33.33%
Outside Class	09	30%
Total	30	100%

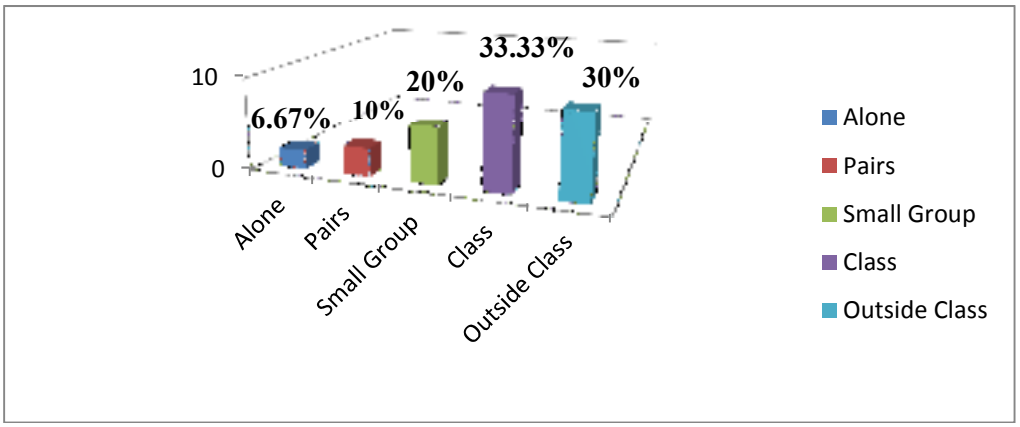

Figure2.8: Students perception towards learning best

Among the participants 06.67 % percent (02) reported that the best way to learn outside class is alone. Another 10% percent (03) reported in pairs, and 20 percent (20) reported the way of small group, and other 33.33% percent (10) claimed that in class. The rest 30% percent (9) reported that the best way is outside class**.**

Question item 8: In your course of study, how often are you expected to use the following skills?

Table2.9: Expectation the use of skills

Options	**Students**	**Percentage %**
Always	**11**	**36.66%**
Frequently	**09**	**20%**
Less Frequently	**06**	**30%**
Rarely	**02**	**06.67**
Never	**02**	**06.67**
Total	**30**	**100%**

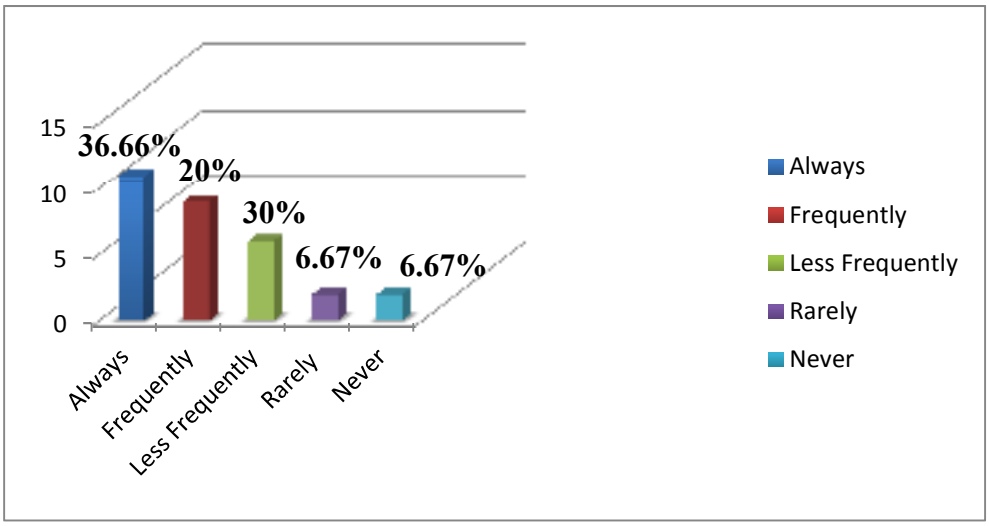

Figure2.9: Expectation the use of skills

Here 36.66% percent (11) claimed "always". 30% percent (09) reported "frequently" other 20% percent (06) said "less frequently", and another 06.67% percent (2) said rarely. The rest 06.67% percent (2) also said never. So it can be said in their course more or less they are expected to use their skills**.**

Question item 9: When searching on the Internet how often does the student use English?

Table2.10: Searching

Options	Students	Percentage %
Very Often	**03**	**10%**
Often	**09**	**30%**
Sometimes	**11**	**36.67%**
Rarely	**07**	**23.33%**
Total	**30**	**100%**

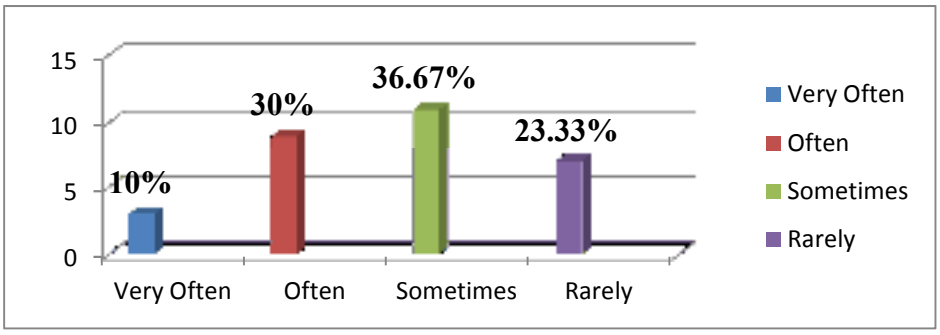

Figure2.10: Searching

Among the participants 10% percent (03) said very often, and 30% percent (09) said often, others 36.67% percent (11) claimed that sometimes they searching on the Internet by using English Language. Rest of them said 23.33% percent (07) said rarely.

Question item 10: The frequencies of activities that you carried out in English outside the classroom (read Books, Newspapers; Listen to Music, etc) are?

Table2.11: Students perception on activities outside class.

Options	Students	Percentage %
Helpful	**11**	**36.67%**
Quite Helpful	**14**	**46.67%**
Helpful Not	**03**	**10%**
Helpful At All	**02**	**06.66%**
Total	**30**	**100%**

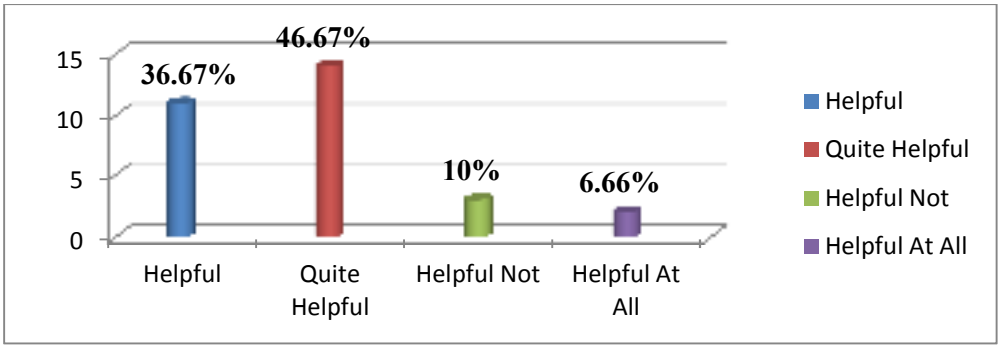

Figure 2.11: Students perception on activities outside class

The table above show that 36.67% percent (11) of participants said Helpful and 46.67% (14) percent said quite Helpful. Others 10% percent (03) claimed that helpful not, and 06.66% percent (02) said helpful at all.

Question item 11: How do you rate your present knowledge of the English language?

Table2.12: Rating knowledge of English Language

Options	Students	Percentage %
Speaking	**17**	**56.67%**
Writing	**03**	**10%**
Listening	**06**	**20%**
Reading	**04**	**13.33**
Total	**30**	**100%**

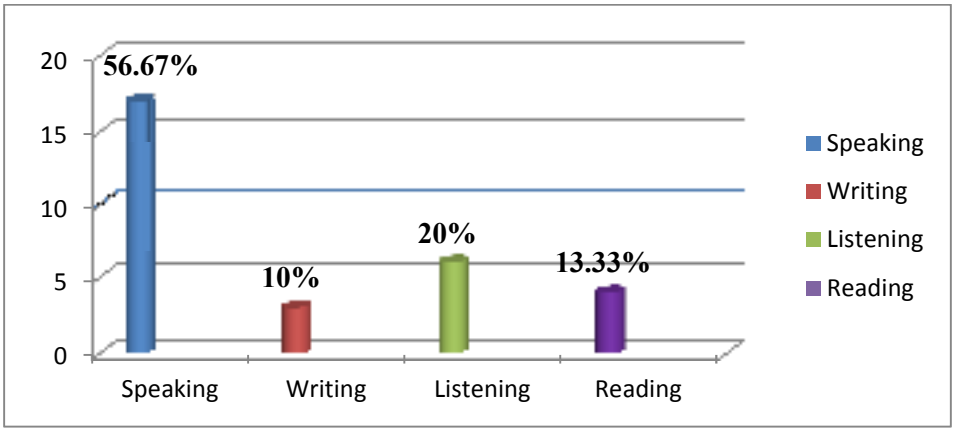

Figure2.12: Rating knowledge of English Language

Among the participants most of them 56.67% percent said speaking and 10% percent said writing. Others 20% percent said listening, and 13.33% percent said reading.

Question item 12: What has made it difficult for you to use English out of class?

Table2.13: Difficulties to using English outside class

Options	Students	Percentage %
Feeling nervous/non confidence/anxiousness	02	06.66%
I have no one to speak to	11	36.67%
I do not like making mistakes	09	30%
It is too difficult to communicate in English	3	10%
Others	5	16.67%
Total	30	100%

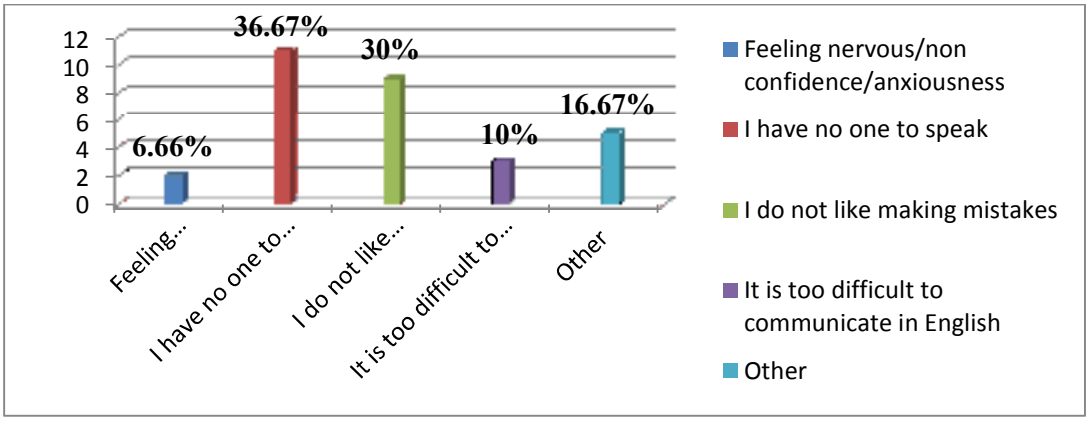

Figure2.13: Difficulties to using English outside class

As a result 06.66 %percent of participants said their feelings e.g. nervous/ non confident/ anxious are responsible for making it difficult to use English out of class, and most of them 36.67% percent said they do not have any one to speak to. Others 30% percent claimed that they do not like to make any mistakes, and 10% percent responded that it is too difficult to communicate in English. The rest 16.67% percent said others.

Question item13: Does the student read in English?

Table2.14: Reading.

Options	Students	Percentage %
Rarely	02	06.67%
Sometimes	10	33.33%
Often	12	40%
Very Often	06	20%
Total	30	100%

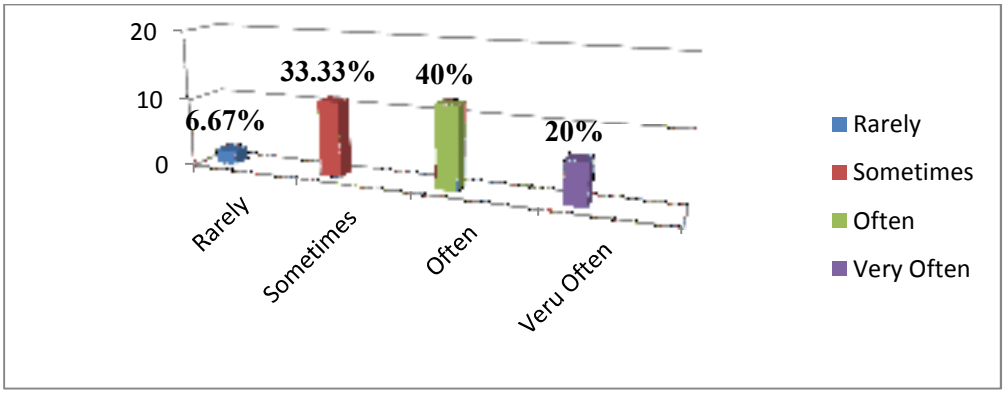

Figure 2.14: Reading

The result show that 06.67% percent of participants said that they rarely read in English, and 33.33% percent said sometimes they read. Most 40% percent claimed that they often read, and 20% percent said very often.

Question item 14: How do you overcome those difficulties?

This question investigated how the students overcome the difficulties. The results showed a diversity of answers and attitudes between students. Their answers were summarized as the following:

- Speaking English with native speakers.
- Practicing English whenever you get chance inside and outside class.
- The use of Internet helps to gives so much information's academic and non academic.
- Personal writing through free hand writing.

- Chatting in English with foreign friends
- Taking help from Teachers.
- Practicing Grammar at home.
- Reading Books and listening to music for developing speaking and reading skills.

Question item 15: Do you believe out of class activities increase the involvement of learning process? How That?

Table2.15: Students beliefs out of class activities

Options	Students	Percentage %
Yes	**22**	**73.33%**
No	**08**	**26.67%**
Total	**30**	**100%**

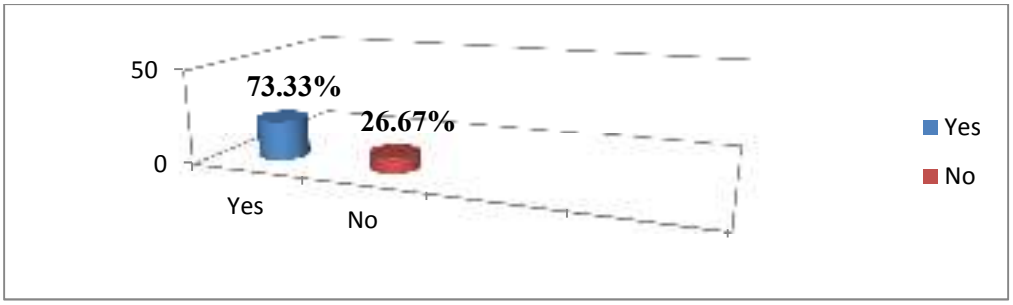

Figure2.15: Students beliefs out of class activities

From the figure below, the researcher noticed that most of the students 73.33% percent confirmed that they believing out of class activities increase the involvement of learning process. And they gave the following justifications:

- ✓ Only class cannot be a learning source it is not enough.
- ✓ It gives huge opportunities to increase the four skills.
- ✓ There is no end to knowledge you should spread our knowledge outside the class.

- ✓ Outside activities gives the actual chance to practice and use English it help to live in English.
- ✓ Help to improve knowledge and promoting a good learning of English.

Moreover, 26.67% percent of them claimed that they not believe out of class activities giving these reasons:

- ✓ Class is the main base of learning you can't practice English outside if you cannot learn it properly in class.
- ✓ Teacher is the best source because outside class is not enough.
- ✓ There is no guidance outside the class nobody is there to monitor us.
- ✓ Learning effectively in class is more important.
- ✓ Outside the class there is not so much practice zone available there is nobody whom with we can speak in English properly.

2.4.2 Interpretation of the Questionnaire Results

Outside activities give you the actual chance to practice and use English and live in English.

According to the survey, Majority claimed that English plays very important role in their daily life. Therefore outside the classroom, they use the opportunity frequently every day in many contexts and they claimed that it helps them to develop their English language proficiency. Motivation is the first condition to learn a language. It will lead the students from inside to outside the class. Students who are motivated have a desire to undertake their study and complete the requirements. According to Gardner and Lambert (1972) intrinsic motivation is, doing something for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development. Intrinsic motivation is contrasted with extrinsic motivation – that is, doing something as a means to some separable outcome, such as gaining a qualification, getting a job, pleasing the teacher, or avoiding punishment (Ryan and Deci, 2000) (as cited in Ushioda,2008, p. 19-22).

Though students are taking advantages from out of class activities but overall I will say still there are some problems so students have to take more initiatives

willingly and consciously as well. Moreover they have to take every possible beneficial opportunity that present in the outside environment that will help to develop their all skills evenly. Outside the classroom, most students are immersed in a first-language environment with limited exposure to English. Out-of-class activities can be devised to show students that they are surrounded by English if they make a little effort to pay attention to the language as it is used in their daily lives.

Also teacher plays the most important role in their development so it is required to get motivation from teacher.

Many of them dependent on their teacher, they believe teacher is the best guide; they will not get the guidance outside the class. They believe on what they learn in class. But I think the role teacher plays in class they should also play it outside the class activities they are not free of responsibility while students are engaged in out-of-class work. Instead, the teacher needs to provide students with assistance in acquiring the necessary materials and approaches to accomplish the task goal (as cited in Guo, 2011, p.248)

2.4.3. Analysis of the Interview Results

The interview results will be analyzed quantitatively and qualitatively since the interview is composed of mixed questions.

Section One: General Overview about the Use of English outside classroom

The present section is devoted for teachers to provide a general overview about the use of English language outside class among students; it is composed of 02 closed question and 02 open ended question in order to have precised statistics.

Question item 1: The Students who tend to speak English outside classroom are?

Table2.1: Level of students who tend English outside class

Options	Teachers	Percentage%
Lower level students	00	00%
Higher level students	04	80%
It is impossible to make a distinction	01	20%
Other	00	00%
Total	05	100%

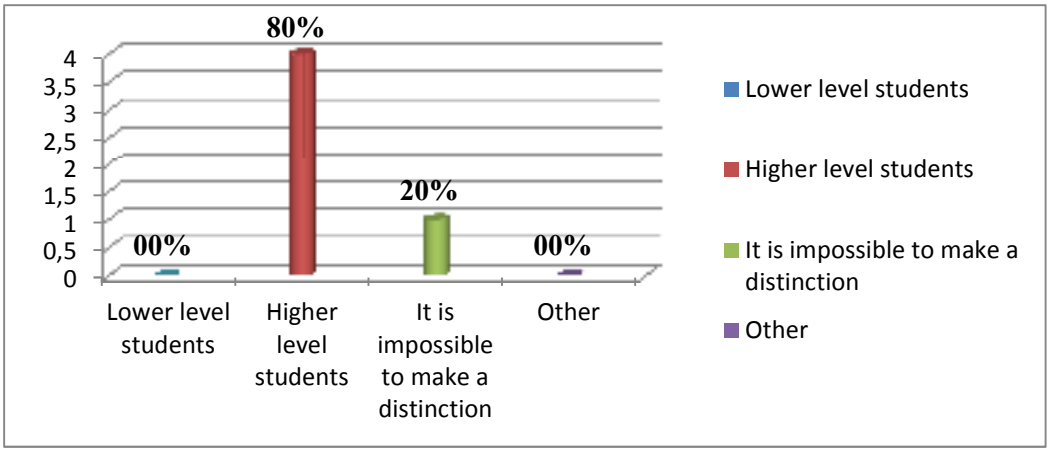

Figure2.1: Level of students who tend English outside class

This question was designed mainly for exploring the level of students who tend speaks English outside class. It is noticeable that more than half of the Teachers (80%) answer that is higher level students while (20%) of claimed that they it is impossible to make a distinction.

Question item 2: please indicate student's attitudes towards the English language outside classroom?

Table2.2: Indication of Students attitudes towards English outside class

Options	Teachers	Percentage%
Strongly positive	01	20%
Positive	03	60%
Somewhat negative	01	20%
Negative	00	00%
Strongly negative	00	00%
Total	05	100%

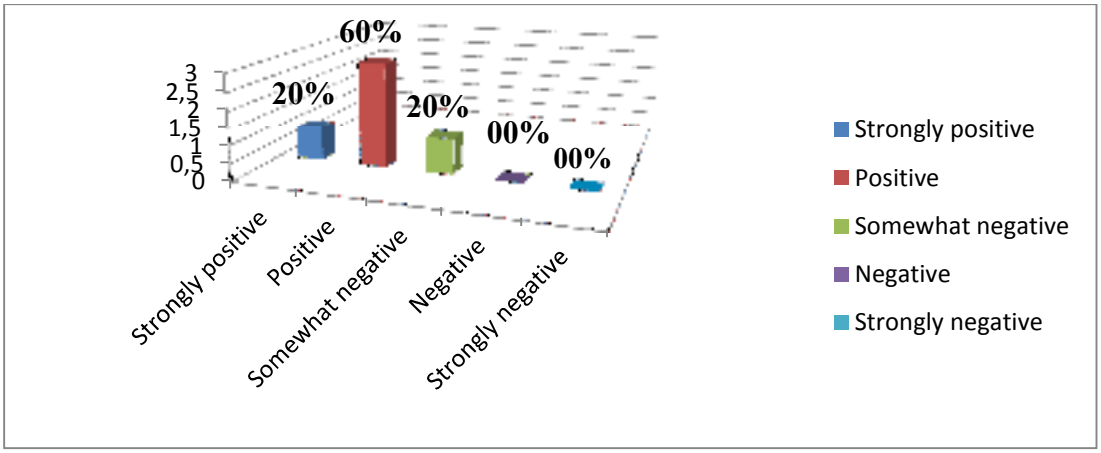

Figure2.2: Indication of Students attitudes towards English outside class

The figure below demonstrated some teachers (60%) said that the students attitudes towards the English language outside class is positive, and (20%) said strongly positive .But the rest of (20%) also said somewhat negative**.**

Section two: Reasons behind learning English outside classroom

The last section presented opinions of teachers about the importance of use and learn English language outside class among students.

Question item 3: are there any method strategies or activities that your institution uses to encourage students to speak English around classroom and outside?

 Yes? Explain

 No? Explain

Table2.3: Demonstration the existence of ways to encourage students speaks English inside and outside class

Options	Teachers	Percentage%
Yes	**05**	**100%**
No	**00**	**00%**
Total	**05**	**100%**

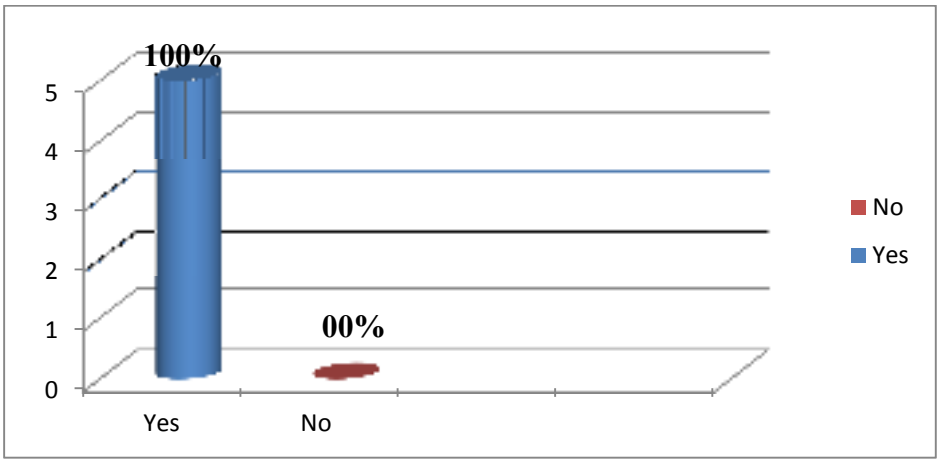

Figure2.3: Demonstration the existence of ways to encourage students speaks English inside and outside class

The results showed that all teachers (100%) reported no. Most argued that there are no method strategies or activities that institution uses to encourage students to speak English inside and outside class and they justified their answers with the following reasons:

- Since the mother tongue of students is Arabic and French is the first foreign language, all the activities outside the classroom are in Arabic sometimes French.
- Because our university is situated in a small town where diversity of activities outside the classroom is not rich.
- Activities outside the classroom are restricted to the homework's given by the teachers. Otherwise, the student's activities are generally in their mother tongue. They sometimes use their technology devices in the English language.
- Outside the classroom, students may watch movies on English speaking channels or some of them prefer the English language in manipulating their technology devices as mobiles, tablets...etc. However, their institution doesn't provide activities in English since the participation of students is not available; all of them prefer their mother tongue as a means of distracting activities.
- No encouragement is available for English language students outside the classroom by their institution, except their homework's and their personal preferences in watching English speaking movies, songs, and chats.

Question item 4: why do you think students need to learn English outside classroom?

The last question seeks to investigate the teacher's views for the importance to using English outside classroom. Hence, stated that by justified their answers:

- ✓ Because, it helps them to better their level. They are more exposed to the target language. They practice more and « practice makes perfect ».
- ✓ Because, the time given to learn in the classroom is not sufficient for students to master the English language and not every student is given the opportunity to practice his speaking skills in the classroom.

- ✓ Because, I think they need to put their vocabulary into action inside and outside the classroom. They should not rely only on the classroom. Homework is necessary but the students' extra efforts are more necessary if they want to master English.
- ✓ It's very important for the development of the four skills necessary for the learning of a foreign language. Students need more exposure to the target language. They need practice it in their daily lives, in concrete situations. They have to express their thoughts, ideas, and feelings… in English mainly with their friends. This will help them master the language more and more.

2.4.4. Interpretation of the Interview Results

Through qualitative methods of gathering data, as a research instrument, the interview was purposely presented to answer the second research question the study collected insightful and informative comments that facilitate understanding of the issues from teachers' perspectives.

However, it aimed at identifying the levels of students who tend speaks English outside class. Through a set of analyses, it had been found that the students who use English outside have a higher level. Therefore, it was revealed that the teachers' generally had positive attitudes toward the English language outside classroom.

Whereas, the exposure to English outside is less because there is no enough encouragement and their institution doesn't provide activities in English since the participation of students is not available. But teachers they think that students need to learn English outside because it helps them to better their level since the time given to learn in the classroom is not sufficient for students to master the English language.

It's very important for the development of the four skills necessary for the learning of a foreign language. They should not rely only on the classroom.

Conclusion

The present chapter has tried to examine the use of English language outside classroom. It is divided into two parts. The first part dealt with the research methodology focusing on the sample and research instruments. To serve the needs of the research hypotheses, the second part analyzed the data that have been gathered from the informants through a questionnaire and an interview quantitatively and qualitatively.

General conclusion

General Conclusion

It has been emphasized that English language learning is not limited to the classroom, but can take place at any time and in any place, including outside classroom. The use of out-of-class learning may vary from individual to individual.

In my study students said they face many problems during carrying-out out of class activities these are like, their feelings e.g. nervousness, anxiousness and non confidence, Fear of having different personality when speaking English require interaction with native speakers in English.

Therefore, some of them think what they learn in class is important, they depend on their teacher; they think their teacher is the best guide of them and outside the class there is no guidance. I think teachers play most should also guide, motivate and facilitate them as they do it inside the class. They should ask students about the update of their work. So that students will seriously involve in their work. There are some out of class activities like watching movies, listening music, reading novels...etc.

Moreover, this study focuses on the first year English students LMD at Naama University Centre , 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. Any new language provides and guides for a new way of experiencing the world differently.

On the light of what the study has resulted, since language use outside of the classroom is an important component of second language acquisition, we can encourage students to practice English outside of the classroom and incorporate this into the classroom. If the out-of-class English use is studied of different types of ESL learners, we can build upon what they already do and encourage different activities. Focusing on what goes on outside of the classroom allows us to see a more comprehensive portrait of the learner and thus we can better assist them with their language learning process. (As cited in Knight, 2007, p.70).

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Appendices

Students' Questionnaire

Dear participant,

This is a form of a survey relating to "Students perspectives on English language outside the classroom". I am asked to conduct a research for my dissertation in Masters of linguistic. The aim of my research is to find what kind of difficulties they face and how they overcome those and I want to know do they have motivation to involve in out of class English use, this survey is anonymous. It pleasure to you to explain or qualify your answers, do not hesitate to give your own comment in the required place.

Thank you in advance for your cooperation.

Part One:

Age: ☐

Gender: ☐

Part Two:

1. From your point of view, is English an interesting language?

Yes ☐

No ☐

2. Is English language difficult to be spoken?

Yes ☐

No ☐

3. Do you believe using English outside the classroom can develop your English language proficiency?

Yes ☐

No ☐

4. Do your Teachers motivate you to use and practice English outside the classroom?

Yes ☐

No ☐

5. Why did you choose to study English?

Personal Choice ☐

Parents Choice ☐

Administrational Choice ☐

6. How important is English in your daily life outside the classroom?

Very important ☐

Important ☐

Only use it occasionally ☐

Not important at all ☐

7. How do you learn best?

Alone ☐

Pairs ☐

Small Group ☐

Class ☐

Outside Class ☐

8. In your course of study, how often are you expected to use the four skills?

Always ☐

Frequently ☐

Less Frequently ☐

Rarely ☐

Never ☐

9. When searching on the Internet how often does the student use English?

Very often ☐

Often ☐

Sometimes ☐

Rarely ☐

10. The frequency of activities that you carried out in English outside the classroom (read Books, Newspapers, Listen to Music, etc)

Helpful ☐

Quite helpful ☐

Helpful Not ☐

Helpful at all ☐

11. How do rate your present knowledge of the English language?

Speaking ☐

Writing ☐

Listening ☐

Reading ☐

12. What has made it difficult for you to use English outside the classroom?

Feeling nervous / non confidence / anxiousness ☐

I have no one to speak to ☐

I do not like making mistakes ☐

It is too difficult to communicate in English ☐

Other ☐

13. Does the student read in English?

Rarely ☐

Sometimes ☐

Often ☐

Very Often ☐

14. How do you overcome the difficulties?

_____
_____
_____

15. Do you believe out of class activities increase the involvement of learning process? How that?

_____
_____
_____

Teachers'Interview

Dear Teachers,

This interview is a part of a research work. I really appreciate you taking the time to help me. The aim of this study is to investigate general overview about the Use of English outside classroom.

Thanks for your collaboration.

Section One: General Overview about the Use of English outside classroom

1. The Students who tend to speak English outside classroom are?

Lower level students ☐ Higher level student ☐

It is impossible to make a distinction ☐ Other ☐

2. Please indicate student's attitudes towards the English language outside classroom?

Strongly positive ☐ Positive ☐ Somewhat negative ☐

Negative ☐ Strongly negative ☐

Section two: Reasons behind learning English outside classroom.

3. Are there any method strategies or activities that your institution uses to encourage students to speak English around classroom and outside?

☐ Yes? Explain _____

☐ No? Explain

_____

4. Why do you think students need to learn English outside classroom?

_____

_____