Institute of Literature and Languages
Department of Foreign Languages
Section: English

EFL Students' Attitudes Towards Interacting in the Target Language Outside the Classroom

Case Study of ThirdYear EFL Students at AbdelhafidBousssouf University Centre-Mila

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by: **Supervisor:**

Rima DJEBLI   Dr. Rima MEDJEDOUB
Fayza NEBTI

Board of Examiners:

Chairwoman: Dr. Fahima NOUICHI
Supervisor: Dr. Rima MEDJEDOUB
Examiner: Prof. Leila BELLOR

2022/2023

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd ElhafidBoussouf University Centre - Mila

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RIMA's DEDICATION

By the Name of Allah the Most Merciful and the Most Compassionate

I dedicate this modest work:

To my family, especially my parents, for their unwavering support and love throughout my academic journey.

To my professors, for their guidance and expertise that have shaped my knowledge and skills.

To my friends, for their encouragement and camaraderie during the ups and downs of this journey.

To the participants of this study, for their time and contributions that have enriched the findings.

To the researchers before me, whose work has paved the way for this study.

To all future language learners, may this thesis serve as inspiration for your own language learning endeavours.

FAYZA' S DEDICATION

Above all, thanks to ALLAH who guided me on the right path.

I dedicate this humble work

To whom I consider everything in my life, my parents who were proud and supported me

through my study.

Thank you very much my mother *ZAHRA*, thank you very much my father *AHMED* to

your prayers and help.

To me, myself, and I

To my beloved husband *MOUHAMED*

To my brother and my sisters

To all my friends who supported me and encouraged me

Thank You so much

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Abstract

A significant part of language learning occurs thanks to outside classroom interaction since it provides a realistic setting for practice, which is quite different from in-class and instruction-based learning. Besides, most language educators believe that EFL learners should be responsible of their own learning and use opportunities to practice language actively outside the classroom. Therefore, the main aim of this study is to delineate the EFL students' attitudes towards out of class interaction. To meet this objective, the following major research question was put forth: what are the attitudes of the third year university EFL students towards the use of English outside the classroom? In order to answer this question, a quantitative approach is adopted. Of note, the participants of the study were fifty third year students of English at Mila University Centre who volunteered for responding to a questionnaire during the second semester of the academic year 2022-2023. The findings of this study indicate that most of the students are aware of the importance of interacting in English outside the classroom; so, they practice speaking in non-formal settings (both on-site and on-line) although they face some linguistics and socio-psychological difficulties. Overall, EFL learners showed positive attitudes vis-à-vis the use of the target language outside the classroom. To wrap up this research, a number of limitations were stated and several recommendations were advanced.

Keywords: EFL Learners' attitudes, target language, outside classroom interaction, language learning, practising speaking

List of Abbreviations

e.g.: For example

EFL: English as a Foreign Language

FL: Foreign Language

FLL: Foreign Language Learners

L2: Second Language

Q: Question

TL: Target Language

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Chapter One:Theoritical Part

General Introduction

Language is a vital tool that guarantees communication among nations all over the world. Every healthy human in the world always uses language to communicate; give information; transmit knowledge; and express their ideas,thoughs and feelings.

It has been realized that speaking is one of the language skills that has to be mastered by students in an educational setting. They are expected to have a positive attitude towards practicing speaking because it is crucial for an effective communication. In fact, when it comes to learning the English language it is not an exception. Put differently, EFL learners need to develop their speaking ability not because it helps them to succeed only but also because English is an international language.

It is expected that outside the walls of the classroom, EFL learners engage in various forms of interaction that further shape their attitudes and perceptions. These interactions can take place in a range of settings, such as social gatherings, online platforms, cultural exchanges, or even while travelling abroad. Here, individuals have the opportunity to apply their language skills in authentic and meaningful contexts, which can significantly influence their overall attitude towards English and their motivation to continue learning it.

One aspect of interaction outside the classroom is the exposure to native or proficient Englishspeakers. Engaging in conversations or interactions with such individuals allows EFL learners to experience the language in its natural form, exposing them to different accents, vocabulary, and cultural nuances. These encounters can be both inspiring and challenging as learners may feel motivated by achieving successful communication_while also facing potential difficulties in understanding and expressing themselves effectively.

Outside-classroom interactions also provide opportunities for autonomous learning and self-directed practice. Learners can engage in activities such as watching movies or TV

shows, reading books or articles, participating in language exchange programs, or joining onlinecommunities dedicated to language learning. These self-initiated interactions do not only enhancelanguage skills but also empower learners to take ownership of their learning process anddevelop a positive attitude towards continuous improvement.

1. Statement of the Problem

In the globalization era, English plays a prominent role in the world where most people useit as a means of communication. In Algeria, English is considered as a foreign language (hence forth, FL), and has been introduced in educational institutions as an obligatory subject to be learnt starting from the middle school to university.

Mostly, learners find that it is difficult to master speaking English. Yet, it is important that they do acquire this skill. So, they can engage in fluent communication. Some of them believe that the classroom is the only place where they communicate and learn a new language. However, they may not know that they can use the language outside classrooms or they may not be willing to do so. While the majority of students prefer practicing English outside the classroom because they feel free and speak without any restrictions, others may find it hard to create/engage in opportunities for practicing speaking outside classrooms.

2. Aims of the Study

The aim of this study is to find out the EFL students' major attitudes towards the use of English outside classrooms and the frequency of practicing English in non-formal setting. We also intend to know how interaction outside classrooms influences their speaking proficiency and how they use English outside classrooms.

2. Research Questions

This research seeks to answer the following questions:

1. Do third year English students practice English outside the classrooms.

2. To what extent do they use the English language outside the classroom?

4.Research Methodology

To answer the research question, a questionnaire was adopted to collect data from the sample of the study which includes 50 third year students of English at Mila University Centre. It should be noted that the data were collected through a paper survey, and fortunately the participants gave responses about their attitudes toward interaction outside classrooms. Of note, this research is mostly quantitative.

5. Structure of the Study

The present research starts with a general introduction and ends with a general conclusion. It constitutes of tow chapters. The first chapter is divided into two sections and it is devoted to the review of literature about the different studies related to the topic of this dissertation. However, the second chapter, which is the practical one, outlines themethodology and includes the analysis of quantitative responses and the results obtained fromstudents' questionnaire.

For more details, the first chapter is made up of two sections. The first one deals withstudents' attitudes towards the use of the target language. Primarily, it contains the definitions of attitudes, their types, characteristics, theories, components, functions, formation, strength as well as the positive and negative language attitudes towards English and the relationship between attitudes and language learning. Furthermore, the second section is about practising speaking outside classrooms. This section sheds light on the speaking skill, its types, its importance, its elements and the criteria to be met to achieve fluent communication. Besides, it addresses the relationship between speaking and other language

skills. In addition, some speaking difficulties in foreign language learning are mentioned. Finally, a number of the speaking activities used outside the classroom are stated.

The second chapter deals with the practical part. It describes the population, data collection tools and a detailed analysis of the students' questionnaire along with the results. At the end, the pedagogical implications, recommendations and the limitations of this study are provided.

Chapter One: Theoretical Part

Section One: EFL Students' Attitudes

Introduction

The study of attitudes is becoming more and more important due to its influence over individuals' behavior. One possible reason for the popularity of the attitude concept is that social psychologists have assumed that attitudes have something to do with social behavior (Wicker, 1969). Concepts referring to behavioral dispositions, such as social attitude and personality trait, have played an important role in these attempts to predict and explain human behavior (Ajzen, 1991). Attitudes are believed to directly influence behavior.

1.1.1. Definition of Attitudes

According to Kresh and Crutchfield (1948), an attitude is an ongoing arrangement of motivational emotional, perceptual and cognitive processes with regard to some aspect of the individual's world.An attitude is undoubtedly a propensity or tendency to evaluate a thing or its symbol in a specific way (Katz, 1960). What attitudes imply are the unique assessments, preferences and rejections we make in light of the data we receive. A more or less constant collection of predispositions to an idea, an interest or goal that entails anticipating a particular type of encounter and preparing to react appropriately. They serve as a backdrop against which facts and events can be judged. An individual's attitude describes their long-term positive or negative cognitive assessments, attitudes, and behavior patterns toward a specific object or idea. People have opinions about almost anything in the same context, including politics, religion, fashion, music, and cuisine. A pattern emerges from a person's attitudes andaltering one can call for countless changes. Hence, instead of striving to change mindsets, collaboration would be better to adapting one's product to them. In short, an attitude can be defined as a person's perspective on something (Rodgers, 2000).

1.1.2. Types of Attitudes

According to Yashasvi (2022), there are three types of attitudes: positive, negative and neutral ones. They are expounded below.

1.1.2.1. Positive Attitudes

Regardless of the circumstances, having a positive attitude and a sense of the common good are the foundations of a positive attitude. It can help the individual embrace his gifts and flaws while also enabling him to be resilient. Success outside classrooms and in the workplace needs a strong mindest. It is common for attitudes to display confidence, optimism,joy, reliability, and flexibility. In what follows are some examples of optimistic viewpoints.

1.1.2.1.1. Confidence

Confidence is a major component of attitude and has an optimistic outlook. When it comes to dealing with life, trust is essential. People with a positive attitude are typically rewarded. It is sufficient to convey one's basic outlook on life, particularly one that involves looking fearlessly and with readiness. It all starts with having faith in other people, and things in the world start with trusting the self.

1.1.2.1.2. Happiness

The next category of traits that reflect positive behaviour is happiness. A happy heart is good for everything in the world. Those who are confident are happy because they do not worry about the outcomes of exams, interviews, or other situations that are meant to test them. If someone looks happy he or she will discover contentment within.

1.1.2.1.3. Sincerity

Optimistic individuals are generally sincere. He or she is aware of what to do and realizes that the only way out of a pickle is to get out of it. Sincerity is a virtue that should not be underrated or ignored.

1.1.2.1.4. Determination

Perseverance is one of the main advantages of having a positive outlook. By working hard, making an effort, and being determined; one can succeed in life and get everything they want. Someone who is driven and determined in life may accomplish anything.

1.1.2.2. Negative Attitudes

Pessimistic individuals are unable to view situations with optimism or with joy. The complete opposite of this is positive thinking. Individuals constantly encounter unfavorable situations that give them a negative perspective on life.Some of the most common fury, frustration, and doubt are symptoms of negative attitudes. If a person struggles to handle negative feelings on his/her own, they should talk to a friend or get support from a professional. Having a bad attitude can involve at least one of the following characteristics anger, doubt and/or disappointment.

1.1.2.2.1. Anger

People with negative attitudes are typically angry. Although a certain amount of rage is healthy sometimes, excessive rage only leads to destruction. Anger is one of the most common causes of self-destruction.

1.1.2.2.2. Doubt

A person may accommodate self-doubts, but they are never healthy. Those who are pessimistic are more likely to have self-doubt, which can result in the lack of confidence.

1.1.2.2.3. Disappointment

The attitude of unhappy people can be easily identified. If a person is unhappy, it will be manifested on his or her face, and they will have serious issues. Frustration does not provide a good environment for launching a successful career. It could trigger people's anger or grief and prevent them from making a positive move in the direction of happiness.

1.1.2.3. Neutral Attitudes

Individuals with a neutral attitude frequently feel good about themselves. People can spot a neutral mindset by looking for its many characteristics, which include possession, lack of emotion or reaction to materialistic events, and indifference to challenges. Neutrality is one of the most distinctive mindsets; it has benefits and drawbacks, but it can also help you maintain composure in the face of setbacks. It might also make you feel disconnected from people and your ambitions. If a person believes he or she has a neutral attitude at work, he or she should make an attempt to alter it and practice positivity.

1.1.3. Characteristics of Attitudes

There are many pre-requisites for learning L2 successfully but the majority of academics, educators, and researchers concur that attitudes are crucial in allowing students to gauge their success. As a result, identifying students' attitudes and studying their traits play a significant role in the research agendas of both social psychologists and language teachers. It is important to note the following traits of attitudes (Richard M &Perloff, 2002). The first quality that should be ingrained in the mind is that attitudes can be taught. In light of the fact that people

are born with no experience, knowledge, or skills and that learning occurs through interaction and collaboration; the latter statement implies that attitudes are not an inborn phenomenon. In this area, Richard and Perloff (2002, p39) said that: "people are not born with attitudes. They acquire attitudes over the socialization in childhood and adolescence''. According to him, people internalize attitudes through social interaction and experience because they interact with one another daily and share ideas and information. This type of interaction may aid them in experiencing a variety of things, both good and bad. According to theory, attitudes are relatively stable phenomena which means that attitudes are not fleeting emotions but rather a long-held perspective on specific issues. As a result, although attitudes can change from time to time, they are generally stable and last for a while. The final important aspect of an attitude is a predisposition, which is a tendency to act in a certain way toward something or a previously determined or learned viewpoint of a thing. An individual has view which is already formed in his mind (Richard &Perlof, 2002).

1.1.4. Theories of Attitudes

The notion of attitudes has been a subject of interest to many social psychologists. Thus, various theories have emerged in order to examine how attitudes are structured**.** The following are considered as the most prominent ones.

1.1.4.1. Cognitive Consistency Theory

Heider (1958) similarly proposed a theory that explaining how evaluations of other people might form and change. Heider (1958) suggested that people strive to maintain balance, or consistency, within their cognitive systems in such a way that all evaluative relations result in a positive product. For example, if Jane likes Brooke (+) and Brooke likes Catherine (+), then Jane will also like Catherine (+), resulting in a positive product of the three relations. To the extent that the product of three triadic relations is positive, the system

is balanced and will not be pressured to change. Conversely, if the product of the three triadicrelations is negative (e.g., Jane likes Brooke, Brooke likes Catherine, but Jane dislikes Catherine) the system is imbalanced and will be pressured towards change.

Heider (1958) suggested that imbalance could be remedied in two ways. First, changes in evaluations could arise (e.g, Jane starts to dislike Brooke or Jane starts to like Catherine). Second, changes in perceived evaluative relations could occur (e.g., Jane breaks the positive connection between Brooke and Catherine by reasoning that Brooke expresses positivity towards Catherine only because of social pressures).

1.1.4.2. Cognitive Dissonance Theory

The theory of cognitive dissonance is proposed by Festinger (1957). He claimed that we experience anxiety when we hold two contradictory beliefs. For example, if we know how to fix our car but web ring it to a mechanic to be fixed, we will try to reduce our feeling of anxiety, this process known as dissonance reduction. By rationalizing our action, we may justify the mechanic working on our car because we lack the necessary tools or we do not have enough time to repair it. When our thoughts and actions are inconsistent, we experience cognitive dissonance. For example, a person who knows that smoking is not good for his health but still smok, he/she may justify this by saying that: « he/she is not smoking that much » or «evidence on the effects of smoking on health is contradictory». Cognitive dissonance is an unpleasant feeling of stimulation caused by noticing an inconsistency in one's cognition. These conflicting cognitions can be attitudes, beliefs, or an individual's awarness of his or her own behavior.

1.1.4.3. Social Judgment Theory

Thetheory of social judgment focuses on how previous attitudes can influence current ones and cause them to change. The term "attitude" has been defined as a kind of spectrum

with a "latitude of acceptance" that surrounds a current attitude, according to Smith and Ragan (1999, as cited in Orey, 2010). For instance, a new position is more likely to be accepted if it falls within this latitude and less likely to be accepted if it does not. Similar to dissonance theory, social judgment theory proposes that attitudes change in response to the communication of a message that is not entirely consistent with the attitude that is currently held.

1.1.4.4. Functional Theory

Katz (1960) proposed a functionalist theory of attitudes. According to his perspective, our attitudes are shaped by the purposes they serve for us. Because they assist them in achieving their fundamental objectives, people adopt certain attitudes. Additionally, Katz's functionalist theory provides an explanation for why attitudes change. Katz (1960) asserted that an attitude shifts when it is no longer useful and the person feels frustrated or blocked. That is, in his view, changing an individual's attitude is more effectively done by altering the individual's underlying motivational and personality needs than by altering the individual's knowledge or perception of an object.

1.1.4.5. Learning Theory

There is a time when most psychologists believe that experiences directly shape people's attitudes. That is to say, attitudes may develop as a result of personal experiences via reinforced behaviors as a key factor in the development of the attitude, or through observation. Because of this, learning experiences are necessary before learners' attitudes can be formed or structured. Thus, this theory emphasizes how attitudes can be acquired and developed. Building on this, Ivan Pavlov (1890, as cited in Orey, 2010) was the first to assert that attitudes are formed through conditioning and that individual attitudes are based on principles of reinforcement, association, imitation and punishment.

1.1.5. Components of Attitudes

It is generally accepted that an attitude represents the positive or negative mental and neural readiness towards a person, place, thing or event. Vishal (2014) stated that attitudes consist of three components: affective, behavioral, and cognitive constructs.

1.1.5.1. Affective Component

The affective component is the emotional response (liking/disliking) towards an attitude object. Most of the research place emphasis on the importance of affective components. An individual's attitude towards an object cannot be determined by simply identifying its beliefs about it because emotion works simultaneously with the cognitive process about an attitude object. Agarwal and Malhotra (2005) contend that the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) streams of research are combined to propose an integrated model of attitude and choice.

1.1.5.2. Behavioral Component

The behavioral component is an individual's verbal or overt (nonverbal) behavioral tendency, and it consists of actions or observable responses that are the result of an attitude object. It involves a person's reaction (favorable/unfavorable) to doing something regarding attitude object. Attitude responses are generally consistent. That is, a series of responses to a given attitudinal stimulus is likely to show some degree of similarity structure of the organization, or predictability (Defleur& Westie, 1963).

1.1.5.3. Cognitive Component

The cognitive component is an assessment of the entity that forms a person's opinion (belief or disbelief) about the object. Cognitive refers to an individual's thoughts and beliefs about an attitude object. According to Ajzen and Fishbein (1975), a belief is information a person has about an-object information that specifically connects an object and an attribute. The storage section of the cognitive component is where an individual organizes information.

1.1.6. Functions of Attitudes

Individuals can benifit from their attitude. They are created, maintained and may change as a result of the functions they perform. For Katz (1960), every attitude serves at least one of the following four functions.

1.1.6.1. Knowledge Function

Attitudes that serve a knowledge function assist people in gaining a greater understanding of the structure and operation of their world (Katz, 1960). Katz (1960) observed that the world in which people live is extremely complex, and that attitudes may aid in making sense of that world while serving no other purpose than understanding. This means that knowledge function helps us to predict what is likely to happen; this give us a sense of control and make our perceptions of the world easy. Moreover, knowing a person's attitude helps us predict his behavior.

1.1.6.2. Ego Defensive Function

According to Katz (1960), attitudes that serve an ego defensive function (externalization for Smith et al., 1956) allow people to avoid acknowledging unpleasant aspects of self or of the external world. Ego defensive attitudes can promote protecting self-esteemand can include personal failings or poor behavior. Katz (1960) argued that such attitudes often involve

rationalizing and other defense mechanisms. Katz's (1960) research in this area focused on those who held negative attitudes toward minority groups as a means of increasing their own self-esteem.

1.1.6.3. Adjustive Function

Smith et al. (1956) described the social adjustive function as a means of regulating relationships. Attitudes serving a social adjustive function facilitate the ability to interact with desirable social group members or to impress attractive others. Attitudes are thus considered to be a part of a social group, and the adaptive function assists us in fitting in with a social group.

1.1.6.4. Ego Expressive Function

Katz (1960) argued that attitudes with a value of expressive function facilitate the expression of people's abstract values, providing a sense of satisfaction that one has been consistent with one's principles. Value expressive functions differ from utilitarian or social goals in that they do not provide direct rewards or punishments, and do not promote the needs of fitting in with a group of impression management.

1.1.7. Attitude Strength

Strong attitudes are believed to possess a variety of intriguing traits. They are said to predict manifest behavior, to be resistant to persuasion, and to be comparatively stable over time. Visser and Krosnick (1998) recorded attitudinal changes.Contrary to popular belief, cognitive flexibility and openness to changing one's attitudes increase with age. Studies showed that from early to late life, attitude change susceptibility dicreases; it increases during middle life, then resumes in late adulthood.In a similar vein, middle adulthood was associated with higher ratings of attitude relevant issues like its importance, certainty, and quantity than early or late adulthood.

Contrary to popular belief, these multiple attitude strength indices were found to have different correlations with education, gender and race. According to a research by Kokkinaki and Lunt (1999), an attitude's strength is increased by information that is highly relevant to the individual (measured by response times,or accessibility.

1.1.8. The Positive and Negative Language Attitudes towards English

Having a positive attitude toward the language and culture and toward learning a FL is an important contributor to the success of foreign language learning.A positive attitude encourages learners to interact with native speakers, use a variety of learning strategies, and maintain their language skills after classroom instruction is over. Both negative and positive attitudes have a strong impact on the success of language learning, and the attitude of an individual depends heavily upon different stimuli. Stern (1983) claimed that the affective com ponent contributes at least as much and often more to language learning than the cognitive skills. Recent researches have found that affective variables have significant influences on language success. Valuing, belief, interest and expectations are affective characteristics of an attitude.It is found that students with positve attitude are easier to learn English in EFL.

1.1.9. Attitudes and Language Learning

Language is employed by humans to communicate, share, describe and express emotions and ideas. The attitudes towards languages are closely related to language learning (Starks &Paltridge, 1994). Karahan (2007) asserts that a positive language attitude allows learners to have a positive attitude toward learning that language. As a result, attitudes may have a significant impact in language learning because they appear to influence students' success or failure in learning. According to Lifrieri (2005), attitudes are necessary although they insufficient indirect conditions for linguistic attainment. Only when combined with appropriate motivation do attitudinal tendencies relate to levels of student engagement in

language learning and attainment. Above all, a better understanding of students' motivation and attitudes may help EFL curriculum and instruction designers create language education programmes that generate the most favorable attitudes and motivation.

Students with high motivation and favorable English environment, such as a course or an English club, will find it easier to achieve and develop their English. Students who have a negative attitude, such as the lack of self-confidence to speak, are afraid of making mistakes in speaking will find it difficult to learn English because they do not want to practice at all. Even if they know a lot of lexical items, they will lose them if they do not use them in every day practice.

Conclusion

To draw this section to an end, we can say that attitudes can be seen as fundamental factor that influence how a persone acts toward things, situations, etc. Therefore, this section includes some definitions of attitudes, its types, characteristics, theories, components, functions, the positive and negative attitudes toward English, and finally attitudes and language learning.

Section Two: Practising Speaking Skill
Introduction

Communication serves as a vital process in our lives because it allows people to express their ideas, opinions, and feelings. Hence, speaking is a very important skill in foreign language learning because it facilitates the effective communication language for the students and it improves their ability to use the target language for conveying their messages.

1.2.1. Definition of the Speaking Skill

Many definitions of speaking have been proposed by language theorists. Harmer (2001, p. 269) defines the speaking skill as ''the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'''. It also requires the ability to cooperate in the management of speaking turns and non-verbal language. Furthermore, it happens in real situations and has little time for detailed planning. Therefore, fluency is required to achieve the goal of the conversation.

Cameron (2001, p41) stated that: ''it is also important to organize the discourse so that the interlocutor understands what the speaker says''. They are expected to be able to speak English accurately, fluently, and appropriately in daily life.

Indeed, the oral skill needs a lot of practice in order for a student to be able to speak fluently in a foreign language. Pinter (2006, p. 55), claimed that: ''speaking can be started by repeating models, drilling set phrases and practicing."Italso means communicating with others in situations where spontaneous contributions are required. So, fluent speakers have to learn not only language but also what the appropriate things are to say in particular situations. It seems to be a difficult and lengthy process to master all the sub skills.

Speaking is one of the four abilities required for mastering a language. Cameron (2001, p.40) argued that ''speaking is the active use of language to express meaning so that other people can make sense of them''. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what the speaker is talking about clearly. Therefore, a conversation is often spontaneous, open-ended, and evolving but it is not completely unpredictable.

Actually, people in the world have speaking ability because conversing with others is an activity that we always do in every time to convey our ideas and feelings and to establish

good relationships in society. Tarigan (1981, p15) said that: ''the main point of speaking is for communicating''; thus, we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand what they are talking about.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/her ideas in order to exchange information. Speaking is considered a paramount skill that the learner should acquire in the beginning of the process of new language acquisition. And it is a difficult one on the ground that it involves some sub-skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students.

1.2.2. Importance of the Speaking Skill

It goes without saying that, mastering the speaking skill facilitates learning and piques students' interest in the culture of that language. Many students study a foreign language in order to interact and communicate fluently.

Celce-Murcia (2001, p.103) argued that: "for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". That is, speaking fosters students' beliefs and abilities to know everything about that language; it gives them the ability to achieve and deliver information easily in a variety of contexts.

1.2.3. Types of Speaking

Brown (2004) proposed five categories of speaking.

1.2.3.1. Imitative Speaking

By imitative speaking is meant the practice to repeat words, phrases, or sentences as they are. It might help practicing specific linguistic components like grammar and lexis. This type is used to improve pronunciation, accuracy, and familiarity with challenging words.

1.2.3.2. Intensive Speaking

Differently from imitative speaking, intensive speaking refers to the ability to construct brief segments of spoken language by repeatedly using grammatical, lexical or phonological features of the language.Directed response exercises, reading aloud exercises, and completion of sentences and discourse are examples of exercices relevant to this type.

1.2.3.3. Responsive Speaking

As its name suggests, responsive speaking alludes to a brief exchange in which the speaker only responds with succinct statements. Simple requests, small talk, and comments are all part of it. Speech output can be real and meaningful. For example, the teacher asks: ''What is the current most pressing environmental issue, for instance?''. The student replies: ''I'd say widespread deforestation'' (Brown, 2004, p. 141).

1.2.3.4. Interactive Speaking

Interactive speaking emphasizes real-life communication and interaction. Learners engage in meaningful conversations, discussions, and role-plays, where they actively negotiate meaning, express ideas, exchange information, and collaborate with others.

1.2.3.5. Extensive Speaking

The extensive style of speech was the last one mentioned by Brown (2004). Speeches, oral presentations, and story-telling are all included in his definition of lengthy speaking or

monologue.Of note, the vocabulary employed in this type of speaking is more formal. Lengthy activities, however, may be deliberate and formal because we cannot completely rule out some informal monologues that mimic speeches that are delivered informally.

1.2.4. Criteria of Achieving Fluent Communication

Some features are provided for FL learners who want to communicate perfectly and correctly in the language. They must understand the language and how it functions in various situations in order to develop their communicative skills appropriately. Riggenbach (1998, as cited in Itkonen, 2010) stated that: "pronunciation, vocabulary, grammar, accuracy, and fluency are commonly thought as the principle components of speaking". This means that in order to master the language, students should focus on some features related to that language; they should know its grammar, vocabulary and phonological features of its sounds and boost their fluency and accuracy.

1.2.4.1. Vocabulary

Learners frequently struggle with speaking difficulties at the vocabulary level. One major issue is misplacing words, which occurs when people use the same word in different contexts without considering its meaning. Students should be able to accurately select, choose, and place the appropriate word in the appropriate context.

1.2.4.2. Pronunciation

Learners want to speak correctly in the FL, but they are unfamiliar with its phonological rules. To effectively speak the language, students must understand its phonological rules as well as the various articulations of its sounds.

1.2.4.3. Grammar

To master the grammar of any FL, learners must first understand its parts of speech and syntactic rules in order to construct well-structured sentences which vary in length and complexity.

1.2.4.4. Accuracy

Accuracy, it is the ability to produce grammatically correct and proper sentences; and it focuses on the correct use of majoraly grammar and vocabulary. Richards and Schmidt (2010) argued that "….accuracy, which refers to the ability to produce grammatically correct sentences" (p.223). Scrivener (2005) compares fluency and accuracy to a switch inside the speaker's head that deals mainly with both fluency and on accuracy. This switch adjusts its settings based on the stages and types of activities.

FL learners will not be able to master their speaking skills if they do not use well-formed sentences. As a result, when producing the language orally, learners should pay close attention to the correctness of language structures as well as vocabulary and pronunciation. Accuracy in speaking is based on the use of correct forms of grammar, vocabulary and pronunciation. Clear meanings of messages are not transferred only if mistakes are avoided, like wrong word use and the like. In a nutshell, accuracy refers to the correctness of the spoken language.

1.2.4.5. Fluency

Among the most difficult challenges in learning a language is becoming fluent when speaking in that language. Fluency is the ability to speak a language and communicate ideas easily, effectively and smoothy without hesitation. Hedge (2000) claimed that:"fluency means responding coherently with the turns of the conversation, linking words and phrases using

intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation" (p.261).

Richards and Schmidt (2010) declared that: "the features which give speech the qualities of being natural and normal" (p. 222). This means that fluency makes one's take sounds natural and normal; those are the indicators of the fluent speaker.

Truth be said, fluency is not as simple as speaking quickly as many students believe; rather it requires pauses between phrases and clauses in order to speak at a normal speed. Thornbury (2005) proclaimed that the speaking speed is an important factor in fluency because speakers must take breaths in order for listeners to understand what they say; thus, communication is successful.

1.2.5. The Relationship between the Speaking Skill and Other Language Skills

In fact, speaking is pertinent to listening through the use of some speaking activities that require listening to audio materials. Byrne (1976, p. 8) stated that: "Inside the classroom, speaking and listening are the most often used skills" which means that listening and speaking cannot occur in isolation; they are related to each other because the speaker who produces correct and coherent utterances makes the listeners understand the message what leads to an effective communication. In this line of thought, White (1998, p. 13) confirmed that: "Listening is also closely connected with speaking".

Reading can also help one sustain their speaking skills. Thus, teachers can assist students to improve their speaking by having them read articles and summarize what they read. The combination of speaking and reading is beneficial to students in many ways. It automatically improves their oral proficiency because of the interesting topics they read, which provides them with topics to discuss. It also aids in the acquisition of English vocabulary and grammar.

Speaking and writing are productive skills; however, when teaching speaking, the teacher should consider writing because some students find it easy to speak some words but find it difficult to write. Yet, speaking and writing are not the same. A speaker may use different voices, volumes, pitches, intonations, and gestures to convey a message. In contrast, all of these are missingin the written medium, which only contains punctuation. Speakers use short and simple utterances whereas writers use a more complex vocabulary and syntactical structures because they have time to consider what they write.

1.2.6. Speaking Difficulties in EFL

Speaking is not an easy task for FL learners; this is why most of them are facing difficulties and problems while performing and interacting in the language. According to Ur (2000) there are four main speaking problems in FLL.

1.2.6.1. The Use of the Mother Tongue

According to Baker and Westrup (2003, p. 12), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". Most of the time, FL learners do not feel comfortable, only if they use their mother tongue inside/outside the classroom because they are not able to produce correct utterances by strictly adhering to the FL rules. Moreover, the lack of vocabulary pushes students to use their mother tongue.

1.2.6.2. Nothing to Say

Another common issue that FL students face is that they remain silent. When students are asked to participate in a class session, they say "no comment" or "I have nothing to say" because they lack motivation, ideas, interesting topics or vocabulary, which negatively affects their oral performance.

1.2.6.3. Inhibition

Learners are frequently afraid of using the target language orally inside or outside of the classroom, because they fear being judged and criticized by others when they make mistakes. On the other hand, they struggle with shyness; they prefer to remain silent than speaking and making verbal errors in front of their classmates. For example, speaking in front of classmates in EFL classes can cause negative feelings that affect their actual oral performance.

1.2.7. Speaking Activities to Improve Interaction among Learners outside Classooms

Learners who want to improve their communication and their speaking skill can do any of the following activities.

1.2.7.1. Discussion and Debate

Discussions are probably the most commonly used activities to communicate with ohers. Discussions are the situations where learners chose a topic then give their opinions and ideas, ask and answer questions, or show agreement or disagreement in order to come up with a solution. In thisregard, Littlewood (1981) believed that:''discussion provides learners with opportunities to express their own personality and experience through foreign language" (p. 47). As Ur (1981, p.2) illustrated it," the most natural and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal interchange of ideas or simpler terms to discuss." Hence, if students are allowed to choose the topic in relation to their likes and dislikes, they will be more involved and motivated to participate in discussions.

1.2.7.2. Information-gap Activities

As described by Harmer (1998), information-gap activities occur where two speakers have different types of information making up a whole when linked together. One popular

information-gap activity is called 'Describe and Draw'. In this activity one student has a picture which s/he must not show to his or her partner. So, one of the partners will give instructions and descriptions, and the other will ask questions and draw the intended picture.

1.2.7.3. Speaking Games

Speaking games are designed to provoke fluent communication between students relying on information-gap so that one student has to talk to a partner in order to solve a puzzle, describe and draw a picture, put things in the right order (describe and organize), and find similarities and differences between pictures (Harmer, 2001). Learners, who want to improve their speaking skill and communicaive competence, can use different games in order to help them engage in communicative situations and speak more fluently and confidently. This may go through various steps. For example, after watching a movie, students can write down what they have heard and understood, repeat what they have written and then creat a situation where they can perform them.

1.2.7.4. Simulation and Role Play

Undoubtedly, simulation and role play activities are almost universally regarded as the most beneficial and entertaining. According to Harmer (2001), while in simulation students simulate a real-life encounter (such as a business meeting, a discussion in an airplane cabin, or an interview) as if they were doing so in the real world. In role play, students write a scenario and perform it by taking on the roles of the diverse characters. Simulation and role play can be used to improve general oral fluency or to prepare students for real-life communicative situations. Role plays are also thought to be particularly suitable for practicing socio-cultural variations like acting as a guest at a party, as travel agents answering customer questions, or as participants in a public meeting about a road-building project.

Conclusion

Speaking is an essential skill in EFL classes. Usually, students struggle with it because they are not native speakers, and their mother tongue influences them. Therefore, in this chapter, we tried to shed light on the key elements of the speaking skill. First of all, we suggested some definitions to speaking in order to make it more understandable. Then, we dealt with importance of speaking and its types by focusing on the criteria of achieving fluent communication. Later on, we described the relationship between speaking and the other language skills by mentioning the importance of their integration. After that, we explained some speaking difficulties that may encounter learners, especially when it comes to accuracy and fluency. Last but not least, the chapter ended up by suggesting some speaking activities that help improve interaction among learners outside the classooms.

Chapter Two: Methdology, Analysis and Results

Introduction

In the first chapter, a literature review is presented about EFL students' attitudes towards practicing English outside the classroom illustrated by different views of many researchers. However, the current chapter outlines the methodology used in this study. It is conducted with the aim to answer the research questions set at the beginning. This chapter provides a detailed analysis of the students' questionnaire. It starts by identifying the population and the sample chosen for the study, followed by the research means. Then, it describes the questionnaire. After that, it analyses every question and discusses the results.

2.1. Sample

The present study is concerned with third year students from the Department of Foreign Language English at the University Centre of Mila during the academic year 2022-2023. The sample of this research is made up of 50 students. They were selected randomly from 155 students who represent the whole population. Regarding these participants, they were targeted because they are familiar with the English language from middle school till university. That means that they studied the English language for more than a decade which indicates that they know their needs and lacunas and have already developed their strategies and techniques to acquire English and develop the speaking skill. Normally, they are equipped with the linguistic tools and internalized the socio-affective factors that enable them to practice English outside the classroom.

2.2. Research Means

The choice of the method is determined by the nature of the study and the underlying goals of the research. In order to know the students' attitudes towardspracticing English

outside classrooms, this work adapted a quantitative approach which uses statistical procedures. It is noteworthy that the quantitative and qualitative data were collected using a questionnaire.

2.3. Students' Questionnaire

Generally, questionnaires comprise a set of questions or statements that help gather data. It high time the questionnaire is described and its data analyzed.

2.3.1. Administration of the Questionnaire

This questionnaire was constructed mainly to know EFL student's attitudes towards interacting in the target language outside the classroom. The questionnaire also focused on the actual use of the TL by the English learners. This process took one day during which the questionnaire was delivered by hand to 50 learners. The delivered questionnaire copies were returned with a percentage of 100%.

2.3.2. Description of the Questionnaire

The questionnaire of the present study includes 25 closed ended questions where students were requested to select one of the given choices. We also opted for 2 open ended questions in order to let the students feel free to explain their ideas and give their justifications. This questionnaire is divided into three sections each section contains a specific type of information that helps answer our research questions. The three sections are: background information, practicing speaking outside the classroom and students' attitudes.

The purpose of the first section (Q1, Q2, Q3) is to collect general information about learners. The first question aimed to know how many years they have been learning English, the second question aims to know whether they chose studying English by themselves or they were enforced to learn it. The third question was about the goal for which they learning English: for getting a job,for interacting with their peers or for further education. The second section consists of 16 questions. They seek to invest the learners' use of the English language

outside the classroom: do they look for opportunities to practice this language? with whom? Where? do they benefit from this practice? and what difficulties do they face when speaking.

The third section of the questionnaire is about the learners' attitudes towords the use of the TL outside the classroom which means how they feel when they practice this language in non-formal settings.

2.3.3. Analysis of the Students Questionnaire

In what follows is the analysis of the students' responses to the 26 questions of the questionnaire.
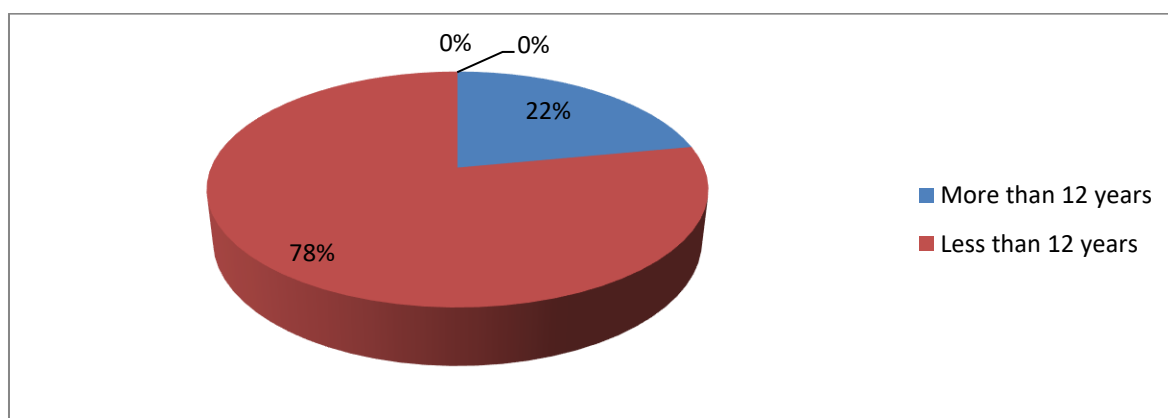
Q1: How long have you been studying English?

Figure 2.1

Students' Duration of Learning English

In figure 2.1, it is shown that 39 students have studied English less than 12 years making up a percentage of 78% which is the normal years to reach out their academic year (third year). However, only 11 students have learned English for more than 12 years representing 22% of the whole sample, which means that they repeated an academic year or because ofother reasons. Consequently, all of the students have spent more than a decode studying

English which means that they have a certain level that permits them to practice it easily in many contexts and situations, not only inside the classroom.

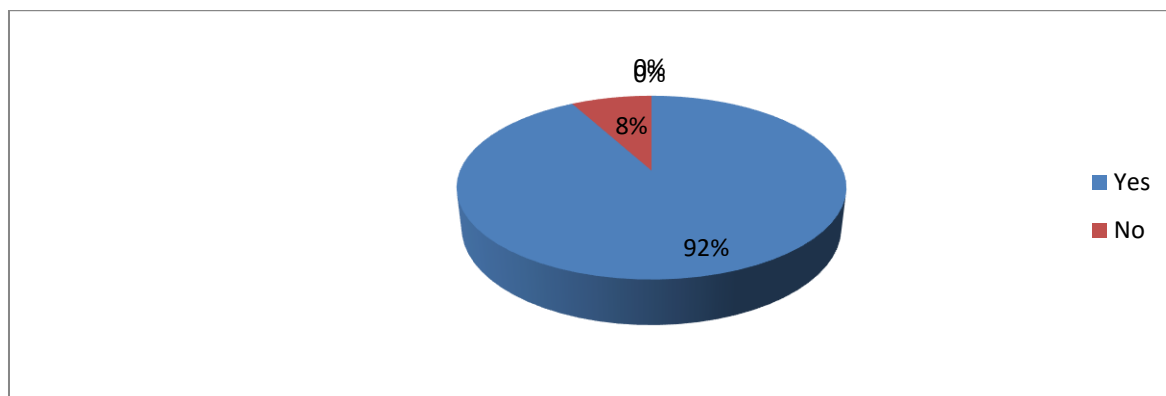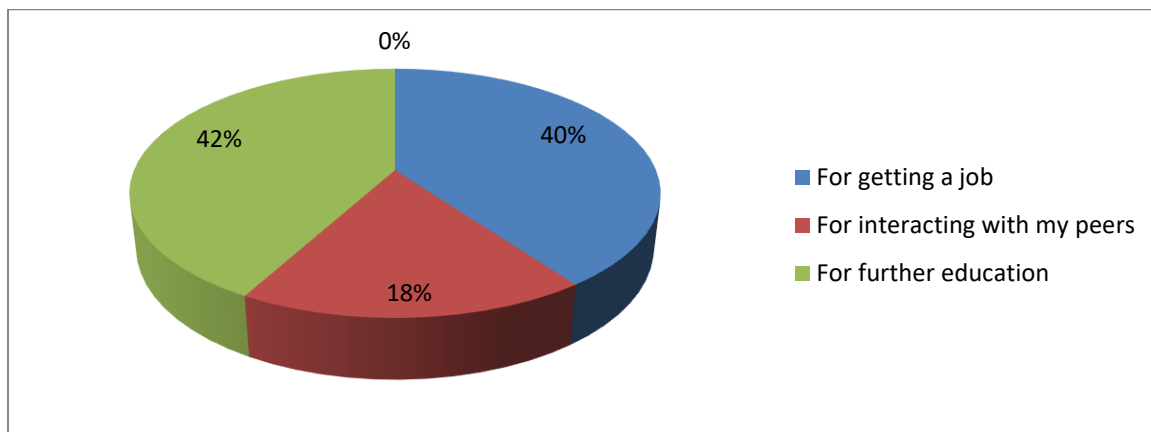**Q2: Is it your choice to study English at University?**

Figure 2.2

Student's Choice toStudy English

This question aims to know whether the students chose to study English by themselves or they areinforced to do so. From the results above, the majority of the students (92%) claimed that theirchoice of studying English was personal, whereas 8% of them were obliged to choose this speciality. Those results indicate that most of the students like studying English and want to improve there level. They are likely to be motivated to practice it.

Q3: Why do you want to learn English?

0%

42%

40%

18%

■ For getting a job

■ For interacting with my peers

■ For further education

Figure2.3

The Aim of the Students behind Studying English

The collected data show that 42% of the participants choose to study English in order to complete their education (get a master's degree and a doctorate) whereas 40% of them study English in order to get a job. Others who represent 18% of the sample they choose studying this language to improve their communicative skills and interact with their peers well. One can assume that the common point between all of them is that all those goals necessitate having a good command of the speaking skills.

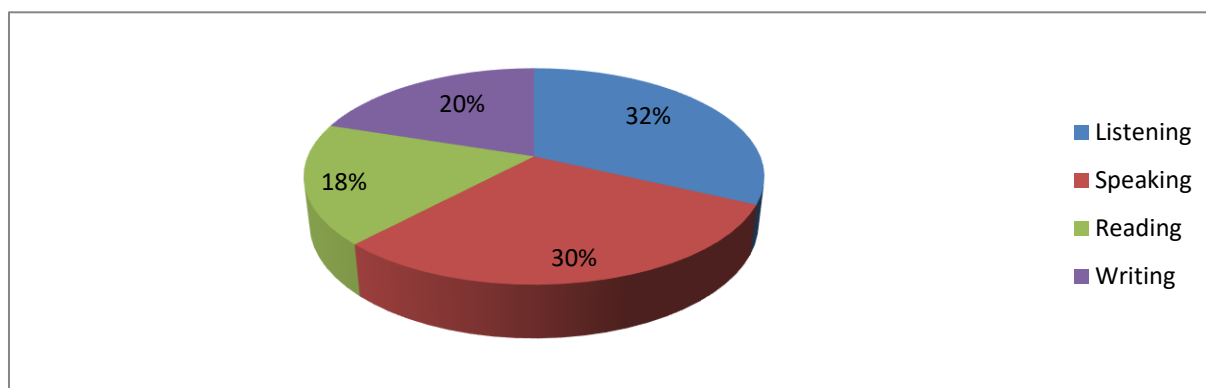**Q4:a.Which of the four language skills you master most?**

Figure 2.4

The Language Skill that the Students Master Most

The results obtained denote that the priority is given to the listening skill with a percentage of 32%, which means that the third of the students prefer listening. Moreover, 30% of the participants mostly master speaking due to the primary concern with communication. However, only 20% of the students have a good command of the writing skill. The remaining 18% of the sample claimed that their reading skill is the one that is mostly developed, since they think that it is the main source of vocabulary. Consequently, one notice that most of the learners master both listening and speaking skills for the purpose of communication because they make themacquire a good pronunciation and become fluent speakers.

4.b. Please, justify your choice.

Concerning those respondents who gave importance to the listening skill, their justifications are as follows.

-They mastered the language thanks to watching movies and YouTube videasand listening to music and podcasts most of the time.

- It is the simplest way for them to use English.

- It is the skill they practice most of the time.

- They find it easier than the other language skills; besides, they are good at listening. i.e., they are good listeners.

-It is the first skill they were introduced to when they started learning English.

-They think that extensive listening makes the learner a good speaker.

Concerning those students who mostly mastered the speaking skill, they gave the following justifications.

- They acquered the language from watching movies and imitation.

- They were exposed to the spoken form of the language from young age.

- They are more interested in this skill and they want to improve it more.

-They want to overcome some difficulties such as hesitation and the inability to speak fluently.

Regarding the reading skill, students justified their answers to question four by stating the following reasons.

-They mostly master the reading skill because it enhances their vocabulary and grammar knowledge.

-They read a lot of books and articles in English.

- They suffer of a lack of vocabulary and need to fill-in this gap.

- They like reading very much and they are interested in it because it is an easy skill.

Among the justifications, the participants gave for their mastery of the writing skill more than the other skills are the ones mentioned below.

-Their capacity to consider grammatical rules.

-When they listen or read a material, they forget what they were exposed to but when they write, they actually use the language and learn it especially when they receive feedback.

 -They prefer writing because they are good at it.

 -They like this skill because they find it very easy.
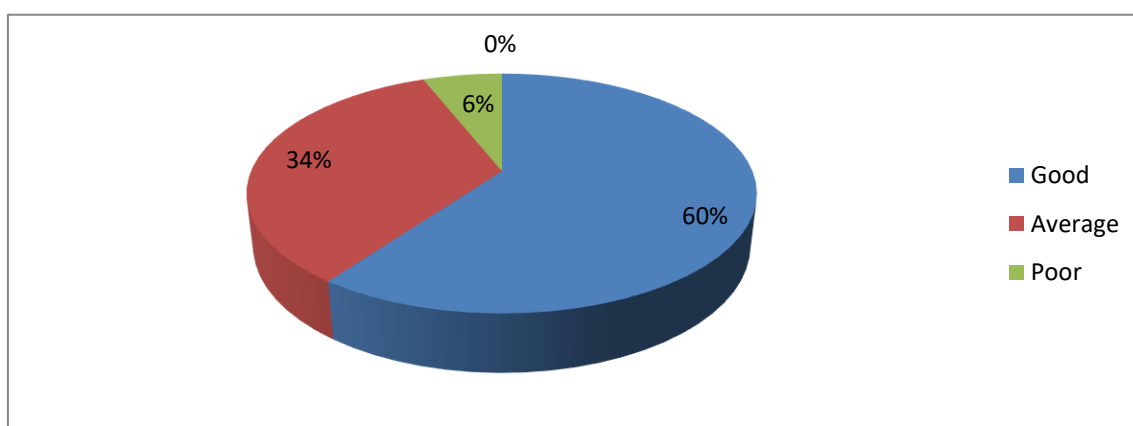
Q5:How do you evaluate your speaking skill?

Figure 2.5

Students' Level in Speaking English

Through this question we aim to determine the learners' level in speaking in the FL. Figure 2.5 shows that 60% of the respondents have a good level in speaking. The other 34% of them stated that their speaking level is average whereas 6% of them declared that they have a poor level in this language skill. Thus, most of the students have a good level in speaking the language indicating that they have achieved high scores in exams and they have the ability to communicate with others freely. In other words, they can converse in the FL fluently

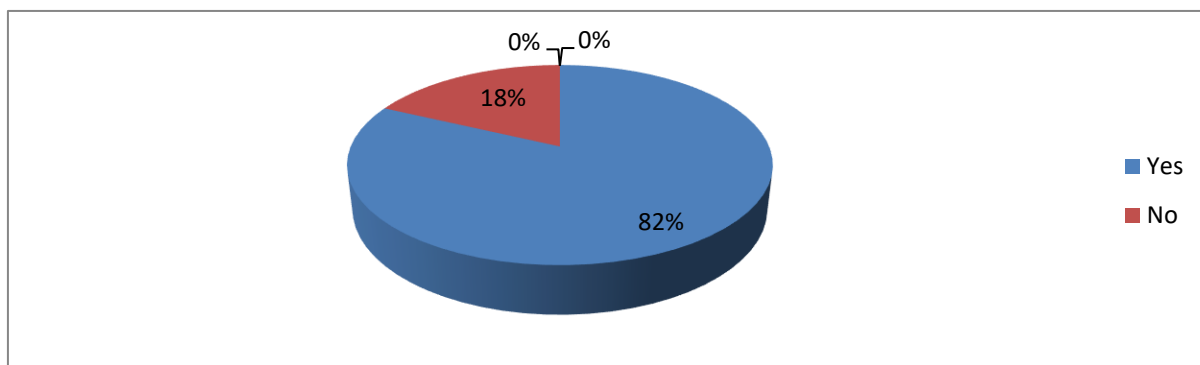**Q6: a. Do you practice speaking English?**

Figure 2.6.1

Learners' Practice of the Speaking Skill

According to figure 2.6.1, we can notice that the majority of the students who participated in the questionnaire (82%) actually practice speaking outside the classroom. This indicates that they are interested in practicing this language and improving their abilities in speaking. However, 18% of the participants confessed that they do not practice speaking in EFL at all.
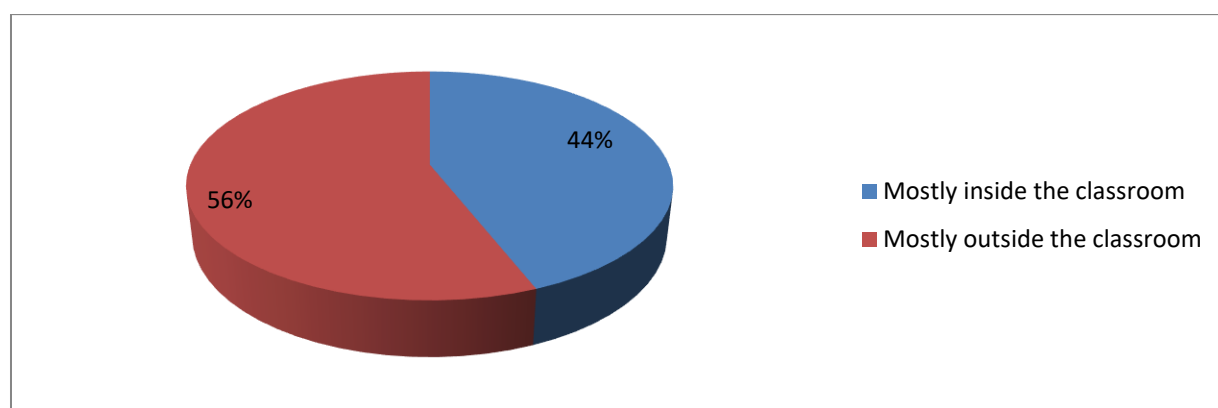
Q6.b. If yes, where?

Figure 2.6.2

Where Students' Mostly Prefer to Practice English

In relation to the previous question, the results show that most of the learners (56% of the participants) prefer to speak in the target language outside the classroom because they feel comfortable and free when expressing their ideas without restrictions unlike inside the classroom. However, 44% of them like speaking in English inside the classroom because they are motivated and they do not feel ashamed of their teachers and classmates.

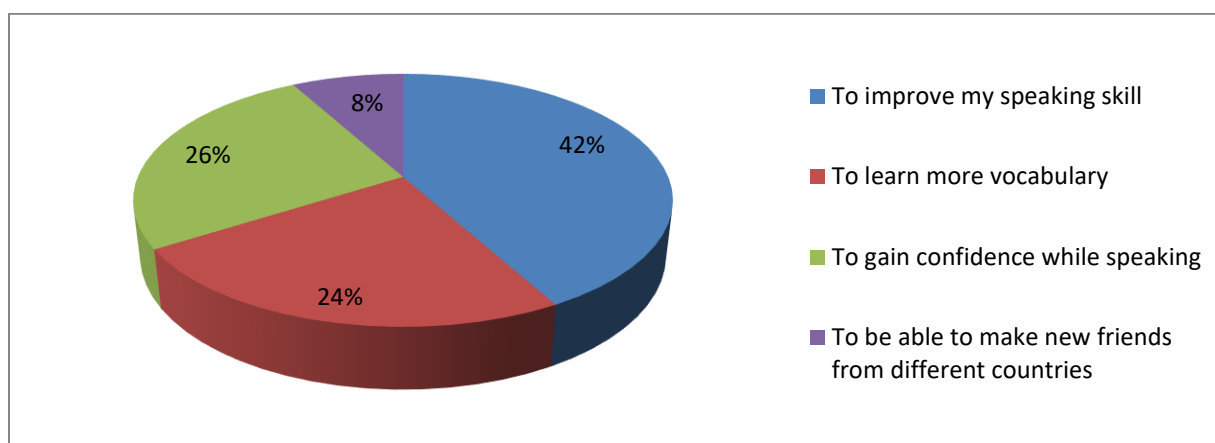**Q7: What is the most important reason for you to speak English outside the classroom?**

Figure 2.7

The Main Reasons for Students to Speak English Outside Classrooms

The question asked respondents about the most important reason for speaking English outside the classroom, and the results were as follows: 42% chose improving speaking skills, 26% selected gaining confidence, 24% prioritized learning more vocabulary, and 8% valued making new friends from different countries. The majority of the respondents considered improving speaking skills as the primary reason, indicating a recognition of the benefits of practicein real-life situations. Gaining confidence and learning vocabulary were also significant factors, while making new friends was chosen by a smaller percentage of respondents. Overall, the results highlight the importance of speaking English outside the classroom for skill development and personal growth.

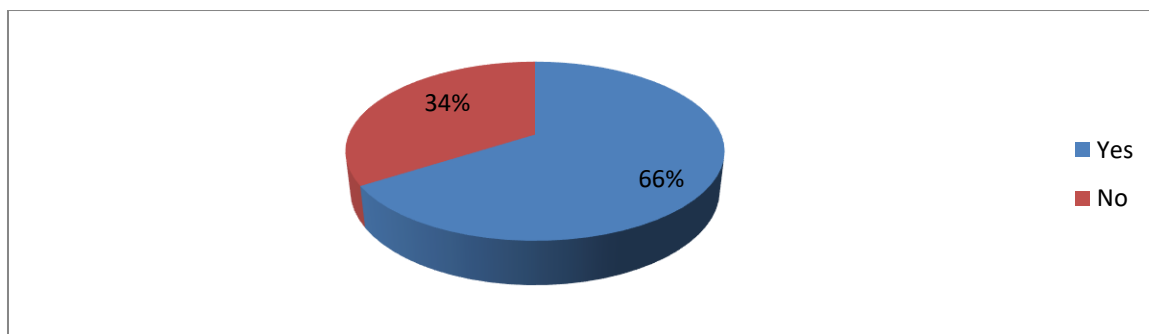**Q8. Does your teacher encourage you to speak in English outside the classroom?**

Figure 2.8

Teachers' Encouragements to Students to Speak English Outside the Classrooms

The aim of this question is to know if EFL teachers encourage their students to speak in English outside the classroom. In figure 2.8, it is shown that 66% of the respondents answered with 'yes'. This means that those students will be motivated to practice speaking in non-formal environments. Yet, 34%of them learners respond 'No' which means that their teachers do not encourage them to practice this skillin non-instructional settings because their teachers focus only in teaching the language and giving them just the lessons without raisingtheir awareness of the importance of out of class work.

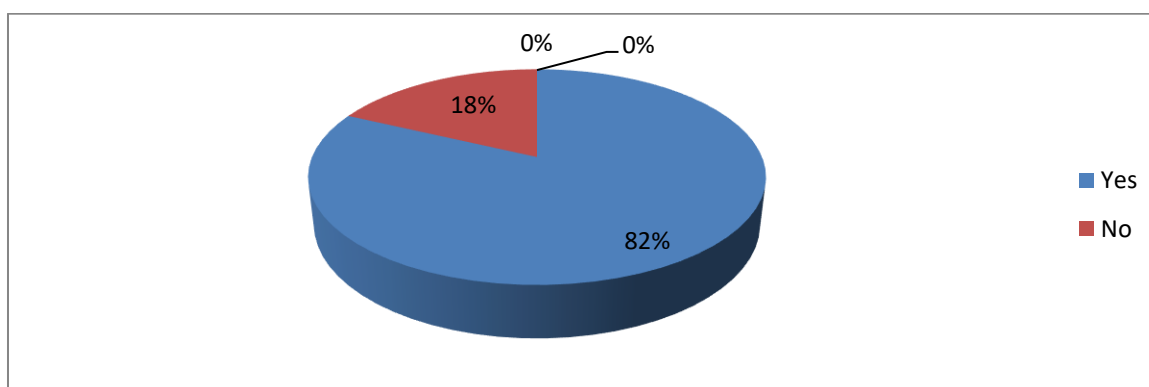**Q.9.a. Do you look for opportunities to speak in English outside classrooms?**

Figure 2.9.1

Students' Attempts to Speak English outside the Classrooms

In this question we asked the learners if they look for opportunities to speak in English outside classrooms. The collected data show that the majority of the students 82% do look for opportunities to speak in English beyond classroom settings because they want to develop their speaking skill and their communicative competence. Those students are considered as active learners. However, 18% of them do not search for such opportunities; they are satisfied with the amount of practice inside the classroom.They may be considered as lazy learners; they do not deploy efforts to improve their abilities in communicating with others.

9. b. If yes, with whom?
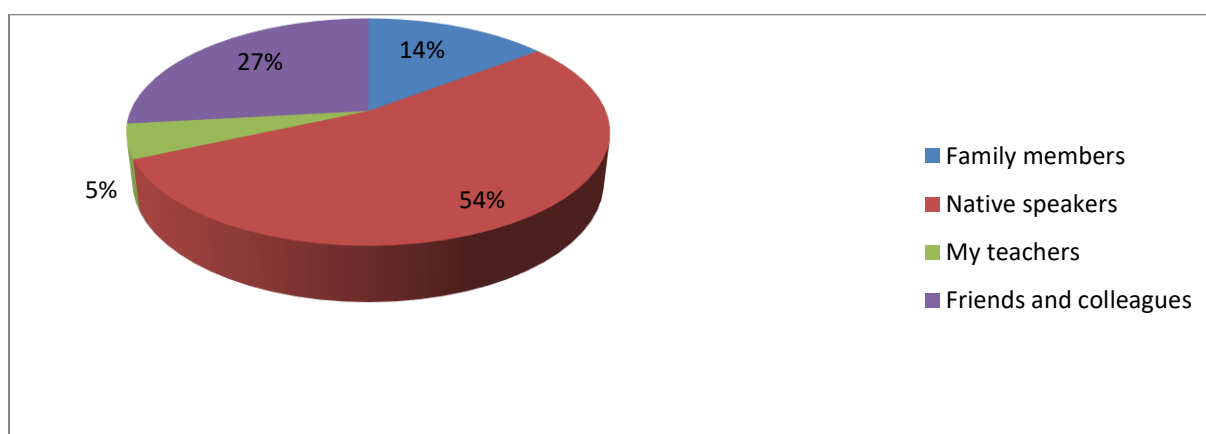
Figure 2.9.2

People that Learners Speak with outside the Classrooms

Figure 2.9.2 reveals that 54% of the respondents who look for opportunities to speak in English outside classrooms prefer to communicate with native speakers online while 27% of them are more comfortable when they interact with their friends and colleagues. Besides, 14%of them like to communicate with their familiesand a category that represents5%of them prefer to speak in English with their teachers. Clearly, only a minority of the learners have the chance to talk to teachers in English outside the borders of the classroom. Perhaps, this is because most of them do feel shy or not relaxed when addressing their teachers. Perhaps the

latter are not available all the time. It could also to be dueto the fact that no important issues are shared in order to exchange interactions outside classrooms. Yet, the teachers have office hours and the students are reluctant tovisit them to discuss various topics.

2.9.3.c. If yes, where?
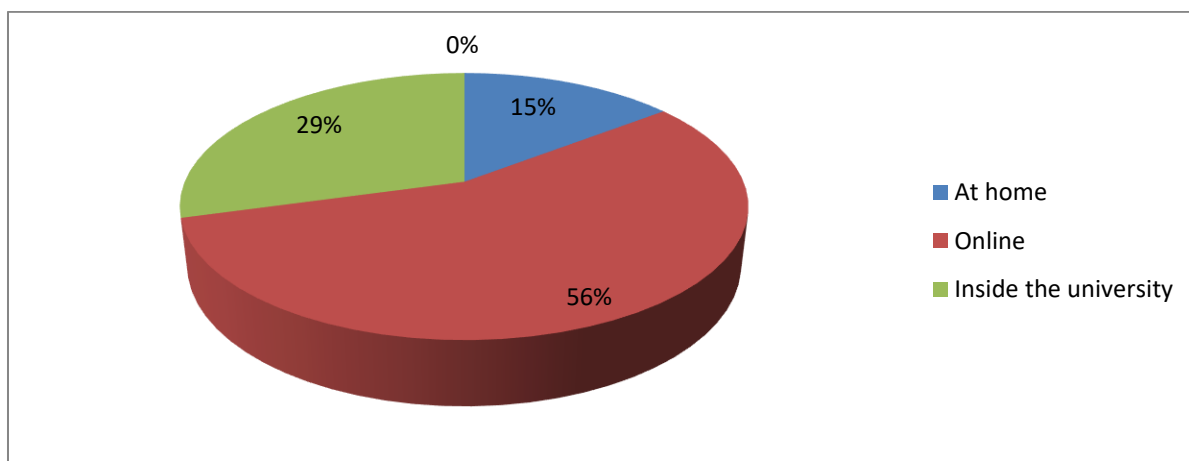
Figure 2.9.3

Places where Students Prefer to Practice English

According to the data, 56% of the sample prefer to speak in English online either with native speakers or even their friends and colleagues. It seems like they can express their ideas freely or because they feel shy when they speak in front of others. Only 12 students, who represent 29% of the sample, said that they like to speak in English inside the university in the cafeteria, in the corridors or in any other place inside the university, and only six students who represent 15% like to use the target language at home because not all of the families are familiar with this language. Obviously, the virtual world is the best outlet for EFL learners where to practice speaking.

10.a. Do you face difficulties while speaking in English outside the classroom?

0%   0%

46%

54%

■ Yes
■ No
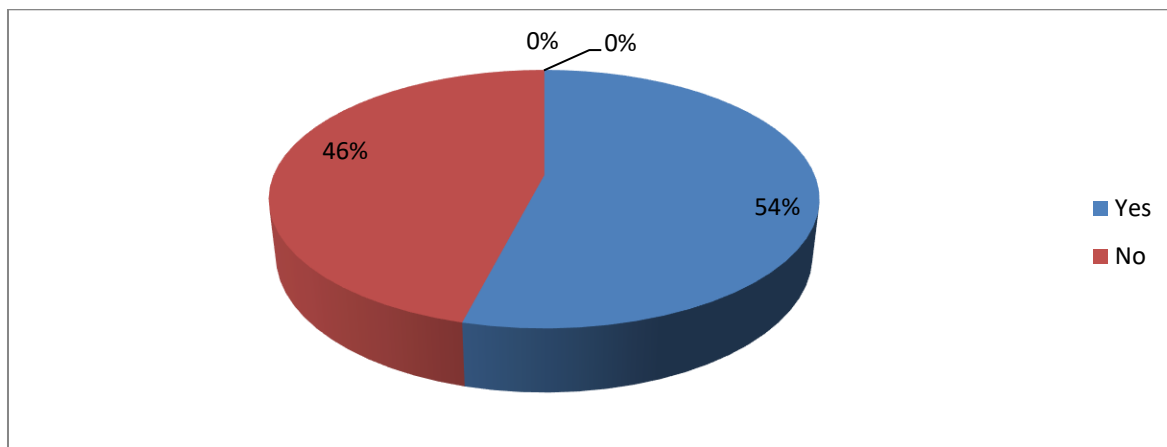
Figure 2.10.1

Student'Problems whenSpeaking English outside the Classrooms

The aim of this question is to know whether students face problems while practicing speaking outside classrooms or not. Figure2.10.1 indicates that 54% of the students reported that they encounter problems while doing so, whereas the other students 46% of the sample claimed that they do not face any difficulty.That may suggesis that they master the language and the others have obstacles in speaking because they are not fluent. Whatever the case, those problems need to be resolved by adopting the appropriate methods and strategies.

10.b. If yes, what difficulty do you face most?
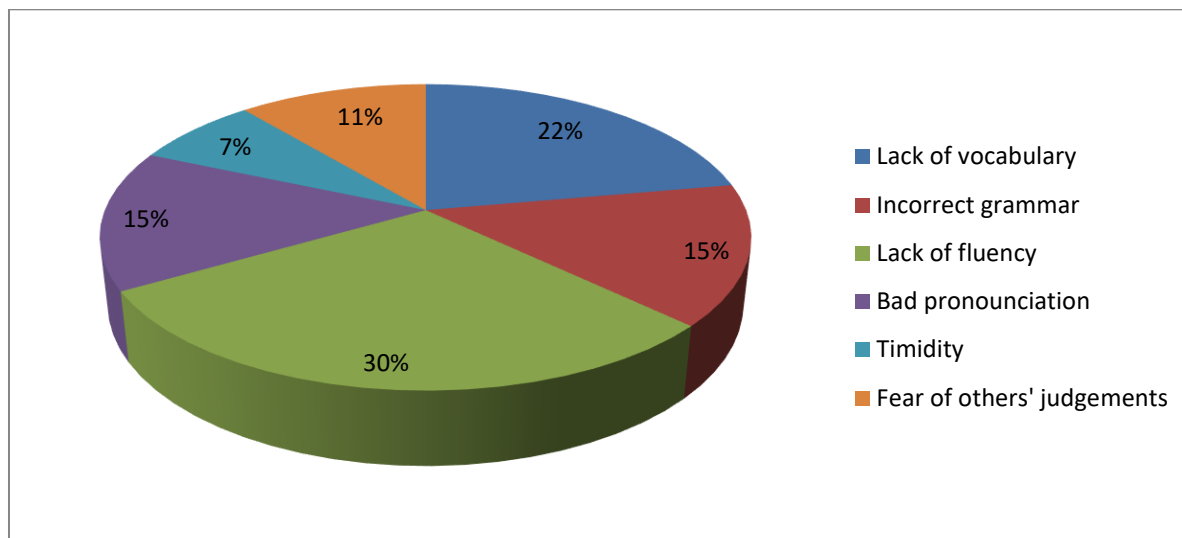
Figure 2.10.2

Students' Problems while Speaking in English outside the Classrooms

The question is designed to identify the problems faced by the learners while speaking the target language. By analysing the data, it is found that the most frequent problems are the lack of fluency with a percentage of 30% followed by the lack of vocabulary with a percentage of 22 %. Furthermore, a percentage of 15% of the participants said that they are suffer from problems with incorrect grammar and another 15% of them claimed that they suffer of bad pronunciation. Besides, 11% of them stated that they have fear of others' judgements. The last category which represents 7% of the sample proclaimed that it has problems with timidity. It can be concluded that the lack of fluency and vocabulary are the most common problems faced by students while speaking in English outside classrooms.

Q.11. Do you benefit from interaction outside the classroom?
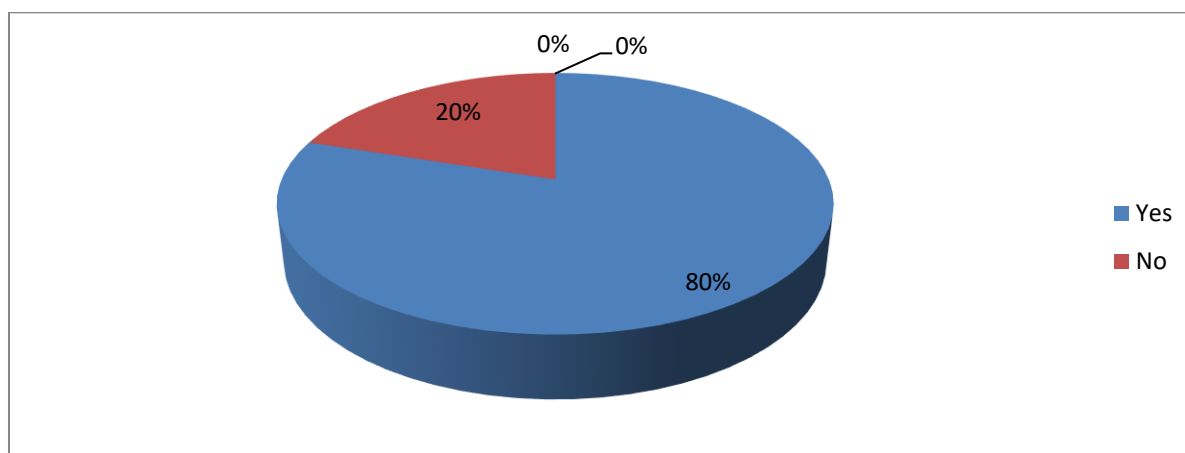
Figure 2.11

Students' Views about the Benefits from Interaction outside Classrooms.

The objective of this question is to reveal whether or not the learners benefit from interaction outside classrooms. In fact, as shown in figure 2.11, 80% of the informants considered that Interaction outside the classroom is beneficial and helps them to improve their English level especially when they listen to the way the native speakers talk. They also think that when they practice more they benefit more. In contrast, 20% of the informants are against this idea and did not find this interaction beneficial for them; perhaps, they benefit from interaction inside the classroom more than outside classrooms. It appears that it is the same category of students who declared that they do not practice talking in English in non-instructional settings according to the results of question 9.a.

Let's list the benefits of using EFL outside the classroom barriers as cited by the respondents.

- Gaining confidence in talking to others.

-Acquiring more vocabulary.

- Sharing information with others.

- Enhancing the speaking skill.

- Becoming more fluent, less shy and starting to speak freely.

- Developing one's pronunciation and improving one's accents.

- Getting more knowledge about the language and speak freely.

Q12. I believe that language learning can also take place outside the classroom.
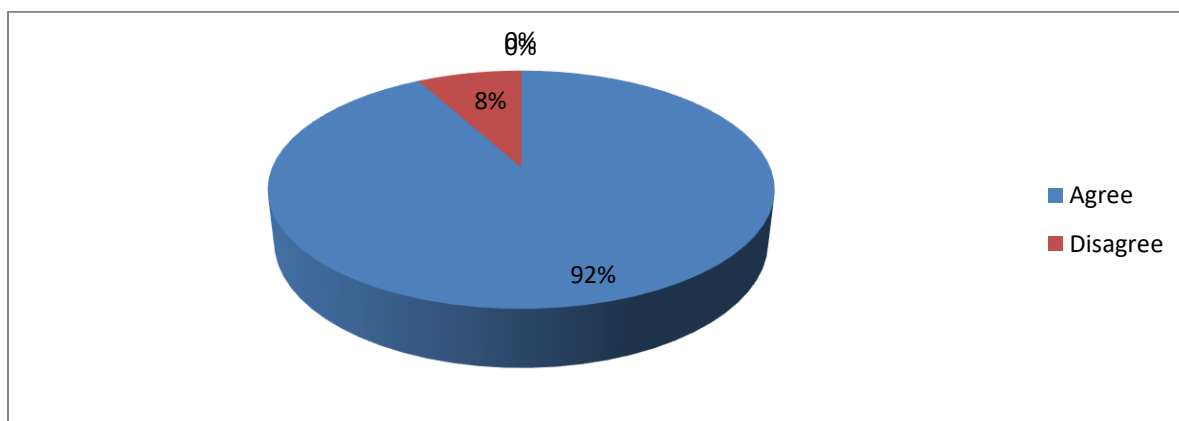
Figure 2.12

Students' Attitudes of whether or not Language Learning Can Take Place outside the Classrooms

Figure2.12 shows that most of the students 92% agree with the point that language learning can also take place outside classroom. By contrast, 8% of them indicate that learning a language takes place only inside the classroom. As a result, students who agree with this proposition are motivated about language learning outside classrooms; they benefit from practice and become more engaged and autonomous in their education.

Q. 13. I feel comfortable when I communicate in English with speakers apart from my teachers and classmates.
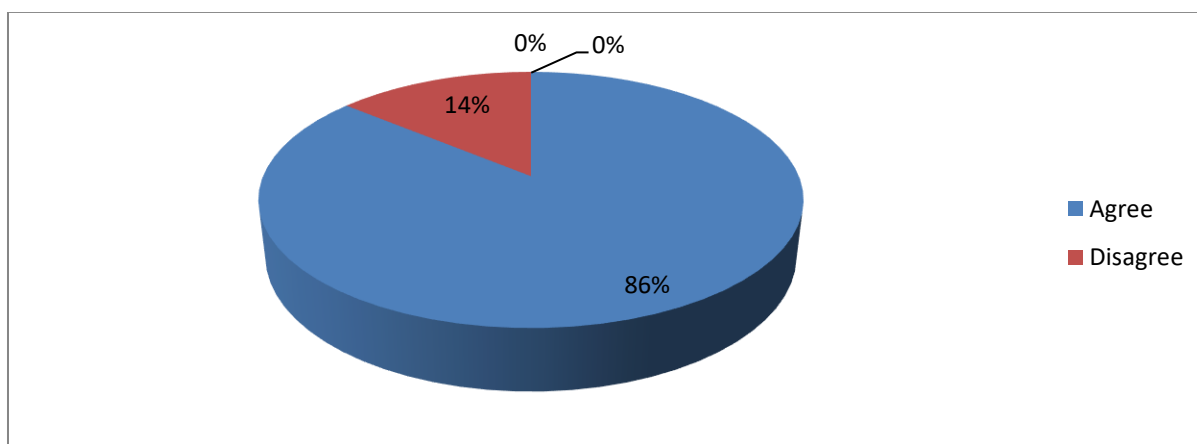
Figure 2.13

Students' Feeling of Comfort when they Communicate in English with Speakers apart from their Teachers and Classmates

The results in figure 2.13 propose that 86% of the students agree that they feel comfortable when they communicate in English with speakers apart from their teachers and classmates. On the other hand, only 14% of them disagree with this statement and they do not feel comfortable because they feel shy or they fear from others' judgements. They might be not sociable, reserved or they may lack interpersonal skills. Overall, the reason could be socioaffective as it could be a linguistic one. This means that they may not be equipped with the necessary linguistic tools to express themselves with the others and this reflects the results of questions 5 and 6 where a small percentage of students stated that they do not practice speaking and that this skill is not developed in them.

Q. 14. I think communicating in English outside the classroom helps me to find out my mistakes.
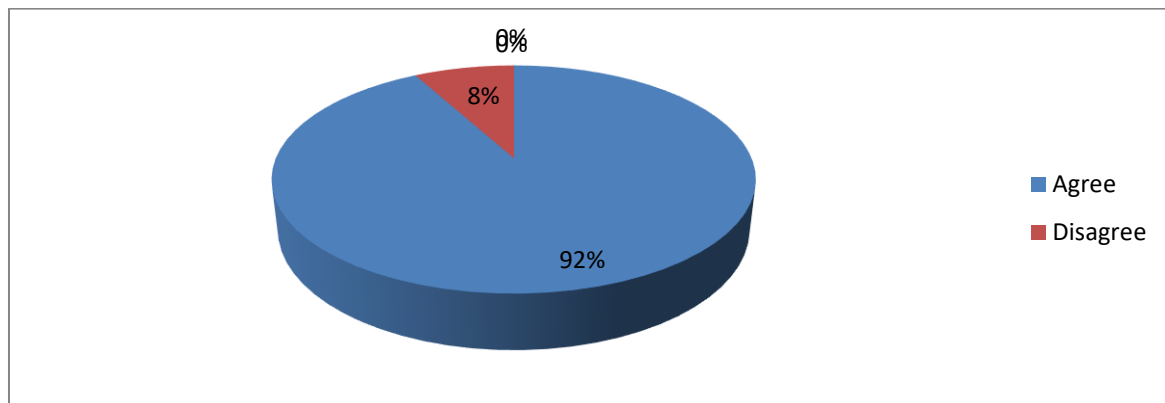
Figure 2.14

Students' attitudes about whether or not thinking that communicating in English outside the classroom helps them find out their mistakes

Figure 2.14 shows that the majority of the respondents 92% believed that communicating in English outside the classroom helps them find out their mistakes; they can acquire new information from the other speakers or the other correct their mistakes which leads to development. By contrast, 8% of these participants did not agree with the provided statement. They do not find that communicating in English outside the classroom is for identifying their mistakes, may be because they have other ways to discover their mistakes. A teacher inside the classroom and peers could be an alternative.

Q. 15. I think speaking in English outside the classroom increases my confidence about language use.
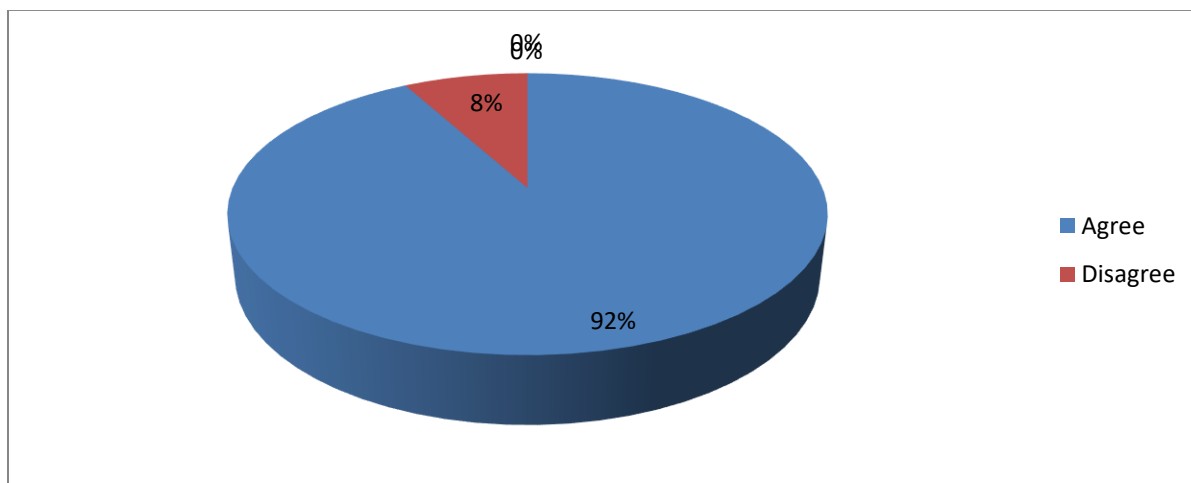
Figure2.15

Speaking in English increase Students' confidence about language 1use

The results indicate that the majority of the students 92% agreed with this statement ''speaking in English outside the classroom increases their confidence about the language use''.This means that they trust themselves and they are capable to face many obstacles. In contrast, the rest of the respondents, who constitute 8% of the sample, disagreed with that statement may be because they fear from others' judgements or because of their timidity. We think that personality traits are at play here. Usually, introverts are reluctant to speaking.

Q. 16. I feel excited when I communicate in English with others outside classroom.
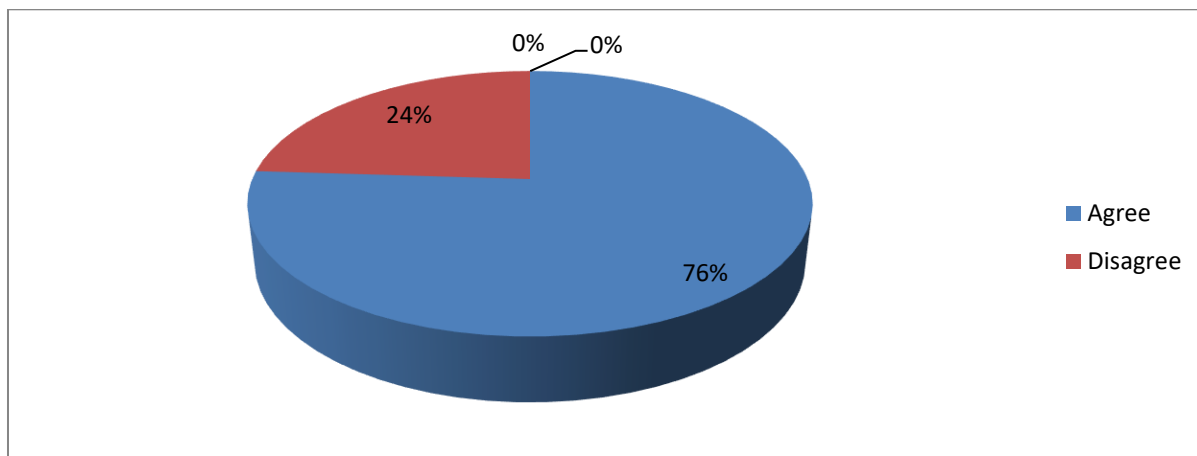
Figure2.16

Feeling Excited when communicating in English with Others Outside the Classrooms

In this question, the participants are asked to indicate if they feel excited when they communicate in English with others outside the classroom. According to figure 2.16, 76% of the participants agreed with the given statement because they are motivated and may be they practice speaking in the target language most of the time. However, 24% of them, which is a small percentage, disagreed with this statement.This could be related to their shyness or the lack of fluency.

Q. 17. I avoid speaking in English outside the classroom except when it is really necessary.
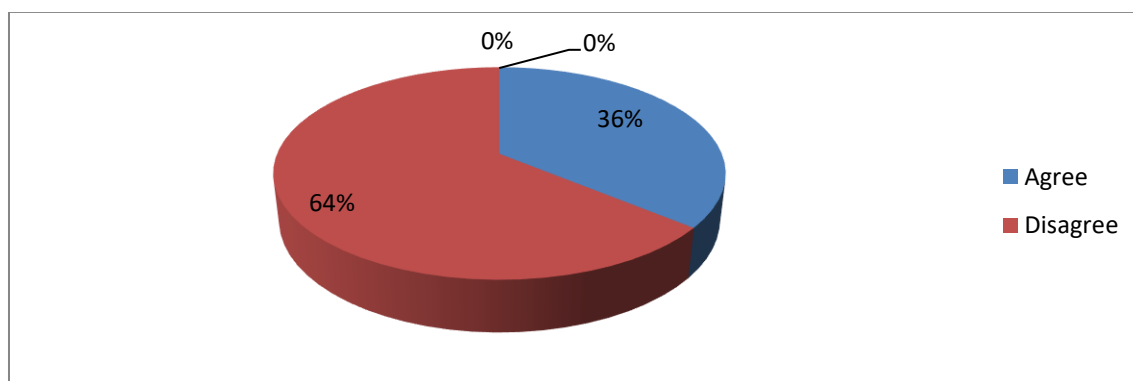
Figure2.17

Avoiding Speaking in English Outside the Classrooms Expect when it is Really Necessary

As seen in figure 2.17, most of the respondents disagree the statement; they constitute a percentage of 64%. This means that the majority of them practice the target language outside the classroom whenever they want without restrictions. Moreover, 18 students with a percentage of 36% show a limited practice of the language and they speak English only when necessary. Perhaps, they are not fluent speakers or due to their shyness.

Q. 18. It is not easy to find people to practice English with.
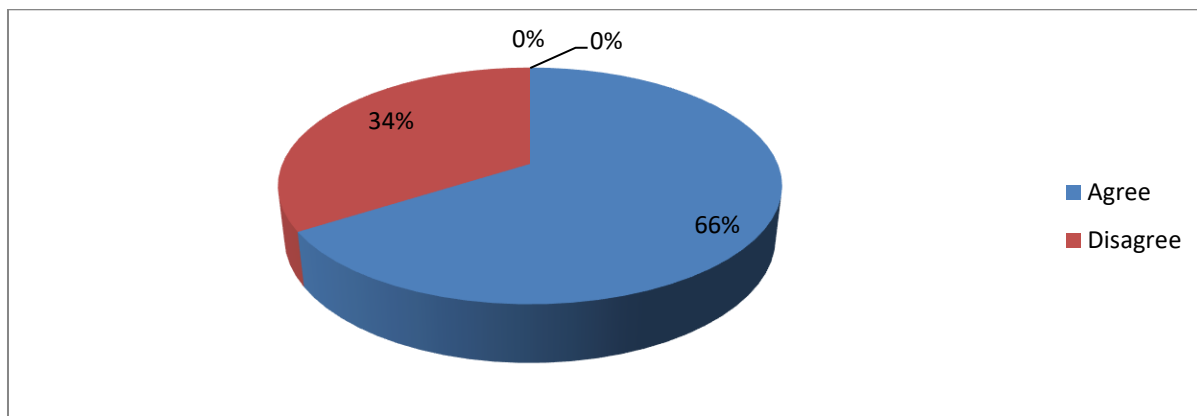
Figure2.18

It is hard to find people to practice English with

Figure 2.18 reveals the easiness of, the lack there of, finding people to practice English with. It clearly demonstrates that 66% thought that it is not easy to find people to practice English with. On the other hand, 34% of the sample believed the opposite are disagree. This may be due to their strong communication skills and establishing connections with others in the actual or real worlds.

Q. 19. I am not satisfied with the degree at which I practice English outside the classroom.
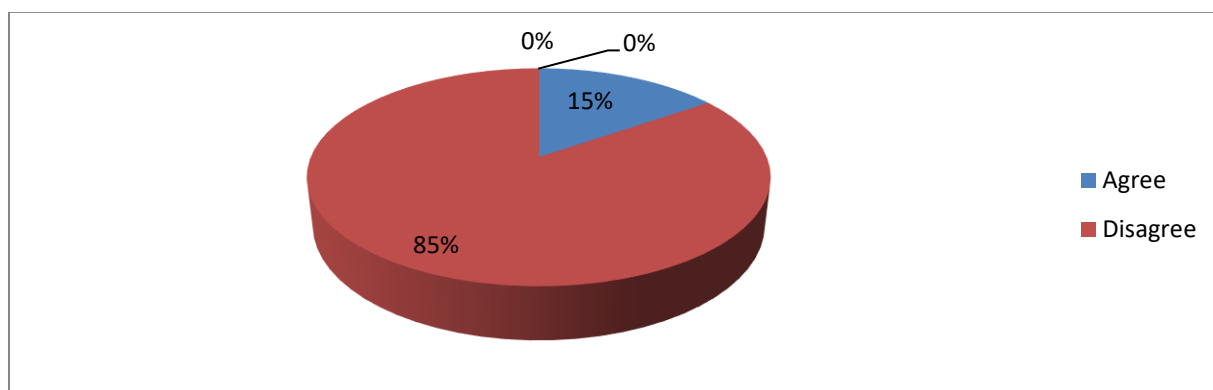
Figure 2.19

Students' Attitudes towards the Degree of their Practice English Outside the Classrooms

This question aims to know if the learners are satisfied with the degree at which they practice English outside the classroom. The results show that 58% of the participants have positive responses. In other words, they are not happy with the amount of practicing English. Yet, the other participants 42% of them show negative responses. In other terms, most students believe that they are not satisfied with their degree of practicing English outside the classroom, which means they want to increase this level and develop their performance in using the target language.

Q. 20. I feel perplexed when I speak in English outside the classroom.
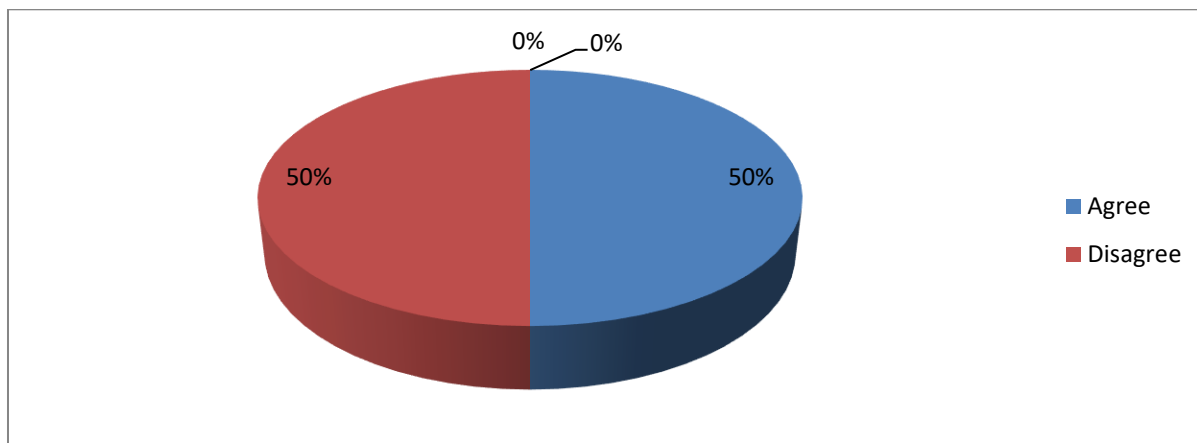
Figure 2.20

Students' Perplexity When They Speak in English Outside the Classrooms.

As apparent in figure 2.20, the opinions regarding question 20 are divided between those who agree that they feel perplexed when they speak in English outside the classroom and those do not. Precisely, 25 informants, who constitute 50% of the sample,feel perplexed when they speak in English outdoors because they might be afraid of making mistakes and others' judgements.However, the other half of the sample showed their disagreement. It appears that they are aware about what they said and they feel confident about themselves.

Q. 21. I feel shy to speak in English in front of others.
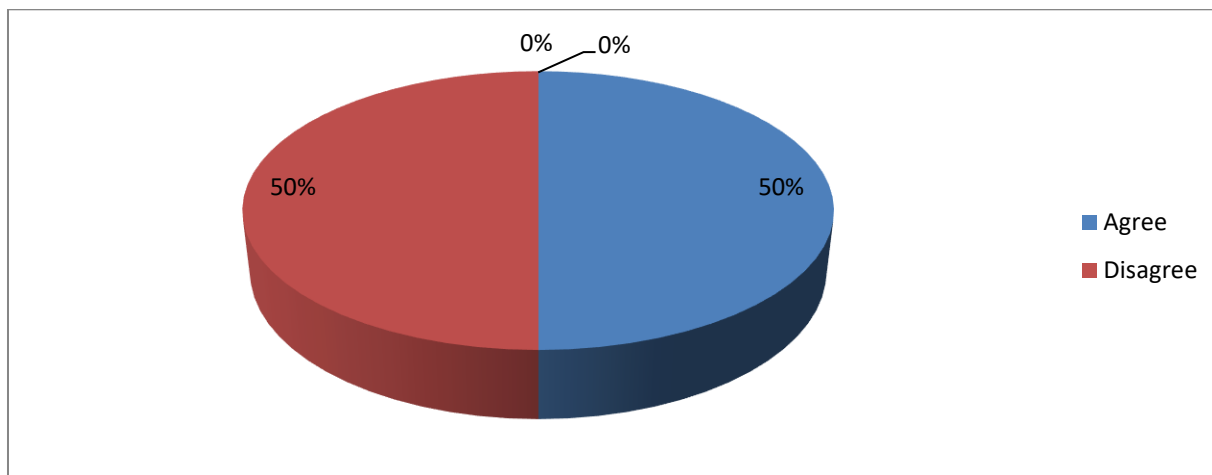
Figure 2.21

Students' Shyness when they Speak in English in front of Others

The results of the last statement reveal that 50% of the participants do feel shy to speak in English in front of others which imply that they have a lack of confidence or they may fear making mistakes. This suggests also a lack of practicing the language. In contrast, the other category which also represents 50%of the sample disagreed. In other terms, do not feel shy when speaking in English in front of others due, most probably, their extrovert nature, and their good proficiency in English.

2.4. Discussion of the Results

The analysis of the data collected from the students' questionnaire serves in drawing a set of results concerning the students' attitudes towards interacting in the target language outside the classroom at Mila University Centre. At the outset, the students have been studying English for more than 10 years, and most of them chose to study English. Also, most want to study the language for further education i.e.; getting a master degree or a PhD. In addition, they want to learn English in order to get a job or for communicative purposes.

The findings indicate that English use outside classroom varied greatly depending on the individual purposes and attitudes.This study indicates that the majority of the third year students of the Departement of Foreign Languages at Mila University Center had positive attitudes towards the use of English outside the classroom. That is, there is no discrepancy between their beliefs, emotions and their practices. Since that communication is based more on listening and speaking than reading and writing, the participants master more both speaking and listening skills in comparison to the reading and writing skills. We can say that their beliefs are consistent with their practices. The findings also indicate that the majority of the participants are aware about the importance of practicing this language, also most of them prefer to practice it outside of the classroom rather than inside the classroom because they feel more comfortable and they are not limited to express their ideas about only a specific topic. The extreme majority of them look for opportunities to speak English mostly online and especially with native speakers for many reasons such as improving their speaking skill and to gain confidence while speaking this language and avoid using it with their teachers for unknown reasons. Barker (2004) found that for many students speaking outside the classroom might be a problem. Similarly, our participants, the lack of vocabulary and fluency were the major difficulties they face in addition to fearing other's judgements and bad pronunciation. The findings also show that most of the participants are encouraged by their teachers to speak English outside the classrooms. This with no doubt will make students hold positive attitudes towards practicing this language.

In the third section, of the questionnaire, the majority of the students believed that speaking in English does not take only inside the classroom but also outside. Likewise, they enhance their confidence, identify their mistakes and feel excited when they communicate in English with others outside the classroom. Besides, the results indicate that most of them are

not satisfied about the degree at which they practice English because it is not easy to find people to practice English with outdoors.

Last but not least, 50% of the respondents feel perplexed and shy when speaking English in non-educational settings unlike the other half who do not feel any puzzlement or shame. This is a proof of their own confidence.

Overall, the study results suggest that the students have positive attitudes towards practicing English outside the classroom.

2.5. Limitations of the Study

The participants in this study are limited to 50 third year students of English at the Department of Foreign languages at the University of Mila. This places limitations on thegeneralizability of the results. More research is due on our topic by including a larger sample.

The questionnaire alone seems to be an unreliable tool for data collection as some students did not answer all the questions. Sometimes, they gave incomplete answers and supplied no justifications. This made the process of data analysis somehow difficult.

2.6. Pedagogical Implications

The major objective behind this research is to know EFL students' attitudes toward their interaction outside classrooms and if they benefit from it. Now, it is possible to propose some pedagogical implications based on the findings of our research.

- Teachers should encourage their students to practice the speaking skill outside classrooms.

- Learners may develop their awareness of interaction outside classrooms and to practice the speaking skill in order to gain confidence, learn more vocabulary and become fluent.

2.7. Recommendations of the Study

Based on the results of the students' questionnaire, some recommendations for students are necessary to be provided. Since developing the students' speaking skill via interaction outside classrooms can be said to be a fundamental aspect in EFL learning.

1. Practice with a language partner: Students should find a language partner, either a native speaker or another learner of the target language, to practice speaking and listening skills with. They can meet in person or connect through online platforms for conversations and language exchanges.

2. Engage in language immersion activities: Students should immerse themselves in the target language environment by watching movies and TV shows, listening to podcasts and reading books or articles in the language. This exposure to authentic materials will improve their comprehension and vocabulary.

3. Utilize language learning applications and websites: There are numerous language learning apps and websites that offer interactive exercises, vocabulary drills, grammar lessons, and language practice. Learners can explore platforms like Duolingo, Memrise, Babbel, or FluentU to supplement their classroom learning.

4. Join online language communities: Students may participate in online language communities and forums where they can interact with fellow learners and native speakers.

The EFL learner can also engage in discussions, ask questions, and seek language practice opportunities. Websites like italki, HelloTalk, or language-specific sub-editors can be great places to connect with others.

5. Use social media in the target language: A student ought to follow social media accounts or join groups/pages related to his/her interests in the target language. He/she is invited to

engage with content, comment in the language, and interact with other users to build connections with whom to practice the language. This may expose him/her to informal language or to the jargon of a specific field.

6. Listen to podcasts or audio lessons: Finding podcasts or audio lessons specifically designed for language learners is beneficial because these resources provide opportunities to practice listening skills, improve pronunciation and expand vocabulary.

7. Take advantage of language exchange events: Attending language exchange events or conversation clubs in one's local area/university is a good idea for language practice. These events often bring together EFL learners, providing opportunities to practice conversational skills in a friendly and supportive environment.

8. Set specific language goals: A student is advised to establish clear and achievable language goals for him/herself. Whether it is mastering a specific grammar point, learning a set number of new vocabulary words each week, or practising conversation for a certain amount of time daily, each goal will help the learner stay focused and motivated.

9. Stay consistent and practice regularly: Consistency is a key when learning a language.

Students should dedicate a specific amount of time each day or week to practice the language, even for a few minutes. Regular practice will help him/her build momentum and make steady progress.

After stating the recommendations for the EFL learners, we shift to mentioning onefor the instructors. Teachers should be aware that learners are more interested in interacting inthe target language outside classrooms because they feel free to expressions themselves. Thus, tutors indoors should allow some freedom for learners so that to encourage them to practice

the language. For example, they they may let them choose the types of topics to be discussed or the types of activities to be dealt with.

Conclusion

This chapter presented the methodology, the data analysis and the results yielded by this research. It discusses the attitudes of the third year students of English at Mila University Center towards practicing speaking outside the classroom.From thestudents'questionnaire, the results reveal that the majority of the students have positive attitudes towards interacting with others in English outside the classroom. Although they face some difficulties, like fear of others' judgements, bad pronunciation, limited number of the people available to address in English; they still look for, and succeed at, finding opportunities to improve their communication skills especially online.Besides, noticed that the students are aware of practicing speaking outside the classroom, because most of the teachers motivate them to practice the target language to gain more self-confidence and become fluent speakers.

General Conclusion

In the globalization era, communication plays a vital role in the success of different fields. As English serves for international communication, speaking is considered as a fundamental skill which EFL learners need to master the most. Nevertheless, this skill seems to be difficult to improve because of many reasons. In order to promote one's oral skill,students need to practice it not only during class time but also outside. Hence, this research aimed to know whether or not third year EFL students at Mila University Centre have positive attitudes toward practising English outside the classrooms.

This work consists of two chapters. The first one presents the theoretical framework which is composed of two sections: one deals with the attitudes of learners, while the other adresses practicing speaking skill outside classrooms. The second chapter presents the research methodology, analysis and discussion of the results, limitations and recommendations of the study.

The research questions set for this dissertation is as follows: what are the major attitudes of the third year English major students towards the use of English outside the classroom? and to what extent do they use the English language outside the classroom?To answer them, this study was conducted using the quantitative research design. A questionnaire that was employed to collect data from50 students that were selected randomly from the third year level at the Department of Foreign Languages, Mila University Centre in Algeria. After the analysis of the gathered data, it became clear that EFL learners carry positive attitudes towards interacting in the target language outside the classrooms. There attitudes are manifested through there actual practice of speaking in non-instuctional setting, their feelings of happiness and motivation when doing so, and their awareness of its importance. Verily, they practice speaking a lot through different ways although they face some linguistic (limited

language proficiency) and socio-psychological (inability to connect to others easily and timidity) and difficulties in oral production. Obviously, a number of implications and recommendations were volunteered at the end of this dissertation along with some limitations.

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APPENDIX

STUDENTS' QUESTIONNAIRE

Dear students,

The questionnaire at hands aims to collect data about EFL students' attitudes towards interact

in the target language outside classrooms. We would be grateful for your help to accomplish t

research. Please put a tick (✓) to indicate your chosen answer in the appropriate box, and a

your explanations whenever needed. Your answers will be kept completely anonymous and o

used for the sake of this research purpose.

Section one: General information

1. How long have you been learning English?

Less than 10 years ☐

More than 10 years ☐

2. Is it your choice to study English?

Yes ☐ No ☐

3. Why do you want to learn English?

A- For getting a job ☐

B- For interacting with my peers ☐

C- For further education ☐

Section two: Practicing speaking outside the classroom

4. a. Which of the four language skill you master most?

A- Listening □

B- Speaking □

C- Reading □

D- Writing □

4. b. Why?

……

……………………………………………………………………………………………………..

5. How do you evaluate your speaking skill?

A- Good □

B- Average □

C- Poor □

6.a. Do you practice speaking English?

Yes □ No □

6.b. If yes, where?

Mostly inside the classroom □

Mostly outside the classroom ☐

7. What is the most important reason for you to speak English outside classrooms?

A- To improve my speaking skill ☐

B- To learn more Vocabulary ☐

C- To gain confidence while speaking English ☐

D- To be able to make new friends from different countries ☐

8. Does your teacher encourage you to speak English outside classrooms?

Yes ☐ No ☐

9.a. Do you look for opportunities to speak in English outside classrooms?

Yes ☐ No ☐

9.b. If yes, with whom?

A- Family Members ☐

B- Native Speakers ☐

C-My teachers ☐

D- Friends and colleagues ☐

9.c. If yes, where?

A- Inside the University (cafeteria, corridors, etc.) ☐

B- At home ☐

C- Online ☐

10.a. Do you face difficulties while speaking in English outside the classroom?

Yes. ☐ No ☐

10.b. If yes what difficulties do you face most?

A- Lack of vocabulary ☐

B- Incorrect grammar ☐

C- Lack of fluency ☐

D- Bad pronunciation ☐

E- Timidity ☐

F- Lack of cooperation on the part of the addressee ☐

G- Fear of others' judgements ☐

11. Do you benefit from interaction outside the classroom?

Yes. ☐ No ☐

Section three: Student's Attitudes

Please read the following statements carefully and tick the appropriate choices that reflect your attitudes towards the use of English outside classroom and put agree or disagree.

12. I believe that language learning can also take place outside classroom

Agree. ☐ Disagree ☐

13. I feel comfortable when I communicate in English with speakers apart from my teachers a
classmates.

Agree. ☐ Disagree ☐

14. I think communicating in English outside classroom helps me find out my mistakes.

Agree. ☐ Disagree ☐

15. I think speaking in English outside the classroom increases my confidence about langua
use.

Agree. ☐ Disagree ☐

16. I feel excited when I communicate in English with others outside the classroom.

Agree. ☐ Disagree ☐

17. I avoid speaking in English outside the classroom except when it is really necessary.

Agree. ☐ Disagree ☐

18. It is not easy to find people to practice English with

Agree. ☐ Disagree ☐

19. I am not satisfied with the degree at which I practice English outside the classroom

Agree. ☐ Disagree ☐

20. I feel perplexed when I speak in English outside the classroom

Agree☐ Disagree ☐

21. I feel shy to speak in English in front of others

Agree. ☐ Disagree ☐

Thank you for your cooperation!

الملخص

جزء هام من تعلم اللغة يحدث بفضل التفاعل خارج الصف، حيث يوفر بيئة واقعية للممارسة، وهذا يختلف كثيرًا عن التعلم داخل. بالإضافة إلى ذلك، يعتقد معظم مدرسي اللغة أنه يجب أن يكون لدى متعلمي اللغة الإنجليزية كلغة أجنبية مسؤولية تعلمهم الخاصة واستغلال الفرص لممارسة اللغة بنشاط خارج الصف. لذلك، الهدف الرئيسي لهذه الدراسة هو تحديد مواقف طلاب اللغة الإنجليزية في الصف الثالث جامعي تجاه استخدام اللغة الإنجليزية خارج الصف. من أجل تحقيق هذا الهدف، تم اعتماد نهج كمي. ويجدر بالذكر أن المشاركين في الدراسة كانوا خمسون طالبًا في السنة الثالثة تخصص اللغة الإنجليزية في المركز الجامعي ميلة الذين تطوعوا للإجابة على استبيان خلال الفصل الدراسي الثاني من السنة الأكاديمية 2022-2023. تشير نتائج هذه الدراسة إلى أن معظم الطلاب يدركون أهمية التفاعل باللغة الإنجليزية خارج الصف؛ لذا يمارسون التحدث بهذه اللغة في سياقاتخارج الدراسة وعبر الإنترنتو، على الرغم من مواجهتهم بعض الصعوبات اللغوية والاجتماعية النفسية. بشكل عام، أبدى متعلمو اللغة الإنجليزية مواقف إيجابية تجاه استخدام اللغة المستهدفة خارج الصف. وفي ختام هذه الدراسة، تم ذكر عدد من النقائص وتقديم عدة توصيات.

الكلمات المفتاحية: مواقف متعلمي اللغة الإنجليزية، اللغة المستهدفة، التواصل خارج الفصول الدراسية، تعلم اللغة، ممارسة اللغة الإنجليزية.

Résumé

Une part significative de l'apprentissage des langues se fait grâce à des interactions en dehors de la salle de classe, car cela offre un cadre réaliste pour la pratique, qui est très différent de l'apprentissage en classe et basé sur l'instruction. De plus, la plupart des enseignants de langues estiment que les apprenants en langue étrangère doivent être responsables de leur propre apprentissage et profiter des opportunités pour pratiquer activement la langue en dehors de la salle de classe. Par conséquent, l'objectif principal de cette étude est de définir les attitudes des étudiants en troisième année de licence d'anglais vis-à-vis de l'utilisation de l'anglais en dehors de la salle de classe. Pour répondre à cette question de recherche, une approche quantitative a été adoptée. Il convient de noter que les participants à l'étude étaient cinquante étudiants de troisième année d'anglais à l'Université Mila qui se sont portés volontaires pour répondre à un questionnaire au cours du deuxième semestre de l'année académique 2022-2023. Les résultats de cette étude indiquent que la plupart des étudiants sont conscients de l'importance de l'interaction en anglais en dehors de la salle de classe; ils pratiquent donc la parole dans des contextes informels sur place et en ligne, bien qu'ils rencontrent quelques difficultés linguistiques et socio-psychologiques. Globalement, les apprenants en langue étrangère ont montré des attitudes positives envers l'utilisation de la langue cible en dehors de la salle de classe. Pour conclure cette recherche, plusieurs limitations ont été identifiées et plusieurs recommandations ont été formulées.

Mots-clés: Attitudes des apprenants en langue étrangère, langue cible, interaction en dehors de la salle de classe, apprentissage des langues, pratique de la langue anglaise.