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Learning Foreign Languages in Algeria, Learners' Needs, Wants, and Methods

A Thesis Presented in Partial Fulfillment of the Requirements for the Degree of Master in Applied Linguistics

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Abstract

Learning foreign languages helps people to keep pace with the development of science and technology and facilitates communication between different nations around the world. This study investigates how to meet the needs and wants of foreign language learners in Algeria. Two data gathering instruments were used in order to elicit both foreign language learners of different levels of education and occupations and middle school pupils' attitudes towards learning foreign languages. That is to say, finding out the languages that are in high demand among Algerians, their reasons, and their methods to learn these languages. These tools included an online questionnaire placed on social media and a classroom interview. After the analysis and discussion of the data, the findings revealed that English, French, and Spanish are in high demand, and Algerian learners study them in order to increase and improve their cultural level and educational or occupational level through watching documentaries, YouTube channels, and using mobile applications, mainly Duolingo mobile application.

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NA: Needs analysis

Q: Question

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Introduction

Due to openness and technological progress, the world has become a global village and communication has become easy and fast through the use of Internet. Hence, the need to learn other languages in order to facilitate communication with other people around the world as well as reaching success in all walks of life. Learning new languages is more than just a knowledgeable way to integrate but exploring a new way of seeing the world which is a prerequisite to understanding one's place in it. Each language has its own genius that permits to understand its culture. When someone learns a foreign language, they are actually investing their time in one of the best ways to communicate with people around the world. Learning a language is a lifelong process, but the learner will immediately be rewarded with new possibilities, cultural openness, and a more meaningful sense of this big world.

According to David Crystal (2003) "language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language". (p.9). That is to say, learning a new language is a key for awareness and human cognitive development. Learning a foreign language, especially English helps Algerian learners to develop their future life styles including occupation, travel, and make foreign friends. With the development of modern technology, the demand and desire of Algerians to learn foreign languages, particularly English, French, and Spanish is growing because many young people want to be aware of other cultures and go abroad to study or work although they face various obstacles and challenges in their process of learning in which some of these barriers are greatly alleviated. In addition, there is no general or ideal method of learning foreign languages because everyone has different types of methods and techniques in learning their target language. Hence, watching documentaries, YouTube channels, reading many different books in the target language, listening to the BBC and news on various topics, talking to real native speakers, and using mobile applications will help foreign language learners learn very quickly and efficiently and discover the history, culture and traditions of many countries.

This study is significant as it tries to ascertain the needs and wants of foreign language learners in Algeria in order to facilitate the process of learning and enable teachers to design effective courses and syllabi for their students. This study also attempts to determine which languages are in high demand in Algeria, the reasons, and methods of Algerians to learn these languages in order to show the importance of learning foreign languages. It also attempts to motivate learners to be autonomous and more self-dependent, as it may motivate other researchers to carry on further studies on the same subject.

The present thesis comes in three chapters. The first chapter is devoted to theoretical framework about learning foreign languages in Algeria, its importance and methods. It aims to shed light on the role and the significance of learning foreign languages and highlight the most effective methods of learning foreign languages in Algeria over the years. The second chapter provides an overview on the notion of needs analysis based on its important contribution and interrelationship with learning foreign languages. The third chapter deals with the description of research design and methods. It also presents the analysis of data collected from a questionnaire and an interview. And provides discussion of the results obtained from each data collection tool. The study closes with the major limitations of this study and suggests a set of pedagogical recommendations for foreign language learners.

Research Problem

The main problem of this research was:

1) How to meet Algerian learners' needs and wants to learn foreign languages?

Research Questions

The questions which guided the study were:

1) What languages are in high demand in Algeria?

2) What methods do learners use to learn them?

3) Why do learners want to learn them?

Research Hypotheses

Based on the prior studies and researchers' personal experiences the following hypotheses were established to answer the aforementioned research questions:

1- English followed by French and Spanish are in high demand among Algerians.

2- In order to improve the cultural level and the educational or occupational level, Algerians of different age categories, educational levels, occupations, and from both sexes; mainly females learn foreign languages.

3- Watching documentaries, YouTube channels, and using mobile applications such as Duolingo are the most effective methods used by Algerian foreign language learners to learn their target language.

Chapter One

Literature Review

Introduction

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

This chapter aims to shed light on the role and the significance of learning foreign languages in Algeria and the most effective methods used by foreign language learners.

1. The importance of Learning Foreign Languages

In today's era, knowing a foreign language in Algeria has become crucial and evolved to be extremely beneficial in different trades and domains. Learning foreign languages helps the brain to nurture, and makes it easier to learn and understand new languages (Gogoi, n.d.). That is to say, learning how to truly communicate and connect with others add an important life skill that can only be cultivated by interacting with people.

Learning a foreign language increases cultural awareness, allows the learner to communicate with different people, and gives the learner a better understanding of the country's culture (D'Astoli, 2016). This awareness allows the Algerian foreign language learners and people from different nationalities and religions to get along with each other better, which is very important given the high levels of immigration. Language is an important part of any culture, as it "does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives" (Sapir, 1970). The relationship between language and culture also consists of the fact that language is "a key to the cultural past of a society" (Salzmann, 1998), as well as a key to understanding "social reality" (Sapir, 1998). Thus, language is a means of reflecting a culture and its mindset, but also of influencing it and creating it: "The structure of a language determines the way in which speakers of that language view the world or, as a weaker view, the structure does not determine the world-view but is still extremely influential in predisposing speakers of a language toward adopting their world-view" (Wardhaugh, 2002).

Several studies have indicated that learning languages helps enhance human cognitive abilities, which helps develop creative thinking skills, imagination, innovation and critical thinking, and increases the ability to focus, analyze information and strengthen memory. Learning a foreign language is tough and involves a lot of mental exercise (D'Astoli, 2016). Studies have demonstrated that learning foreign languages enhances Problem Solving Skills, improves Memory Function (long & short-term), and develops Creative Thinking Capacity (Benefits of Language Learning | ACTFL, n.d.). Knowing more than the native language grows the learner's brain to become more active (Dick, 2022), gives the learner the ability to handle many more tasks at once and to quickly switch between tasks which is very important in today's busy multitasking world, and makes the learner skilled at sustained attention.

Learning a foreign language opens up employment opportunities (D'Astoli, 2016), and improves the foreign language learner's employment prospects. It has become an important requirement for owners of international companies and institutions that have adapted to the modern workplace setting, especially when the language is spoken worldwide (The Importance of Learning a Foreign Language in the Modern Workplace Setting, 2019). Therefore, most companies and institutions look for candidates with foreign language skills, and employers or businesses are seeking applicants who can navigate the modern global economy. The world today has become a fast-paced world and working to keep pace with this development by raising proficiency in the target language of business workers is a real investment that brings many opportunities which open the door to better job offers, personal and professional growth, and the opportunity to reach the requirements of the global market.

Learning foreign languages is part of a very basic liberal education. It improves personality and increases sense of self-worth (D'Astoli, 2016). It helps learners see things from a different perspective and broaden their worldview (Mazlan, 2019). According to the research of the University of Stockholm, speaking two languages can have a cognitive impact on the behavior of a person because of the foreign language learner's linguistic environment in which he acts. Psychologists from the university of Chicago found that speaking in a language other than the native tongue helps in eliminate the learner's tendency towards loss

aversion and getting caught up in the ‘here and now’ to make choices that could profit us further down the road. Language is a foundation of cultural identity and development. Thus, learning a foreign language with its associated culture leads to a more open-minded view of the world and its people.

Learning a foreign language has a great impact on travel experiences making them more fun and worthwhile. Instead of spending most of the time in assisted hotel complexes, the foreign language learner will have the courage to fit in with the locals. For example, speaking a new language is the key to collect unforgettable impressions of the holiday destination and experience personal and fascinating adventures, easily communicate with foreigners by expanding the personal horizon, and have the ability of bonding with international people (How Learning a New Language Can Change Your Life, 2015).

Learning another language is an effective way to expedite the process of meeting new and interesting people and developing lifelong. Foreign language learning helps the learner to express feelings, desires, and to connect with other humans around the world and form meaningful relationships. Speaking a foreign tongue not only opens up a massive pool of potential friends, but acts as an instant common denominator when the learner meets native speakers (Dick, 2022).

2. Methods of Learning Foreign Languages

Foreign language learning is a term that used to level up the language in social contexts. There are many methods to learn foreign languages. However, the following methods are claimed to be the most important ones and effective in order to help Algerian foreign language learners in several ways to achieve their language learning goals.

2.1. New Friendships

Friendship is one of the best ways to learn a foreign language, and the easiest way to get comfortable with the slang, intonation, and mannerisms (Writing team, 2022). Having a community of people who speak the learner’s target language in his or her city enable the learner to start attending events, casually chat with friends in local cafés and restaurants and slowly build a

foundation on the target language (writing team, 2022). The importance of making friends who already speak the language or are learning right along with the learner enable the leaner to practice freely without feeling self-conscious.

2.2. Pen pals

Adult learners are also able to partake. The learner finds an international pen pal and trade language expertise and knowledge by editing each other's letters in order to see the correct format and spelling which will help each other learn, increase the learner's skills for writing in a foreign language tenfold and have someone to visit abroad when the learner is ready to put those skills to use (Writing team, 2022).

2.3. Documentaries

Learners can learn their target language from the comfort of their own home. This method entails more concentration skills when watching the way to pronounce the letters, understanding the words from the idioms, and the way to use the phrases in different places (al Khawaikhy, 2021). For example, watching the documentary several times with subtitles in addition to a lot of focus, then watching the same documentary, but this time without subtitles (depending on the learner's understanding of the words) and keeping a list of new vocabulary words he hears and what he thinks they mean to look them up later. This way will enable the learner to get a greater sense of that language's culture (al Khawaikhy, 2021).

2.4. Online Resources

Another effective way to learn a foreign language is the internet. For example, ol' reliable Google Translate, utilizing helpful browser extensions like Toucan, connecting with other language learners via online chat groups and reading online articles (Writing team, 2022).

2.5. Online Courses

The modern version of courses is online courses which is any web-based class that can be viewed on a computer, tablet or mobile device (*10 Best*

Ways to Learn a New Language, n.d.). For example**,** Italki and 101pod are language providers that connect the learner with language teachers online.

2.6. Self-teaching

The key to self-teaching is small steps of dedicated research. This method remains one of the best ways to learn a new language. By taking a little bit of time every day to write out a sentence, learners will like to know how to say in their target language, looking up each word or section and trying to construct the sentence themselves (*10 Best Ways to Learn a New Language*, n.d.). For instance, having a language partner will help learners to keep themselves in check by double check their sentences when they meet up, and making small goals to attain every day will keep learners moving onward and upward on the language learning track.

2.7. Abroad

Visiting a country that speaks the learner's target language and living with a host family that does not speak the learner's native language helps the learner to communicate great information and pick up a language quickly when the learner does not have any other option (Writing team, 2022). This full-on immersion style training allows learners to speak their target language fluently in months and even learn multiple languages abroad in some countries.

2.8. Native Speakers' Friendship

While having friends or study buddies is always a great idea, knowing someone who is a native speaker of the target language will take the learner's education one step further (Writing team, 2022). Native speakers are effective teachers because they know all the ins and outs of the language, they are experts in conversational speaking, and they can teach slangs, jokes, and references that the learner may otherwise not be familiar with.

2.9. Real-life Sources

Since one of the main three components of language learning is input, learners should look for ways to expose themselves to as much of their target

language as possible. But this does not mean reading more textbooks (except fascinating read textbooks). Instead, the learner should look for "authentic" examples of the language, things the learner will actually enjoy and look forward to practicing with, even without understanding every word (*Learning Languages*, 2022).

2.9.1. Newspaper Articles, Magazines, and Blogs

Many of these are freely available online, and once the learner has tried reading them a few times, it is easy to translate the key parts to check the learner's understanding. For example, looking for a topic the learner is already interested in and following it with a news reader app.

2.9.2. Books

What matters here is to expand the circle of learning the language to using that language. Reading e-books or printed books has a strong effect that the learner will feel and touch as soon as the learner experiences it. Besides being one of the best ways to learn foreign languages, it is also a way to determine the learners' progress, the effectiveness of their learning approach**,** and improves their way of life (Barca, 2016). For example, Dual-language books (or 'parallel texts') which are the same story written in learners' native language on one page and their target language on the other in order to quickly check what a word means. Children's picture books and books that the learner has read before in his or her native language are easy options for intermediate or advanced beginners (*How to Use Books to Learn a Foreign Language*, 2017).

2.9.3. Podcasts and Audio Books

According to (Handscombe, 2020), podcasts and audiobooks are a great way to train the learner's ear to become accustomed to the sounds and rhythms of a foreign language. This method exposes the learner to local news and cultural topics.

2.9.4. The Radio

Similar to watching a foreign documentary, many foreign language learners listen to a radio station in their target language either in the car, on a

podcast, or online, see how much they can understand, and write down words that they recognize but do not understand in order to look up (*10 Best Ways to Learn a New Language*, n.d.). For instance, listening to the news in the target language is an incredible and really intense way to start learning vocabulary and conversational structures.

2.9.5. Mobile Applications

Mobile learning (m-learning), is the ability to learn independently of place and time, it is wireless and ubiquitous (Alexander, 2004; Chen, 2013) using supporting mobile-wireless information systems and mobile technologies. Mobile applications, which have become an integral part of life, are used for different purposes, including educational objectives. According to (Hill, 2022), using mobile application is an effective to learn foreign languages and for improving the learner's language skills. For instance, a clever way to keep learners engaged is to design an addictive hook into their language practice through Duolingo mobile application. Many Duolingo courses are created by native speakers themselves which gave rise to perhaps less expected courses such as Guarani or Klingon (*10 Best Language Learning Apps 2022*, 2022).

2.9.6. YouTube Channels

YouTube as an educational tool has been recently receiving a great deal of attention from researchers and teachers. Nowadays there are thousands of YouTube channels that offer videos on free foreign language lessons, including culture, idioms and even grammar lessons. Watching these videos is very useful for learners to learn their target language, its rules, and how to pronounce letters and words correctly. However; what is missing is the communication factor because communicating with a person in the target language is fundamental to become fluent (Baptista, 2022). For example, watching a variety of videos on grammar, vocabulary, history, cultural lessons, and even slang expressions. The more the learners are exposed to different speakers and dialects, the better equipped they will be when it comes to speaking the language (Baptista, 2022).

Conclusion

Learning foreign languages is useful at both individual and societal levels, especially under the global era. Each learner has their own way of learning their target language, whether reading books, watching YouTube channels, talking to native speakers, or watching documentaries. Hence, the differences between foreign language learners in their methods of learning their target language make their needs and wants different which make exploring the way to meet them difficult.

Chapter Two

Needs Analysis in Foreign Language Learning

Introduction

Needs analysis, also referred to as needs assessment, has a crucial role in the process of learning foreign languages by identifying the learners' needs, desires and prerequisites. This chapter presents an overview on the notion of needs analysis based on its important contribution and interrelationship with learning foreign languages. It tends to provide a discussion of the definitions of needs analysis, signal the notion of needs analysis in the process of learning foreign languages, critically review different models, approaches, and respective components of needs analysis, and demonstrate the importance of needs analysis.

2.1. Definition of Needs Analysis

Needs analysis in foreign language learning has been defined in several ways. According to Nunan (1988), needs analysis is "a family of procedures for gathering information about learners and about communication tasks" (p.75). According to Brown (1995) 's revised definition, needs analysis is "the systematic collection and analysis of all information necessary for defining a defensible curriculum" (Brown, 2009, p. 269). The term "needs analysis" is sometimes compared to "needs assessment," with a distinction made by some scholars. For example, Kaufman (1994) referred to "needs assessment" as a process of identifying and prioritizing language needs, whereas "needs analysis" is the process for identifying the causes of language needs to find an appropriate solution for improving the language. In nceçay and nceçay (2010), both terms "needs analysis" and "needs assessment" were used to identify the needs of foreign language teachers for teaching the language skills and strategies that the learners need.

2.2. Needs Analysis in Foreign Language Course Development

Long (2005) affirmed that any language course without a needs analysis does not provide detailed and selective goals or academic support to meet the learners' needs in the course time frame. Needs analysis is commonly considered as the initial phase in the linear process in course development, although Dudley-Evans and St. John (1998) viewed this as more cyclical. In

other words, once overall needs for a course are established, decisions can be made in developing or redeveloping the course in terms of learning objectives, material selection or production, the teaching and learning approach, and evaluation (Jin et al., 2014). Needs analysis in different disciplines can discover various situations and settings which will lead to different tasks and activities for students in that particular areas. For example, the needs analysis by Kusumoto (2008) investigated the needs of elementary school teachers in Japan for a teacher training program.

2.3. On-going Needs Analysis

Needs analysis has been traditionally conducted during the initial stage of course development as the first step conducted before a course begins (Hutchinson & Waters, 1987; Jin et al., 2014; Mazdayasna & Tahririan, 2008). However, according to Dudley-Evans and St. John's needs analysis can be conducted at different stages of the course according to each situation. An on-going needs analysis may be carried out and justified (Dudley- Evans & St. John, 1998; Mohammadi & Mousavi, 2013). The outcomes of an on-going needs analysis can then feed into the course re-alignment, which can be done by revising its objectives and modifying the teaching and materials (Dudley-Evans & St. John, 1998; Jocait. & Petru.evi.ius, 2006; Kavaliauskien. & U. palien., 2003). An on-going needs analysis can be conducted at various points in a course because the perceptions of learners, teachers and other stakeholders may change as they learn more about their expectations of the course and the students' immediate needs (Lowe, 2009; Robinson, 1991. For example, in a South African university, a needs analysis conducted by Johns and Makalela (2011) aimed to create a new (and revised) English for academic purposes curriculum due to the lack of a previous needs analysis. Further, Alhuqbani (2014) carried out an on-going needs analysis to compare and contrast the existing teaching English courses for police cadets in four police colleges in the Middle East.

2.4. Course Evaluation

The term needs analysis is related to course development, which includes program or course evaluation. However, a needs analysis and course

evaluation have different aims and perspectives. The purpose of a needs analysis is to set the aims and goals of a course and to suggest how the course will be taught (Songhori, 2008; Vaghari & Shuib, 2013). Many aspects should be considered when conducting a needs analysis, such as the language in the target situation, the learners' competency and difficulty, the learning styles and learning strategies, and environmental factors (Basturkmen, 2010). On the other hand, course evaluation aims to find out the effectiveness of a course or a program to ensure the course's continuous improvement (Hutchinson & Waters, 1987; Nunan, 1988; Tsou & Chen, 2014). Dudley-Evans and St. John (1998) pointed out the main sources of data and data collection methods of needs analysis or on-going needs analysis, as shown in the Table 2.1. It can be seen that the data for a needs analysis can be gathered from insiders and outsiders. The main sources of data and the data collection methods for a needs analysis or an on-going needs analysis are much wider and varied. These features make needs analysis more extensive than course evaluation.

Needs analysis	
Data collection methods	**Main sources**
- **questionnaires**	- **learners**
- **analysis of authentic spoken and written texts**	- **people working or studying in the field**
- **discussions**	- **ex-students**
- **interviews**	- **documents relevant to the field**
- **observations**	- **clients**
- **assessments**	- **employers**
	- **colleagues**

Table 2.1. Main Sources and Data Collection Methods of Needs Analysis (Dudley-Evans and St. John, 1998, p. 132)

2.5. Needs Analysis Approaches and Models

Several researchers have discussed the development of needs analysis approaches and models. Huhta, Vogt, Johnson, and Tulkki (2013) classified the development of needs analysis approaches into two groups. The first one focused exclusively on functions and notions and on the four skills of

speaking, listening, writing, and reading referring to language centered approaches. The second group has emphasized a comprehensive task-based approach, as seen in the work of Long (2005). Munby (1978); the first scholar working in the area of needs analysis introduced a needs analysis approach through a communicative design. He linked the needs analysis to situations and functions and generated "a Communication Needs Processor" model that was the basis of the needs analysis approach. This model claims to "take account of the variables that affect communication needs" (p. 32). The broader areas of approach make the needs analysis more sophisticated and encompass many types of needs, discourses, and situations. Chamber (1980), introduced the term "target situation," which was derived from Munby's model, where the needs analysis was focused on the linguistic features used in the target situation. Furthermore, Sysoyev (2001) linked the needs analysis to the notion of Vygotsky's (1978) "Zone of Proximal Development" according to two stages; what the learners can do independently and the potential of the learners, and what they can achieve with the help of a mediator who is the one that helps the learners shift to the second stage. Hutchinson and Waters (1987) promoted a learner-and-learning approach by focusing mostly on what and how a learner learns a language, while Dudley-Evans and St. John (1998) covered other factors affecting and contributing to the learner's needs. Hutchinson and Waters (1987) expanded the definition and model of needs analysis from Munby's (1978) needs analysis model and included the learning needs of the learners. Their needs analysis model involves two factors: target situation analysis and learning needs analysis. The target situations analysis refers to "what the learner needs to do in the target situation" and the learning needs analysis refers to "what the learner needs to do in order to learn" (p. 54). Hutchinson and Waters's (1987) target situation analysis can be derived from necessities, lacks, and wants. Necessities are considered as what the learners have to know in order to function effectively in the target situation and they are sometimes called objective needs (Brindley, 1989). Lacks refer to the gap between necessity and what the learner already knows. Wants or subjective needs mean what the learners actually want to learn or what they feel they need. Many researchers have applied the needs analysis model of Hutchinson and Waters (1987) because it advocates a learner-centered approach. For

example, Kavaliauskienė and Užpalienė (2003) used this model and found that institutional constraints influenced students' needs. J.-Y. Liu et al. (2011) shed considerable light on the inconsistency between the students' needs and their actual course-taking action. "Target situation analysis" investigates the context of language, the language events, and the genres used in the target context. Belcher (2006, p. 136) argues that "the students' self-knowledge, awareness of target situations, life goals and instructional expectation" inform their needs for learning and their perceptions of need surrounding English language skills, were relevant to a particular occupational context. However, "present situation analysis" (PSA) introduced by Richterich and Chancerel (1980) ascertains the state of the learners' language development at the beginning of the foreign language learning process. Broadly speaking, "present situation analysis" addresses two aspects: "lacks" and "wants" (Hutchinson & Waters, 1987). Later, Dudley-Evans and St. John (1998) considered analyzing information about learners and the learning environment as "pedagogic needs analysis" in three main areas: deficiency, strategy, and means analysis.

It should be the learners themselves and the other learning factors that affect their learning. Kern (2013) suggested using technology to teach and to learn because it makes learning the language more effective or efficient and simulates the real life work situation while giving students the opportunity to acquire and practice essential professional skills. Many different learning styles and strategies have been seen to affect students' learning. Learning strategies are specific processes that learners use to deal with language tasks in the target situations (Cohen & Macaro, 2007; Oxford, 1990). Oxford (1990) classified learning styles into four dimensions— "sensory preferences, personality types, desired degree of generality, and biological differences" (p.2). Some scholars believe that applying appropriate learning strategies can improve the foreign language learners' perception, reception, storage, retention, and retrieval of language information (Anderson, 2005; Cohen & Macaro, 2007). Some scholars believe that lower proficiency learners would benefit from learning the strategies of higher proficiency learners (Horwitz, 2012). The results the needs analysis might guide foreign language teachers in designing activities that are most compatible with the students' learning styles and help students to develop effective language learning strategies. Another

aspect of some needs analysis approaches are the external factors in their "present situation analysis." Holliday (1994) called these external factors a "means analysis," which is the contextual, social, aspect of the language-learning environment. Students who lack background knowledge entail their low level of motivation and proficiency (Andrade, 2006; Lee, 2010). However, studies have found that teachers may not always be the best persons to determine their students' needs and challenges (Akyel & Ozek, 2010; Eslami, 2010; Hyun Hyo, 2013). Dudley-Evans and St. John (1998) developed their needs analysis model named as ***"What needs analysis establishes" (Dudley-Evans & St. John, 1998, p. 125)*** covering all aspects of the nine approaches of needs analysis, which aims to gather the needs of the relevant stakeholders for effective learning. Some of the eight factors in the Dudley-Evans and St. John's needs analysis model are Personal information about the learners, language information about the target situations, the learners' lacks - or the gap between the learners' current skills and the activities that the learners are using the target language skills, language learning needs, and learners' needs from the course.

2.6. The Importance of Needs Analysis

Most of the studies reveal that needs analysis is of great importance in foreign learning. First of all, it helps to understand learner's need, to set objectives, to select material, to design assessment tools, and to develop learning methods. Jaun (1991) considered needs analysis to be the first step in course design because it can provide reliability and validity for all the curriculum design activities (As cited in Li, 2014, p.1). Moreover, West (1994) stated that, need analysis helps course planners to differentiate between the different types of learners and to design courses based on their needs (As cited in Barghamadi, 2020, p. 3). Further, Hariyadi and Yanti (2019, p. 96) claimed that, NA match the beliefs, expectations and perceptions of teachers with the needs of learners. Therefore, the purpose of needs analysis is "To know learners as people, as language user, and as language learners; to know how language learning and skills learning can be maximized for a given group of learners" (Dudley-Evans & St. John, 1998, p.126). Thus, needs analysis

plays an important role in language teaching and learning and should be given much importance when designing courses, setting objectives, selecting materials and assessing programs.

Conclusion

Needs analysis is the starting point for any syllabus design as it is a tool or process to help the researchers to study and analyze the present ability of the learners and what they need. Furthermore, it provides an inclusive framework that aids to collect information that will be used in designing a language program.

Chapter Three

Research Design and Data Analysis

Introduction

The previous chapter has presented a review of literature about the theoretical part. This chapter is devoted to the experimental part of this dissertation which aims at investigating and gaining a deeper understanding of the Algerian learners' needs and wants to learning foreign languages in order to find out the way to meet them. First, the chapter provides a description of the case study, the setting, and the participants' profiles. It also includes a description of the research instruments used, namely an online questionnaire and a classroom interview and provides details of the methodological procedure adopted for this study that are followed by data analysis processes and results discussion. A mixed methods case study design was chosen for this research where quantitative data and qualitative data were triangulated to improve reliability and validity.

Part One: Research Design

3.1.1. Research Methods

The selection of research method is one of the main stages in conducting a research study. In the present work, the researcher opted for the case study approach. A case study is in-depth investigation of a single person, group, event or community. Typically, data were gathered from a variety of sources and by using different methods. This research method, therefore, paved the way for exploring and revealing multiple facets of the phenomenon being studied. A mixed approach method, which combines both qualitative and quantitative data collection and analysis, was considered appropriate for this study, because variation in data collection allowed the researcher to gather more and better information, provide answers from different perspectives and supply a deeper insight in order to capture the complete picture of reality. As Mackey & Gass (2005: 164) maintain "*the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation*".

The distinction between the quantitative and qualitative methods of data

collection lies in the means used to gather data. Qualitative instruments include interviews, diaries and observation (Dörnyei, 2007); it provides researchers with "open-ended data in form of words, pictures or icons in need of further Chapter II Research Design and Data Analysis 22 interpretation and analysis" O'Leary (2004:99). Quantitative data collection, on the other hand, denotes the presentation of data through numbers and statistics, which "remains the most employed and straight forward technique in scientific research" (Dörnyei, 2007:3).

The quantitative aspect of the present study involved the statistical analysis of questionnaire results to describe Algerian learners need and wants to learn foreign languages, whereas the qualitative aspect involved the qualitative analysis of the classroom interview transcripts to expand and elaborate the quantitative results.

3.1.2. Research Participants' Profile

In order to best address the research questions, 264 people from different parts of Algeria, of different age categories, educational levels, occupations, and from both sexes participated in the online questionnaire, additionally, 105 middle school students from both sexes; 79 females and 26 males, were interviewed in their classrooms.

3.1.3. Research Tools

3.1.3.1. Questionnaire

The questionnaire is considered one of the most common methods used to collect data on attitudes and opinions from a large group of participants in the view of Mackey & Gass (2005). The advantages of using a questionnaire is that they are useful for collecting data from larger portion of people in short amount of time, and they are economical to use. In this vein, Dörnyei (2007) assumes that the benefits of questionnaire include the provision of answers to questions in a systematic and disciplined way, relative ease of construction, extreme versatility, and the ability to gather a large amount of quantitative information in a comparatively short amount of time and a readily usable form.

The questionnaire used in this study was placed in social media and aimed at identifying the needs and wants of Algerian foreign language learners. That is to

say, exploring the languages that are in high demand among Algerians, and their reasons and methods to learn these languages.

The questionnaire was made up of 15 questions which were set and arranged in a logical way. They were closed-ended questions, multiple-choice questions, and open-ended questions. The questionnaire was divided into three sections. The first section was entitled "Participants' Personal and Background Information" and consisted of five questions. It aimed to get general information about the participants; participants' ages, genders, educational levels, and fields of study or work. The second section was entitled "Algerians' Attitudes Towards Foreign Languages". It consisted of six questions and aimed to explore the languages that are in high demand in Algeria, the reasons behind that, and the most effective methods to learn these languages. The third section was entitled "Learning Foreign Languages in Algeria". It encompassed four questions and aimed to investigate the importance of learning foreign languages in Algeria.

3.1.3.2. Interview

Interviews are used to collect the qualitative data; they are particularly useful for getting the story behind a participant's experiences. In addition, they can pursue in-depth information about the topic and are useful as follow-up to certain respondents to questionnaires, for example, to further investigate their responses McNamara (1999). Interviews, according to Harrell and Bradley (2009), are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. Additionally, they can be conducted in person or over the phone, and may differ on the level of structure placed on the interaction. Interviews are widely used as data collection tool in qualitative research. They are typically used as a research strategy to gather information about participants' experiences, views, and beliefs concerning a specific research question or phenomenon of interest (Lambert and Loiselle, 2007). Sandelowski (2002) purports that one-to-one interviews are the most commonly used data collection tools in qualitative research.

Interviews can be designed differently according to the researcher's intention and the information being collected. Three major categories are identified by Babbie (2007); the structured interview, the semi-structured interview and the unstructured

interview. The differences between each type are largely concerned with how the interview is structured as shown in table 3.1.

Type	Structured Interview	Semi—Structured Interview	Unstructured Interview
Description	**A set of structured questions are used in this type of interviews, and interviewees are provided with a list of options from which they choose the answer; this type is very similar to questionnaire. Nonetheless, the questions in a structured interview may be arranged in a way that provides a limited range of responses (Mathers, 1998).**	**Is a set of predetermined open-ended questions in which respondents have a certain freedom in their responses. It allows the interviewer and interviewee to develop thorough discussions of specific topic, for this, Mathers (1998) assumes "*Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided".***	**This type is sometimes referred to as "depth" or "in depth" interviews because it doesn't possess a clear guideline and is considered as an ordinary conversation. Still, some broad questions are asked to the respondent for the purpose of initiating the conversation. In the view of Mathers (1998) "*The conversation can go in many directions, and will vary much by the respondent".* That is to say, here, the interviewee is likely to be in charge of the interview procedure.**

Table 3.1. Types of Interviews

This study adopted the semi-structured interview guide. As, it provided four questions to be explored during the interview process and remained open for the interviewer to enlighten some points that might be requisite with regard to learning foreign languages in Algeria. Interview questions were developed to explore middle school pupils' preferred foreign languages to learn, and their methods and reasons to learn these languages.

Part two: Data Analysis

3.2.1. Data Analysis

The Analysis of the data collected from the research instruments included a quantitative and qualitative data. The former was based on the online questionnaire, whereas the latter relied on the middle school student's interview.

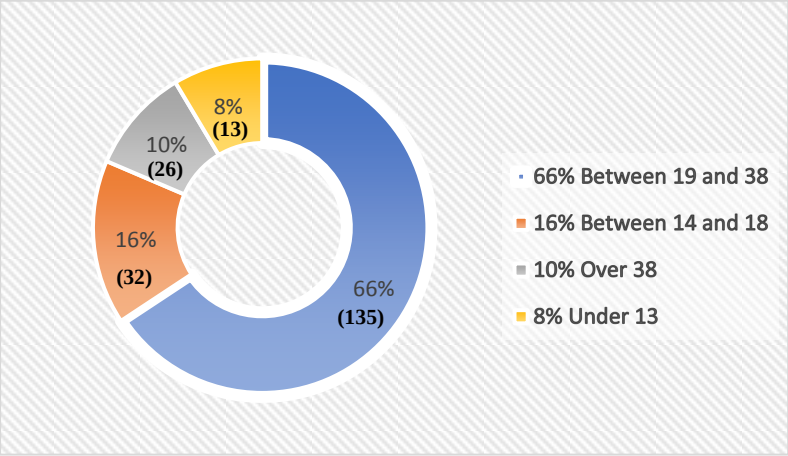
3.2.1.1. Questionnaire Analysis

This section is devoted to the description and analysis of the results obtained through the online questionnaire. The participants' answers to the questions in the questionnaire are represented in the form of graphs including the percentages for each answer. This questionnaire was intended to investigate Algerian foreign language learners' needs and wants The questionnaire was answered by 264 students. The questionnaire consisted of fifteen different questions (closed-ended, open-ended, and multiple-choice questions) arranged into three sections.

<u>Section One</u>: Participants' Personal and Background Information

Q 01: How old are you?

This question aimed to identify the age category of Algerians that are interested in learning foreign languages.

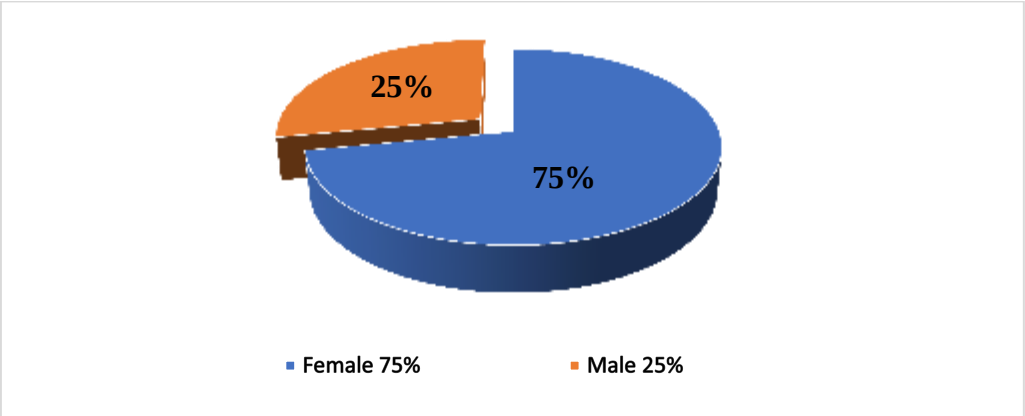


Pie Chart 3.1. Participants' Ages

Pie chart 3.1 shows that the majority of respondents in the sample are between 19 and 38 years old constituting (**66%**) of the whole sample. The rest are between 14 and 18 years old (**16%**), over 38 years old (**10%**), and under 13 years old (**8%**).

Q 02: What is your gender?

This question sought to examine the gender category of Algerians that are interested in learning languages.

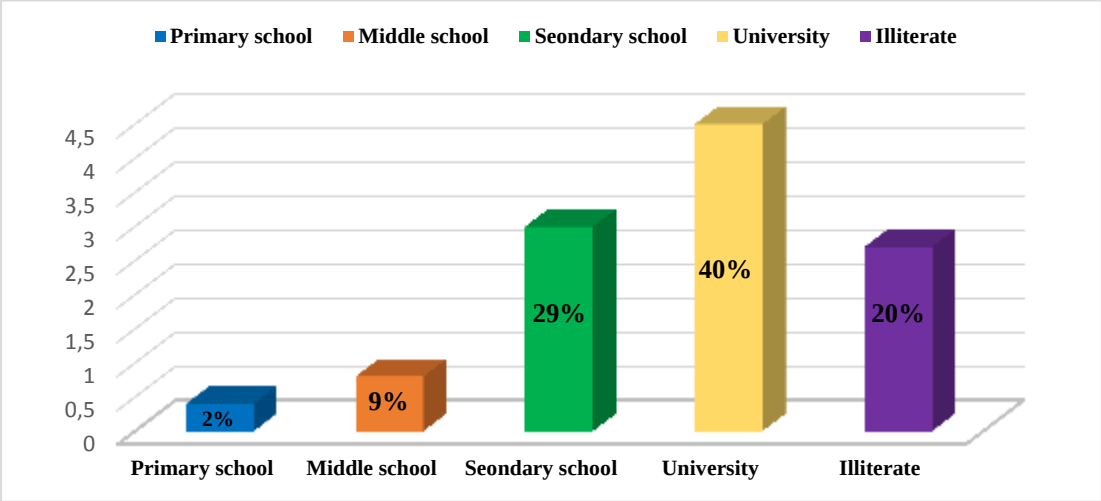


Pie Chart 3.2. Participants' Genders

As revealed in pie chart 3.2, the majority of participants are females (**75%**). On the other hand, (**25%**) of the participants are males.

Q 03: What is your educational level?

This question aimed at determining the educational level of people who are interested in learning foreign languages in Algeria.

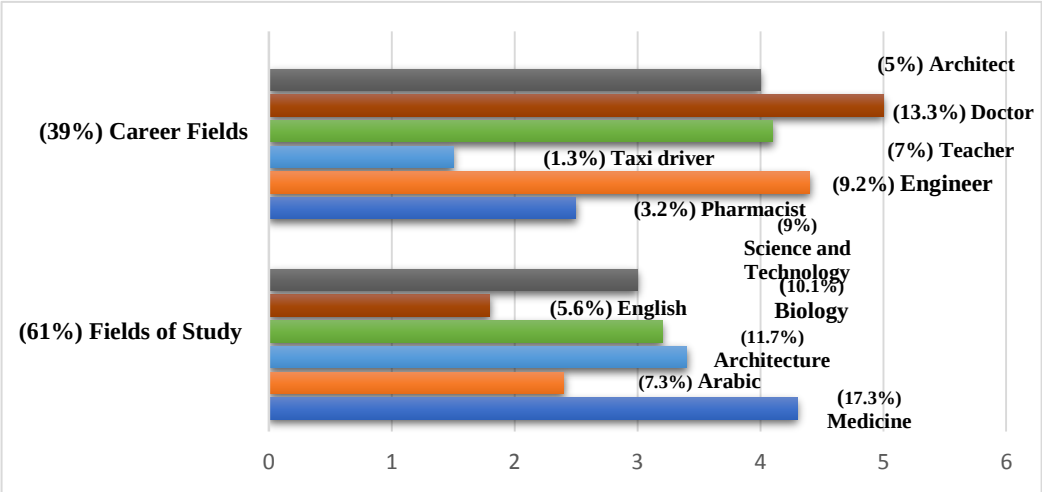


Bar Graph 3.1. Participants' Levels of Education

As represented in bar graph 3.1, most of participants (**40%**) are university students. The rest are secondary school student (**29%**), illiterate people (**20%**), middle school students (**9%**), and primary school students (**2%**).

Q 04: What is your field of study or work?

Question five was devoted to find out the participants' fields of study or career.

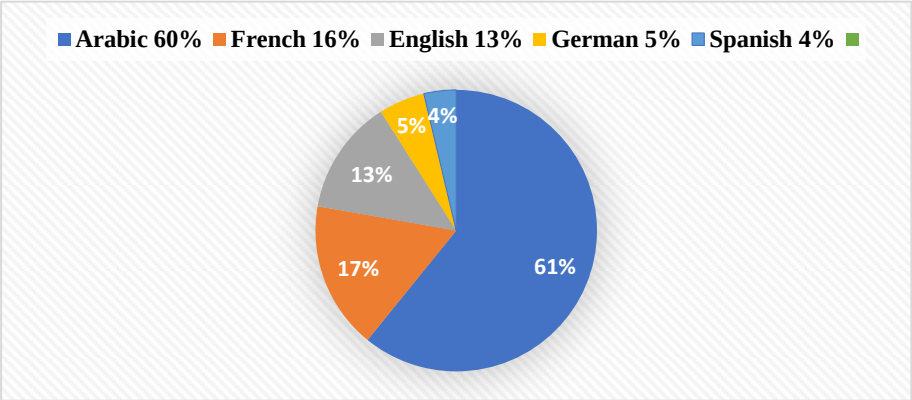


Bar Graph 3.2. Fields of Study or Career of participants

Bar graph 3.2 indicates that (**61%**) of participants are students; studying medicine (**17.3%**), architecture (**11,7%**), biology (**10.1%**), science and technology (**9%**), Arabic (**7,3%**), and English (**5.6%**). On the other hand, (**39%**) of respondents are workers; working as Doctors (**13.3%**), engineers (**9.2%**), teachers (**7%**), architects (**5%**), pharmacists (**3.2%**), and taxi drivers (**1.3%**).

Q 05: If you are a university student, what language do you use at university?

This question sought to find out the most used language at universities in Algeria.



Pie Chart 3.3. The languages Used by Participants at University

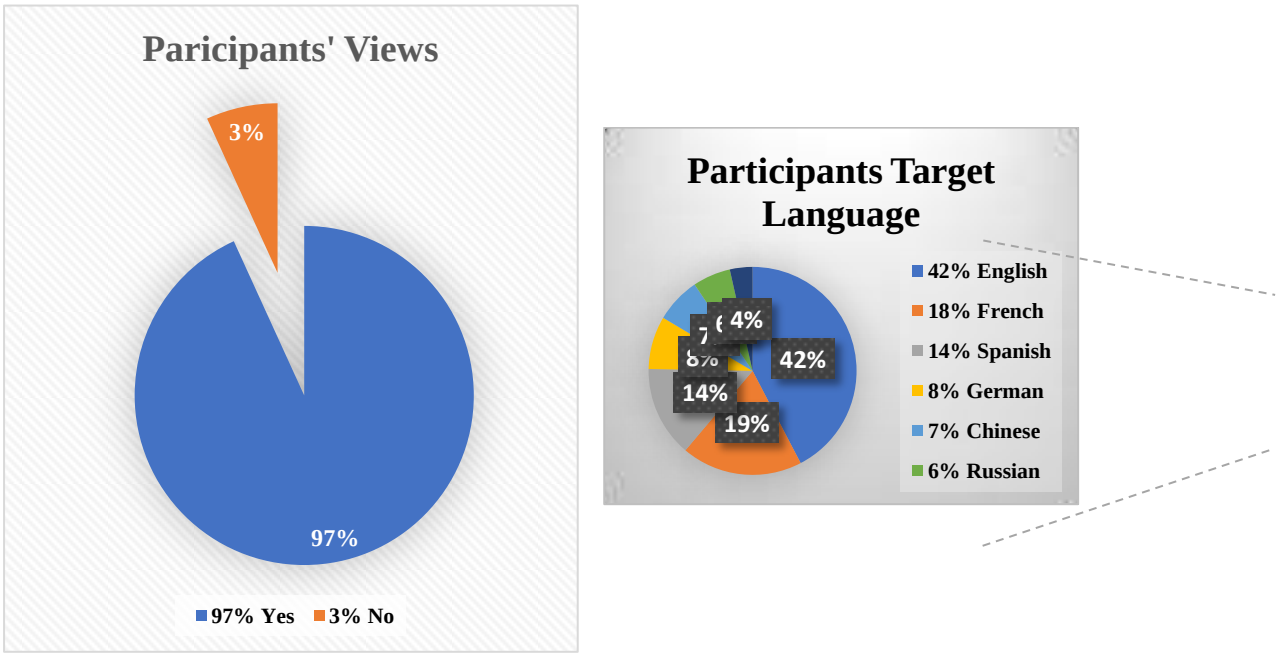
As shown in pie chart 3.4 above, Arabic is used by the majority of participants at universities followed by French (**17%**), English (**13%**), German (**5%**), and then Spanish (**6%**).

<u>Section Two</u>: Algerians' Attitudes Towards Foreign Languages

Q 06: Do you like learning foreign languages?

Q 07: What foreign language do you want to learn?

Question six and question seven attempted to investigate Algerians' attitude toward learning a foreign language and the languages that are in high demand in Algeria.

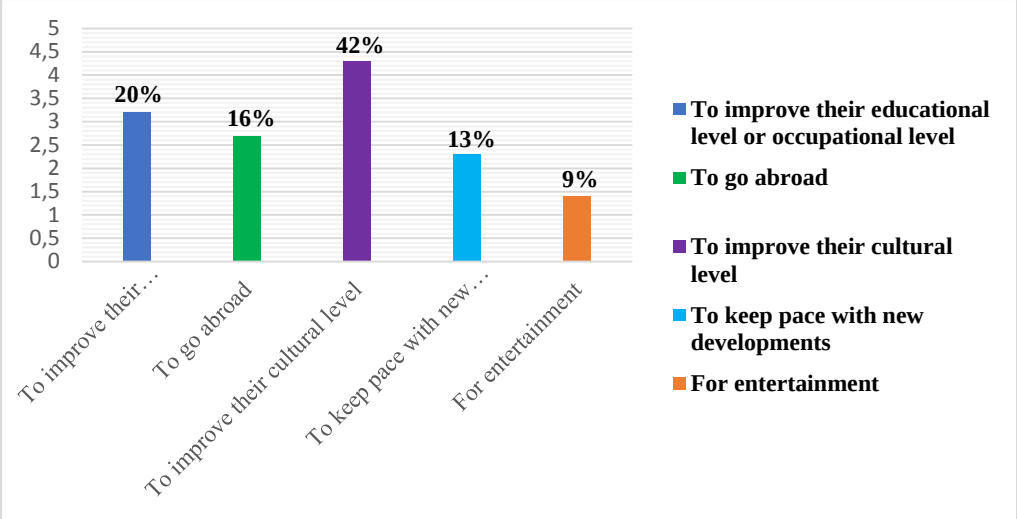


Pie Chart 3.4. Participants' Views on Learning Foreign Languages and Their Target language

As shown in pie chart 3.4 above, almost all participants (**97%**) like to learn foreign languages and choose English as the most wanted foreign language to learn (**42%**) followed by French (**18%**), Spanish (**14%**), German (**8%**), Chinese (**7%**), and then Russian (**6%**). On the other hand, (**3%**) of respondents state that they do not like learning foreign languages.

Q 08: Why do you want to learn this language?

Question eight was designed to diagnose the most common reasons for learning foreign languages in Algeria.

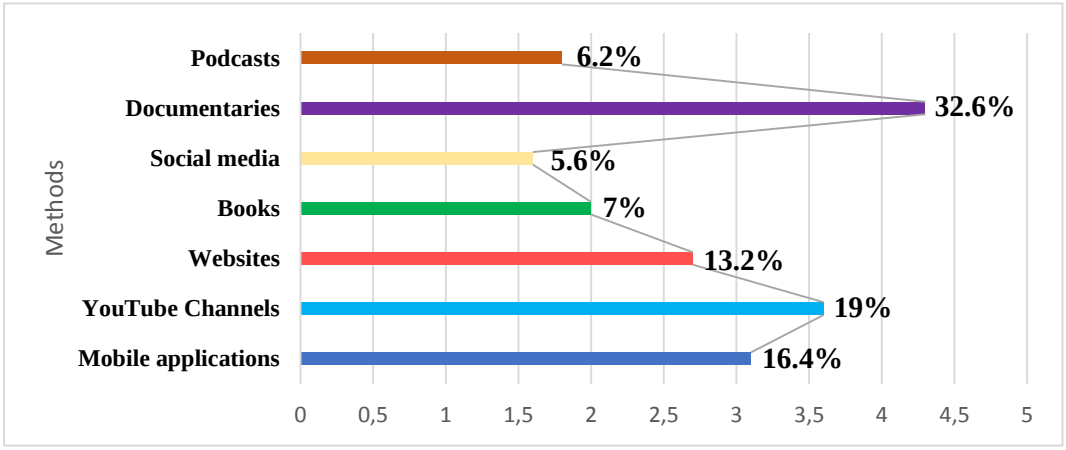


Bar Chart 3.3. Participants' Reasons to Learn Foreign Languages

Bar graph 3.3 demonstrates that (**42%**) of participants want to learn their target language in order to improve their cultural level. The rest declares that they want to lean their target language to improve their educational level or occupational level (**20%**), to go abroad (**16%**), to keep pace with new developments (**13%**), and for entertainment (**9%**).

Q 09: What effective method do you use to learn this language?

This question was addressed to explore the most effective methods used by Algerians to learn foreign languages.



Bar Chart 3.4. The Methods Used by The Participants to Learn Foreign Languages

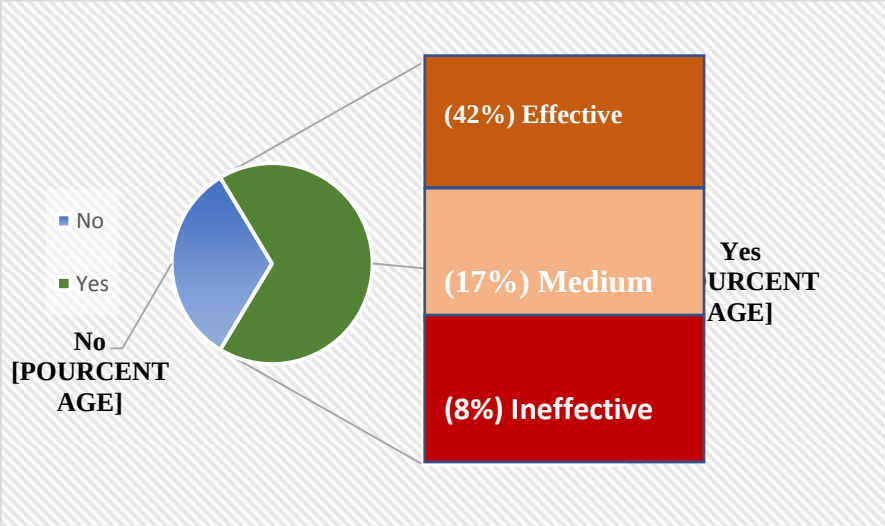
Bar chart 3.4 illustrates that (**32%**) of respondents watch documentaries in order to learn foreign languages. However, (**19%**) watch YouTube channels, (**16.4%**) use

mobile applications, (**13.2%**) use websites, (**7%**) read books, (**6.2%**) listen to podcasts, and (**5.6%**) use social media.

Q 10: Have you ever used Duolingo to learn a foreign language?

Q 11: How do you find this app?

Questions ten and eleven were administrated to investigate Algerians' attitudes and perception towards the use of Duolingo in learning foreign languages.



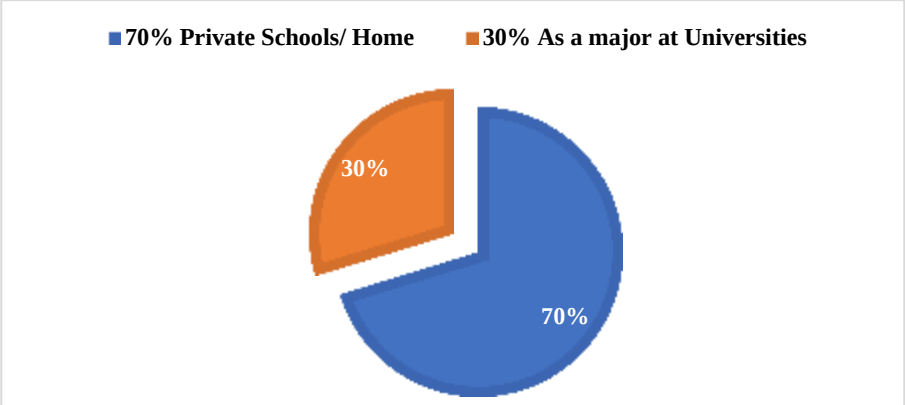
Pie Chart 3.5. Participants' Views on The Use of Duolingo

Pie chart 3.3 elucidates that the majority of respondents (**67%**) have used Duolingo, whereas a third of respondents (**33%**) have not used it. It was effective for (**42%**) of participants who have used it, medium for (**17%**), and ineffective for (**8%**).

<u>Section Three</u>: Learning Foreign Languages in Algeria

Q 12: Do you think that learning foreign languages at private schools or at home at present is better than studying it as a major at universities?

This question was directed to ascertain the highly effective learning environment in Algeria at present.

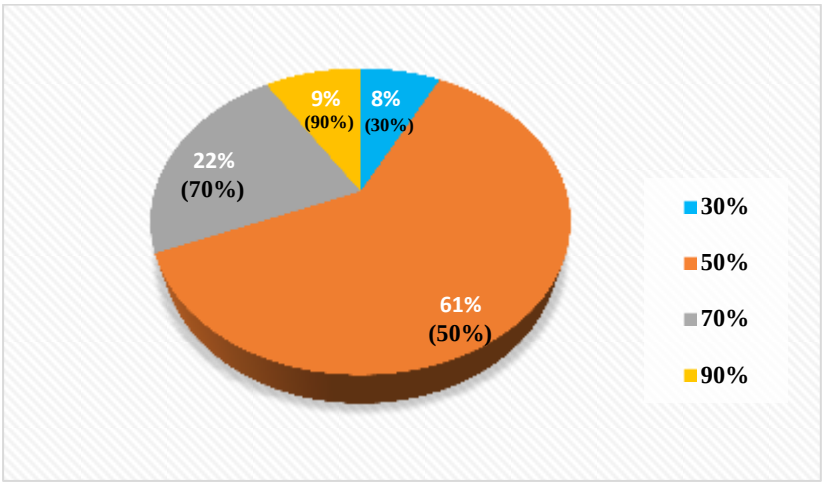


Pie Chart 3.6. Participants' Views on The Best Place to Learn Foreign Languages at Present

Participants' responses in pie chart 3.5 reveal a large discrepancy. (**70%**) of participants choose private school and home as the best places to learn foreign languages, whereas (**30%**) choose to learn a foreign language as major at university.

Q 13: What would you rate the level of learning foreign languages in Algeria at present?

Question thirteen was designed to evaluate the level of learning foreign languages in Algeria at present.

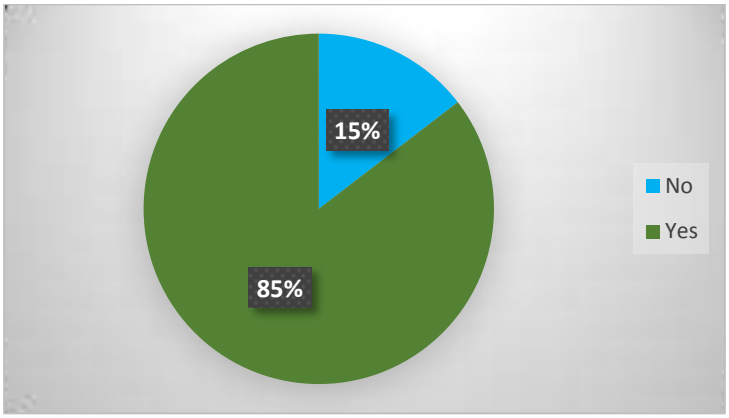


Pie Chart 3.7. Participants' Views on The Level of Foreign Language Learning at Present in Algeria

Pie chart 3.6 denotes that the level of learning is rated **50%** by the majority of participants (**61%**) and **70%** by (**22%**). However, it is rated **90%** by (**9%**) of participants and **30%** by (**8%**) of participants.

Q 14: Is it possible for Algeria to be more open to foreign languages in the coming ten years?

This question was set to investigate the future of learning foreign languages in Algeria.

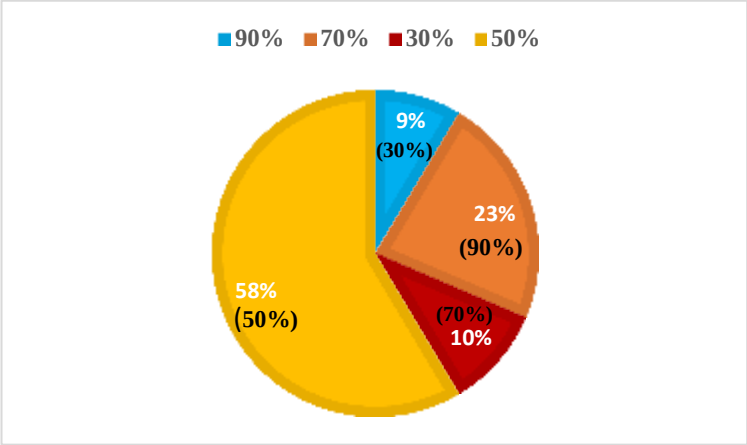


Pie Chart 3.8. Participants' Views on The Possibility for Algeria to Be More Open to Foreign Languages in The Coming Ten Years

As indicated above in pie chart 3.7, most of respondents (**85%)** expect that Algeria will be more open to foreign languages in the coming 10 years in contrast to (**15%**) of respondents.

Q 15: To what extent are Algerians aware of the importance of learning foreign languages?

The last question aimed at appraising the need and the importance of learning foreign languages in Algeria.



Pie Chart 3.9. Participants' Views on The Algerian People's Awareness of The Importance of Learning Foreign Languages

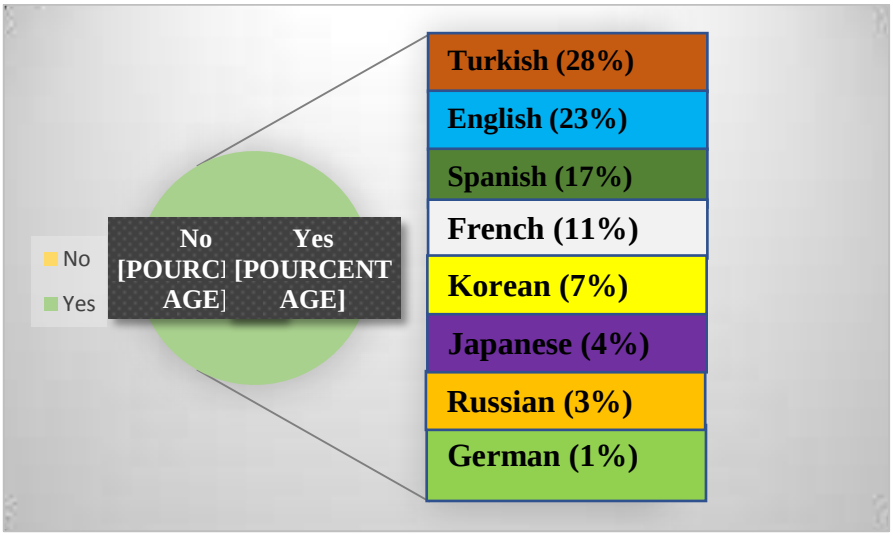
The results in pie chart 3.8 show that (**58%**) of respondents believe that the Algerian people is aware of the importance of learning foreign languages at **50%**, and (**23%**) of them at **90%**. However, (**10%**) of informants claim that the Algerian people is aware of the importance of learning foreign languages at **70%**, and (**9%**) of them at **30%**.

3.2.1.2. Students' Interview Analysis

This section aims at describing and analyzing the results obtained through the classroom interview. The students' answers to the four questions are represented in the form of graphs including the percentages for each answer. The interview was addressed to 105 middle school students and intended to explore middle school students' preferred foreign languages to learn, and their methods and reasons to learn these languages.

Q 01: Do you like learning foreign languages?

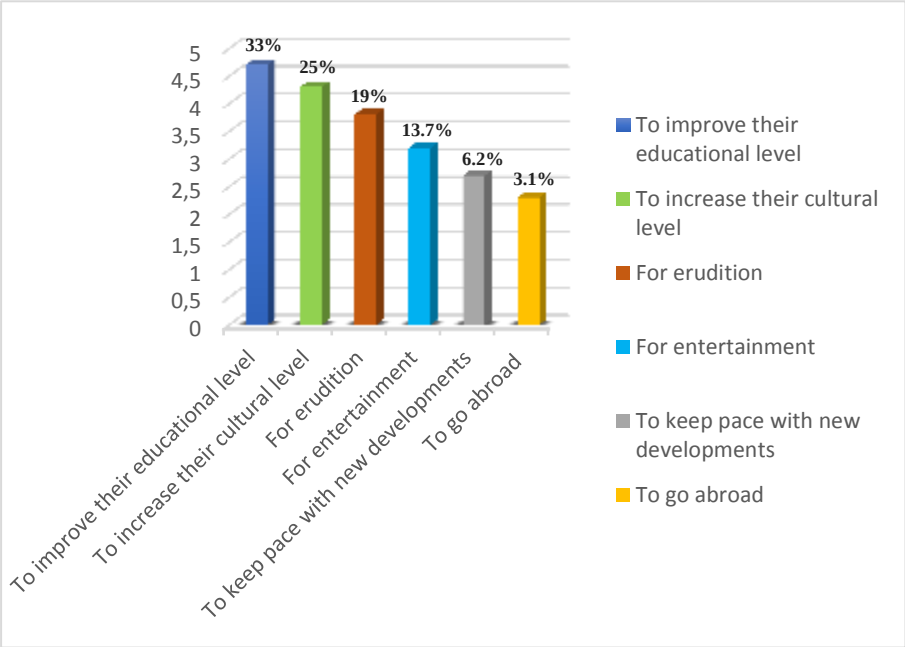
Q 02: What foreign language do you learn?



Pie Chart 3.10. Middle School Students' Views on Learning Foreign Languages and Their Target language

As shown in pie chart 3.10 above, almost all participants (**94%**) like to learn foreign languages and choose Turkish as the most wanted foreign language to learn (**28%**) followed closely by English (**23%**), Spanish (**17%**), French (**11%**), Korean (**7%**), Japanese (**4%**), Russian (**3%**), and then German (**1%**). However, (**6%**) of participants claim that they do not like leaning foreign languages.

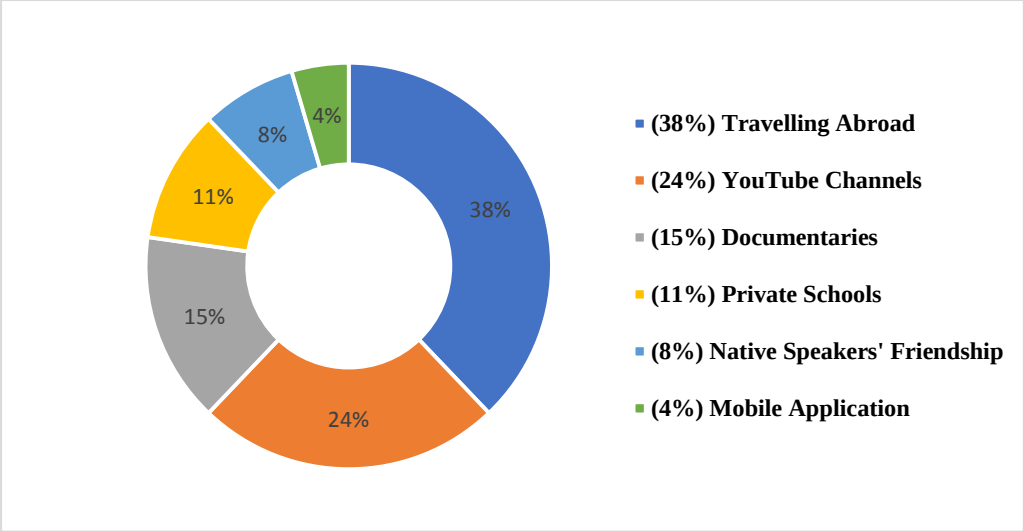
Q 03: Why this language specifically?



Bar graph 3.5. Middle School Students' Reasons for Learning Foreign Languages

Bar graph 3.5 indicates that a third of students (**33%**) want to learn their target language in order to improve their educational level, while a quarter of them (**25%**) in order to improve their cultural level. On the other hand, (**19%**) of them want to learn their target language for erudition, (**13.7%**) for entertainment, (**6.2%**) to keep pace with new developments, and (**3.1%**) to go abroad.

Q 04: What method do you use to learn it?



Pie Chart 3.11. Students' Methods of Learning Foreign Languages

The findings in Pie Chart 3.11 denote that (**38%**) of students prefer travelling abroad as a way to learn their target language, whereas (**24%**) watch YouTube channels, and (**15%**) watch documentaries. On the other hand, (**11%**) of them prefer going to private schools, making friends with native speakers (**8%**), and using mobile applications (**4%**).

3.2.2. Discussion of Results

To review, the objective of the current study was to investigate and respond to the needs and wants of foreign language learners in Algeria. Hence, it aimed at exploring the languages that are in high demand among Algerians, and their methods and reasons to learn these languages. This section attempts to provide a discussion of the main results acquired throughout the different research instruments over this study in accordance with the proposed hypotheses previously mentioned. Furthermore, the study highly supported the differences between Algerians regarding their attitudes towards learning foreign languages. The study has presented interesting results on the importance of learning foreign languages in Algeria.

Throughout the analysis of the data collected through the online questionnaire and the classroom interview, the data obtained reveal that informants are mostly females which explains that they are more interested in learning foreign languages, better communicators, build more social connections, and have better motivation than males. Also, the majority of these informants are youths between 19 and 38; of different fields of study and work in addition to middle school pupils. That is to say, they are the age categories interested in learning foreign languages in Algeria since the youths need foreign languages at university, to get a job, or for immigration and the pupils need them in order to get good grades. In addition, the most wanted foreign languages to learn by participants were English as it the language of globalization and the first language of communication between people from different countries and cultures, French since it used at many institutions to teach students, and Spanish as it helps learners who have learnt English not only to expand their vocabulary, but also to better understand the words of English. Most of these participants wanted to learn theses languages in order to improve their cultural level, their educational or occupational level, and to go abroad. They also claimed that they use different effective methods and ways in order to learn their target

language, including watching documentaries, watching YouTube channels, using mobile applications, using websites, reading books, listening to podcasts, and using social media. The majority of participants use Duolingo mobile application in their daily life as an effective way that facilitates learning new languages to them. In line with hypotheses, the most effective methods used by Algerian foreign language learners to learn English, French, and Spanish; the languages that are in high demand in Algeria, are watching documentaries, watching YouTube channels, and using mobile applications such as Duolingo mobile application in order to improve their cultural level and their educational or occupational level. Moreover, learning a foreign language at private schools or at home for most of participants is better than learning it as a major at universities because teachers of private schools provide an effective course curriculum that meet the learners' needs and wants and apply technology such as blended learning, virtual classrooms, and learning management systems to language instruction. Furthermore, the majority of participants believed that foreign languages have a promising future in Algeria and that the Algerian people are aware of the importance of learning them since learning them opens up employment opportunities, helps develop creative thinking skills, and allows Algerians to communicate with different people around the world.

Conclusion

The third chapter has presented the analysis and discussion of the data gathered at different stages of the research with regard to the theoretical and practical aspects. The collected data was by means of an online questionnaire and a classroom interview. First, the results of the online questionnaire were carefully analyzed and represented both statistically and descriptively in pie charts and bar graphs in order to show how statistics match with one another. Second, the results obtained from the classroom interview were descriptively presented and analyzed so as to provide a general idea about the data. Third, the chapter provided an in-depth discussion of the study findings in order to test the research hypotheses and answer the research questions. Finally, the chapter provided answers to the research questions of this study, as well as confirmed the research hypotheses that English followed by French and Spanish are in high demand among Algerians in order to improve their cultural level and their educational level or occupational level through watching documentaries, YouTube

channels, and using mobile applications such as Duolingo. Both questionnaire respondents' answers and interview students' answers led to exploring the way to meet the needs and wants of Algerian foreign language learners which was the main objective of this research.

Conclusion

It cannot be ignored that having one or more languages besides mother tongue has become a necessity. By learning foreign languages, many people are able to gain experience in many fields, such as science, art, sports and other fields. Language proficiency is not a matter of entertainment, but very necessary because it is the key to success in establishing relationships in a different social environment and finding good job opportunities. In addition, learning foreign languages allows learners to have great knowledge about various sciences, studies and scientific researches which supports the learning process. Besides, everyone has their own unique reasons for wanting to learn another language and their own methods. while these reasons and methods may be different, they can all be put into action in the same way by committing to stop making excuses, and to start speaking the language they have always wanted to learn. Once they have held their very first conversation in a foreign language, they will never look back. This study focuses on the foreign language learners or students in Algeria, and from the consequences, facts and data collected, it is clear that English, followed by French and Spanish are in high demand among Algerians, whether at school or outside in their real lives. The findings of the study revealed that Algerian foreign language learners have different reasons and methods to learn foreign languages. It was indicated that the most common reasons of learning foreign languages among Algerians are improving their cultural level and their educational or occupational levels. In addition, the results obtained through the online questionnaire and classroom interview that were administrated to Internet users and middle school pupils reveals the most effective methods and ways used by Algerian foreign language learners to learn their target language; watching documentaries, YouTube channels, and using mobile applications, particularly Duolingo mobile application. Therefore, the needs and wants of Algerian foreign language learners differ from one to another and that impedes the process of figuring out the way to meet them. Furthermore, the results confirm the growing awareness of Algerians towards the importance of foreign languages, opportunities they offer, and the promising future of learning foreign languages in Algeria. Though the Algerian educational system favors teaching foreign languages (French, English, Spanish, German, etc.), many Algerians learn them either alone at home through Internet, apps,

software, etc., or in private language schools. If learning an additional language requires time and money, many Algerians are ready to do such sacrifices because the outcomes are beneficial for them. The flourishing number of private language schools teaching foreign languages in general is evidence of people's enthusiasm to learn those languages. It is necessary to mention that choosing two contexts with different parameters was for the purpose of obtaining more insightful and valid results. Hence, it is recommended for further research to be either conducted in different cities or to cover several middle schools and high schools in order to bring general data about Algerians' attitude towards learning foreign languages. The results of such research would contribute to persuading the Algerian people of the importance of learning foreign languages and finding solutions that help learners of foreign languages to improve their learning process and teachers to design effective courses and syllabi for their students.

Limitations

This section acknowledges some of the limitations of the present study regarding the collection of the data for the needs and wants of Algerian foreign language learners and the time spent on the data collection and analysis. One of the limitation was the scope of this study which was limited to the social media users and middle school pupils so that the small sample size was already an issue for this study which appears to have been prevalent gave us less than ideal data with which to work. As mentioned before, low overall sample size was an issue for this study. On top of lower quality survey responses, it surely affected the other quantitative data as well. If this study was based on larger sample size, more accurate results could have been generated. Moreover, the lack of previous research studies on the needs and wants of Algerian foreign language learners constrained the literature review and hindered the credibility and scope of this research. Finally, Time constraints was considered as the main obstacle that led to a limited number of responses which would be a threat to reliability.

Recommendations

Based on the results obtained from the questionnaire and interview, some recommendations are suggested below that may help foreign language learners enhance their learning process. First, foreign language learners should engage in a

task or the course and express their own thoughts and ideas; this will raise their self-esteem and lead them to success. Moreover, foreign language learners should construct their confidence in their learning abilities through practicing the language in order to get rid of communicative difficulties. In addition, foreign language learners should improve their motivation through drawing a plan for their learning future carrier once they decide to learn their target language. Besides, the usage of social media such as Facebook is a very interesting and helpful way to learn a new language as it helps learners enhance and develop their skills. For instance, foreign language learners may create messenger groups to share with each other some grammatical rules, ideas, expressions, and to practice the language through speaking and writing. Furthermore, foreign language learners should enhance their speaking and pronunciation through listening to native speakers, and improve their writing skill by reading and writing.

Appendices

Appendix A

Questionnaire

Dear Participants

The aim of this research is to investigate the way to meet Algerian learners' needs and wants to learn foreign languages. The following questionnaire will require approximately 5-10 minutes to complete. The data that you provide will Greatly assist in completing this research and enhancing the understanding of this research focus. The data collected will remain confidential and used solely for academic purposes. We would greatly appreciate your participation in this study.

Section one: Participants' Personal and Background Information

1. **How old are you?**
   - **Under 13**
   - **Between 14 and 19**
   - **Between 20 and 36**
   - **Over 36**

2. **What is your gender?**
   - **Male**
   - **Female**

3. **What is your educational level?**
   - **Primary school**
   - **Middle school**
   - **Secondary school**
   - **University**

4. **What is your field of study or work?**
   - **……..**

5. **If you are a university student, what language do you use at university?**
   - **……**

Section two: Algerians' Attitudes Towards Foreign Languages

6. Do you like learning foreign languages?

- **Yes**
- **No**

7. What foreign language do you want to learn?

- **……**

8. Why do you want to learn this language?

- **For my studies or job**
- **To go abroad**
- **To improve my cultural level**
- **To keep pace with new developments**
- **For entertainment**

9. What effective method do you use to learn this language?

- **Books**
- **YouTube Channels**
- **Mobile applications**
- **Websites**
- **Social media**
- **Documentaries**
- **Podcasts**

10. Have you ever used Duolingo to learn a foreign language?

- **Yes**
- **No**

11. How do you find this app?

- **Effective**
- **Medium**
- **Ineffective**

Section three: Learning Foreign Languages in Algeria

12. Do you think that learning foreign languages at private schools or at home at present is better than studying it as a major at universities?

- **Yes**
- **No**

13. What would you rate the level of learning foreign languages in Algeria at present?

- **30%**
- **50%**
- **70%**
- **90%**

14. Is it possible for Algeria to be more open to foreign languages in the coming ten years?

- **Yes**
- **No**
- **Maybe**

15. To what extent are Algerians aware of the importance of learning foreign languages?

- **30%**
- **50%**
- **70%**
- **90%**

Appendix B

Interview questions

1. Do you like learning foreign languages?
2. What foreign language do you learn?
3. Why this language specifically?
4. What method do you use to learn it?

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