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Exploring the Role of Learning Experiences and Perceived Opportunities in Shaping Non-English Major Students' Beliefs About Language Learning and Investment in University English Classes in Algeria

by

Rami Benyoucef

Thesis for the degree of Doctor of Philosophy

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Abstract

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Exploring the Role of Learning Experiences and Perceived Opportunities in Shaping Non-English Major Students' Beliefs About Language Learning and Investment in University English Classes in Algeria

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This study investigates the complex beliefs about language learning held by non-English major students in Algerian universities and how these beliefs relate to their investment in English language classes. Drawing upon constructivist theory, social cognitive theory, and Norton's theory of investment, the research employs a mixed-methods approach, combining a modified version of the Beliefs About Language Learning Inventory (BALLI) questionnaire with focus group discussions to gain a comprehensive understanding of students' beliefs and experiences.

The findings reveal a diverse range of beliefs shaped by students' socio-cultural context, previous language learning experiences, and future aspirations. Key themes include the perceived difficulty of language learning, foreign language aptitude, learning and communication strategies, the nature of language learning, and motivation and expectations. These beliefs were found to significantly influence students' learning behaviours and investment in English language classes.

The study highlights the impact of negative learning experiences on students' self-efficacy beliefs and language learning strategies, as well as instances of positive transfer and adaptation of learning strategies across languages. The role of language status and identity in shaping students' beliefs and investment is also explored, underscoring the complex linguistic landscape of Algeria. Moreover, the research examines the relationship between students' perceived opportunities for using English and their investment in language classes. While students recognized the global status and instrumental value of English, many expressed frustrations with the limited opportunities for authentic language use in their immediate environment.

The study contributes to the growing body of research on language learning beliefs and investment, providing valuable insights for language educators and policymakers in Algeria and similar contexts. The findings emphasize the importance of creating supportive and engaging learning environments that cater to students' diverse beliefs and experiences, fostering more inclusive and empowering language learning experiences.

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Research Thesis: Declaration of Authorship

Print name: Rami Benyoucef

Title of thesis: Exploring the Role of Learning Experiences and Perceived Opportunities in Shaping Non-English Major Students' Beliefs About Language Learning and Investment in University English Classes in Algeria

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission
8. Signature: ....Date:03/05/2024........................

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Definitions and Abbreviations

BALLI............................... Beliefs about Language Learning

CLT.................................. Communicative Language Teaching

CTL.................................. Commonly Taught Languages

EFA.................................. Exploratory Factor Analysis

EFL.................................. English as a Foreign Language

ELT .... English Language Teaching

ESL.................................. English as a Second Language

HEI .... Higher Education Institution

L2MSS .... L2 Motivational Self System

LAD .... Language Acquisition Device

MESRS............................. Ministere de L'education Superieur et de la Recherche Scientific-Ministry of Higher Education and Scientific Research

P1.................................... Participant 1

P2.................................... Participant 2

P3.................................... Participant 3

P4.................................... Participant 4

P5.................................... Participant 5

P6.................................... Participant 6

P7.................................... Participant 7

PCA................................. Principal Component Analysis

R .... Researcher

SLL.................................. Second Language Learning

USA .... United States of America

Definitions and Abbreviations

Chapter 1 : Introduction

1.1   Background and Rationale

The landscape of English language learning in Algeria is complex and multifaceted, shaped by a myriad of historical, socio-cultural, and political factors (Belmihoub, 2018; Benrabah, 2014). Despite the Algerian government's efforts to promote English as a language of science, business, and global communication (Jacob, 2019a; Maouche, 2021; Slimani-Rolls, 2016), the implementation of effective English Language Teaching (ELT) practices in Algerian universities remains a challenge, particularly for non-English majors (Tiahi, 2019). traditional approaches, such as the Grammar Translation Method, dominate, contributing to student disengagement and psychological barriers to learning, which reflects broader issues in adopting innovative and effective English as Foreign Language (EFL) learning practices (Hamzaoui, 2021; Tiahi, 2019).

The impetus for this research emerged from my personal experience as a teaching assistant of English in an engineering faculty at an Algerian university. The environment I worked in was characterized by a lack of student engagement, lack of motivation, and inadequate teaching resources (Hamzaoui, 2021). These challenges, however, did not primarily arise from students' disinterest in learning English. Instead, it appeared that they were largely attributed to structural and pedagogical issues, including overcrowded classrooms, a curriculum that failed to address the specific needs of the engineering students, and overall inefficiencies in management. This understanding led me initially to investigate potential solutions to enhance student engagement and motivation in learning English in the immediate context I was involved in.

This experience, corroborated by fieldwork research during my master's degree and discussions with fellow teachers across multiple faculties and universities across Algeria, revealed a potentially widespread issue across the Algerian higher education sector. Interestingly, English majors, despite facing somewhat similar conditions, generally demonstrate a higher level of language competence compared to non-English majors (Li & Zhang, 2020). This discrepancy prompted the current research, which aims to explore the beliefs about language learning held by students in non-English major classrooms in Algerian

universities and possible links between these beliefs and the non-English major students' investment into their English language classes.

However, the situation is more complex than it initially appears. Despite the clear resource and pedagogical shortcomings identified in the literature (Arib, 2021; Belmihoub, 2018; Bouazid & Le Roux, 2014; Hamzaoui, 2021), the students themselves present an intriguing paradox. Many non-English major students recognize the value and importance of English for their future careers, and they express a desire to improve their language skills (Belmihoub, 2018). Yet, this motivation and awareness do not seem to translate into the level of engagement and investment in their English classes that one might expect.

This puzzling disconnect between students' stated intentions and their actual learning behaviours raises important questions about the factors influencing their contribution to the learning process. While external issues like overcrowded classrooms and inefficient management undoubtedly play a role, the students' own beliefs, attitudes, and actions merit closer examination. Understanding how non-English major students conceptualize language learning, and how these conceptions might shape or be related to their investment in their university English classes, could provide valuable insights into addressing the challenges faced in Algerian EFL education.

By exploring the complex interplay between students' beliefs, their learning environment, and their ultimate investment in English language learning, this research aims to shed light on the puzzle of why motivated students may still struggle to achieve desired outcomes and how their previous learning experiences might be linked to their current learning. Investigating this issue from the perspective of the learners themselves could offer a more nuanced understanding of the situation and suggest potential avenues for enhancing EFL education in Algerian universities.

The significance of learners' beliefs about language learning in shaping their engagement, participation, and overall investment in language classes has been well-documented in the literature (Al Jibory, 2016; Csizér & Dörnyei, 2005; Horwitz, 1987; Shibata, 2019). These beliefs, which encompass a wide range of notions about the nature of language learning, the most effective strategies for acquiring a language, and the learners' own capabilities and limitations, have been shown to have a profound impact on students' approaches to language study and their ultimate success in achieving proficiency (Altan, 2006; Horwitz, 1999; Kern, 1995).

However, despite the recognized importance of learner beliefs, there is a notable gap in research examining the specific beliefs held by learners in certain contexts, particularly those in non-English major classrooms in Algerian universities and similar socio-political and linguistic settings (Rezig, 2011). The unique historical, cultural, and educational factors that shape the Algerian context may give rise to distinct sets of beliefs and attitudes among learners, which in turn could influence their engagement with English language learning in ways that differ from learners in other settings (Li, 2013; Hua & Wang, 2008). Given the increasing importance of English learning for graduates across all fields in today's globalized world, understanding the beliefs and experiences of non-English major learners in enhancing student engagement and investment in English language learning, ultimately contributing to potential development of more effective and inclusive EFL education strategies in Algeria and similar global south and post-colonial settings.

Studies that have utilized the Beliefs About Language Learning Inventory (BALLI), a widely used questionnaire to assess language learners' beliefs and attitudes, in similar EFL contexts (e.g., Alhejaily, 2020; Watt & Richardson, 2014) provide valuable insights into the application of the BALLI questionnaire in diverse cultural and educational settings, and their findings serve to reinforce the appropriateness of this tool for investigating learner beliefs about language learning. Moreover, understanding how various factors, such as students' language learning experiences, cultural backgrounds, and their personal goals and aspirations, influence these beliefs can provide valuable insights for language teachers and educators (Javid & Al-malki, 2018). In the Algerian context, the exploration of beliefs about language learning has been largely overlooked (Belmihoub, 2018; Belkhir- Benmostefa, 2020). The limited research that does exist has primarily focused on teachers' beliefs (Bellalem, 2008; 2014; 2015; Boubris and Haddam, 2020; Belkhir- Benmostefa, 2020), operating under the assumption that teachers' beliefs are the main factor influencing students' language learning, thus neglecting an array of socio-affective factors that influence learners in their language learning process. Additionally, most studies have focused on educational settings that are specific to primary and secondary education, which can be largely different from the university setting.

The current study seeks to address this gap by exploring the relationship between students' beliefs about language learning and their investment in English language classes at the university level in Algeria using a remodelled BALLI questionnaire and focus groups. It is posited that students' beliefs about language learning, including their beliefs about learning communication and strategies, motivation and expectations, language learning aptitude and

difficulty of language learning, which are very pertinent in Horwitz's view of beliefs (1999) might have an influence on their level of engagement, participation, and overall investment in their English language classes (Csizér & Dörnyei, 2005, Shibata, 2019). For example, if students perceive language learning as a difficult and tedious process, they may be less inclined to invest their time and effort into their current language classes, leading to lower engagement and poorer learning outcomes (Ghafor et al., 2022). Furthermore, even if students are motivated and ready to learn English, the existence of a perceived misalignment between their expectations of the ideal language classroom or teacher and the reality of their English language classroom or teacher, will likely lead to an under-investment or a lack of investment in the practices of said class (Darvin & Norton, 2023; Winchester, 2013). Conversely, if students perceive language learning as an enjoyable and rewarding process, they are likely to be more invested, leading to higher engagement and better learning outcomes (Hismanoglu, 2016). Additionally, if they perceive opportunities for gaining instrumental or symbolic capital as a result for attending a language classroom, they are more likely to invest into the practices of that language classroom (Darvin & Norton, 2021; Rabbidge, 2020).

Furthermore, this study aims to understand how various factors, such as students' previous language learning experiences (Anthony & Ganesen, 2012), their cultural backgrounds (Mantiri, 2013), and their perceived opportunities for capital (Mohammadi et al., 2015), might influence these beliefs (Javid & Al-malki, 2018). Such understanding can inform the design of more effective language classes that cater to the diverse beliefs and needs of learners, thereby enhancing language teaching and learning practices (Susanti, 2022).

1.2   Context of the Study

1.2.1   The Linguistic Landscape of Algeria

Algeria's linguistic landscape is a complex tapestry woven from the threads of its colonial history, post-independence language policies, and the ongoing tensions between Arabic, French, and English. The French colonization of Algeria from 1830 to 1962 had a profound impact on the country's linguistic and cultural identity (Benrabah, 2013). During this period, French was imposed as the language of administration, education, and public life, while Arabic and other local languages were marginalized and suppressed (Grandguillaume, 1997; Sahel, 2017).

Following independence in 1962, Algeria embarked on a process of Arabization, seeking to reassert its Arab-Islamic identity and reduce the influence of French (Benrabah, 2007). However, this process was met with resistance from various segments of society, particularly those who valued the social and economic capital associated with the French language (McDougall, 2017; Djité, 1992).

In recent years, there has been a growing interest in English as a language of science, business, and international communication in Algeria (Jacob, 2019; Maouche, 2021; Slimani-Rolls, 2016). This shift towards English is driven by a complex set of factors, including the perceived neutrality of English compared to the historical and ideological baggage associated with French, the increasing global dominance of English in various domains, and the potential economic and social benefits associated with English proficiency (Belmihoub, 2018; Benrabah, 2014; Negadi, 2015).

1.2.2 ELT in Algerian Universities

English language teaching (ELT) in Algerian universities is shaped by a variety of factors, including language policies, curriculum design, and pedagogical practices. The Ministry of Higher Education and Scientific Research (MESRS) sets the broad guidelines for language education in Algerian universities, emphasizing the importance of foreign language proficiency for students' academic and professional success (MESRS, 2004).

However, the implementation of these guidelines varies across universities and faculties, with some institutions having more developed ELT programs than others. In general, non-English majors in Algerian universities are required to take English language courses as part of their degree programs, but the quality and effectiveness of these courses are often hampered by issues such as large class sizes, limited resources, and a lack of teacher training (Bellalem, 2015).

Moreover, the prevalence of traditional, grammar-based teaching methods in many Algerian ELT classrooms has been criticized for failing to develop students' communicative competence and prepare them for real-world language use (Bellalem, 2008; Benrabah, 2013). Despite the growing recognition of the importance of communicative language teaching (CLT) approaches (Littlewood, 1981), the implementation of these approaches in Algerian universities remains limited (Benrabah, 2014). The above situation suggests that a disconnect between students imagined outcomes and the realities of the university classroom is likely to

happen, in which case, students can be expected to be disengaged and under-invested in such classes (Darvin & Norton, 2021).

1.2.3   The Status of English in Algeria

The status of English in Algeria is complex and evolving, shaped by a range of historical, political, and socio-economic factors. While French remains the dominant foreign language in many domains, particularly in higher education and the private sector, there is a growing interest in English as a language of opportunity and global engagement (Jacob, 2019).

This interest in English is reflected in various initiatives by the Algerian government to promote English language learning, such as the introduction of English as a foreign language in primary schools and the expansion of English language programs in universities (Slimani-Rolls, 2016). However, the effectiveness of these initiatives is often limited by issues such as a shortage of qualified English teachers, a lack of resources, and the persistence of traditional teaching methods (Bellalem, 2015).

At the same time, the growing popularity of English among Algerian youth is evident in the increasing use of English in various domains, such as social media, popular culture, and informal communication (Slimani-Rolls, 2016). This grassroots interest in English is often driven by a desire for social and geographic mobility, as well as a perception of English as a language of opportunity and global engagement (Jacob, 2019).

1.3   Theoretical Framework

This study draws upon several key theoretical frameworks to explore the complex dynamics of language learning beliefs and investment in the Algerian context.

1.3.1   Constructivist Theory of Learning

The constructivist theory of learning posits that learners actively construct their own understanding and knowledge of the world through experiences and reflection on those experiences (Piaget, 1972; Vygotsky, 1978). In the context of language learning, this theory suggests that learners' beliefs about language learning are shaped by their interpretation of their experiences and their construction of knowledge about the target language (Alhamami, 2019; Horwitz, 1999).

By exploring non-English major students' beliefs about language learning, this study aims to understand how these students interpret their language learning experiences, how they construct their knowledge of English, and how these beliefs guide their actions in the language learning process. This is particularly important because these beliefs can either facilitate or hinder their learning progress (Darvin & Norton, 2023; Ranjha et al., 2021).

1.3.2   Social Cognitive Theory

Bandura's (1977) social cognitive theory posits that individuals' beliefs about their abilities can influence their actions and outcomes. In the context of language learning, students' beliefs about their previous language learning experiences can shape their self-efficacy beliefs, which in turn can affect their current language learning behaviours and outcomes (Agustina & Megawati, 2022; Anthony & Ganesen, 2012; Busse & Walter, 2013).

This study aims to explore students' previous language learning experiences and the ways in which these experiences might affect their beliefs about their current English language learning in their university classes. By understanding the relationship between past experiences, self-efficacy beliefs, and current beliefs about language learning, this study seeks to provide insights into potential barriers and facilitators in non-English major students' language learning journeys.

1.3.3   Investment Theory

Norton's (1995) theory of investment posits that learners' investment in the target language is influenced by their identity and their perceived opportunities for social interaction in the target language. In other words, if students perceive that they have ample opportunities to use English in meaningful ways, be it in their immediate socio-cultural context or beyond it, they are likely to be more invested in their English language classrooms (Winchester, 2013; Darvin & Norton, 2023).

This study aims to delve into the intricate relationship between students' perceived opportunities for using English and their investment in English language classrooms within Algerian universities. Central to this exploration are the concepts of capital, imagined identities, and imagined communities, which are pivotal in understanding the motivations behind language learning (Bourdieu, 1991; Norton, 1995; Darvin & Norton, 2023). By examining how students perceive these opportunities for gaining various forms of capital—whether social, cultural, or linguistic—this research seeks to uncover how these perceptions shape their

imagined identities as future global professionals and members of wider imagined communities. The study posits that these imagined outcomes are linked to students' engagement and investment in learning English, reflecting broader socio-cultural dynamics in Algeria. This approach aims to provide a nuanced understanding of the factors that motivate students to invest in their English language education, contributing to the growing body of literature on language learning as a form of identity and capital acquisition in non-native settings (Norton, 2013).

In summary, this study draws upon the constructivist theory of learning, social cognitive theory, and investment theory to explore the complex dynamics of language learning beliefs and investment in the Algerian context. The constructivist theory of learning provides a framework for understanding how students' beliefs about language learning are shaped by their interpretation of their experiences and their construction of knowledge about the target language. Social cognitive theory offers insights into how students' previous language learning experiences can shape their self-efficacy beliefs, which in turn can affect their current language learning behaviours and outcomes. Finally, investment theory highlights the role of perceived opportunities for social interaction and capital acquisition in shaping students' investment in the target language.

The focus on beliefs in this research stems from the recognition that beliefs are a key mediating factor between students' experiences, self-efficacy, and investment in language learning (Kalaja et al., 2016; Mercer & Dörnyei, 2020; Norton, 1995, 2013). Through this integrated theoretical approach, this study seeks to contribute to the existing literature by providing a nuanced understanding of the complex interplay between beliefs, experiences, self-efficacy, and investment in the context of non-English major students in Algerian universities. By shedding light on the factors that might affect students' beliefs and the ways in which these beliefs are linked to their language learning, this study aims to inform the design of more effective language learning interventions that take into account the diverse beliefs and needs of non-English major students in the Algerian university context. The Following Diagram highlights

the main factors contributing to the design of theoretical framework:
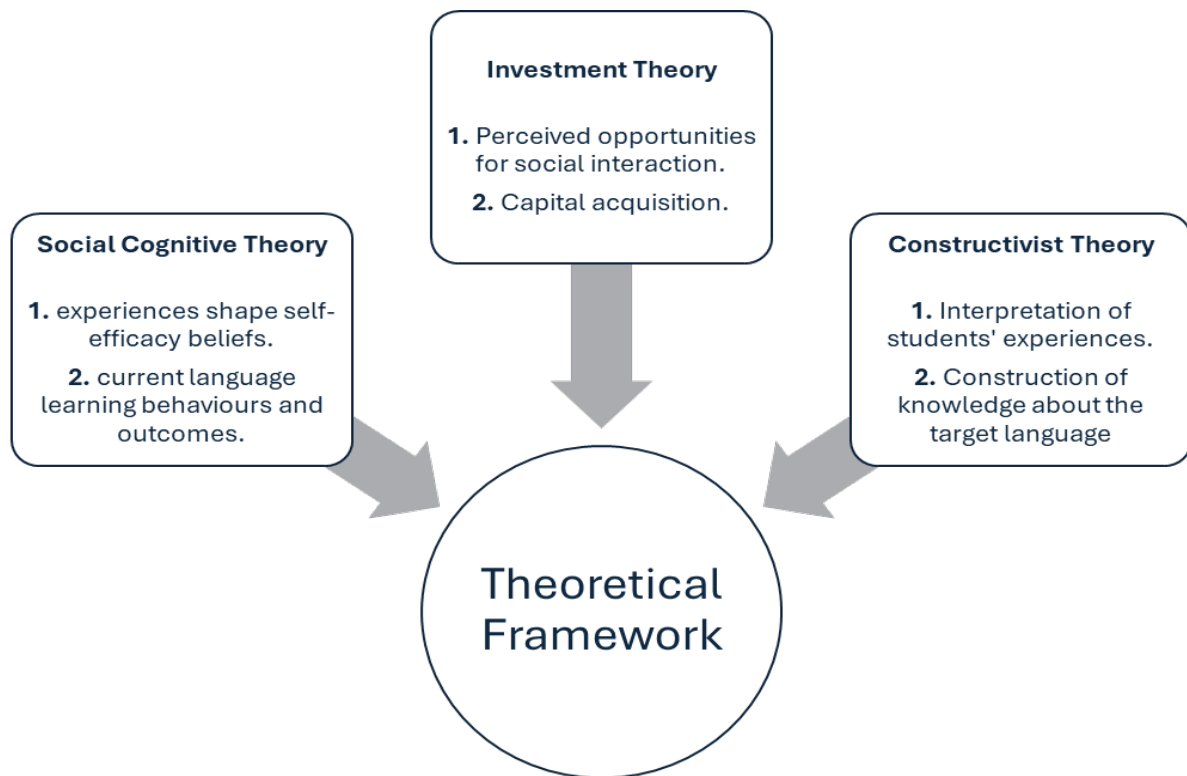
Figure 1 Factors Shaping the Theoretical Framework

1.4   Research Questions and Methodology

Guided by the theoretical frameworks outlined above, this study aims to address the following research questions:

RQ1: What are the beliefs of non-English major students about their own language learning?

RQ2: In what ways are beliefs about previous language learning experiences related to students' language learning?

RQ3: In what ways are the perceived opportunities for using English related to students' investment in their university English language classrooms?

This study adopts a mixed-methods approach, combining quantitative data from an adapted BALLI questionnaire (Horwitz, 1987) and qualitative data from focus group discussions. The research design allows for a comprehensive exploration of non-English major students' beliefs about language learning and their investment in English language classes in Algerian universities. The study employs purposive sampling (Palinkas et al. 2015) to select

participants from various non-English major disciplines across different universities in Algeria. Ethical considerations, such as informed consent and confidentiality, are strictly adhered to throughout the research process.

The study's findings may be limited in their generalizability to other contexts due to the specific focus on non-English major students in Algerian universities. Additionally, the research design, while employing a mixed-methods approach, may have inherent constraints in capturing the full complexity of language learning beliefs and investment. These limitations are acknowledged and considered when interpreting and discussing the study's findings.

1.5   Significance of the Study

This study contributes to the existing body of knowledge in several significant ways. First, it addresses a notable gap in the literature regarding the beliefs of learners, particularly those in non-English major classrooms in Algerian universities and similar contexts. By focusing on this under-researched population, this study provides valuable insights into the complex dynamics of language learning beliefs and investment in the Algerian context.

Second, this study employs a mixed-methods approach, using adapted and remodelled Beliefs About Language Learning Inventory (BALLI) questionnaires (Horwitz, 1987) and focus group discussions to explore students' beliefs about language learning and their investment in English language classes. This methodological approach enhances the validity and reliability of the findings, providing a more comprehensive understanding of the phenomena under investigation.

Third, the findings of this study have the potential to inform language teaching and learning practices in various contexts. By understanding how students' beliefs about language learning and their perceived opportunities for using English relate to their investment in language classes, educators can design more effective and engaging language learning environments that cater to the diverse needs and goals of their students.

Finally, this study contributes to the broader discourse on language learning beliefs and investment, particularly in post-colonial contexts such as Algeria. By examining the complex interplay of historical, socio-cultural, and political factors that shape language learning beliefs and practices in Algeria, this study provides a nuanced understanding of the challenges and opportunities for promoting effective ELT practices in similar contexts.

1.6   Overview of the Thesis

This thesis is organized into nine chapters, each addressing a specific aspect of the research:

Chapter 1 provides an introduction to the study, outlining the background and rationale, theoretical framework, research questions, significance of the study, and the context of the study.

Chapter 2 reviews the relevant literature on beliefs about language learning, the shift from motivation to investment in language learning, approaches to research in learner beliefs, and the Beliefs About Language Learning Inventory (BALLI).

Chapter 3 discusses the impact of colonization on the Algerian linguistic landscape, language planning and policies in Algeria, and the role of English language in Algerian education.

Chapter 4 details the research design and methodology, including the research paradigm, sampling strategy, data collection and analysis methods, and ethical considerations.

Chapter 5 presents the findings related to Algerian university students' beliefs about language learning, their previous language learning experiences, and their perceived opportunities for language learning and language use.

Chapter 6 discusses the themes of multilingualism and legitimate speakers, the impact of negative experiences on language learning and self-perception of language competence, and the perception of Algerians as successful language learners.

Chapter 7 explores the relationship between students' perceived opportunities for using English and their investment in their university English language classrooms.

Chapter 8 discusses the findings of the study in light of the main research questions.

Chapter 9 concludes the thesis, summarizing the research findings, discussing the contributions and implications of the study, acknowledging its limitations, and suggesting directions for future research.

1.7   Summary

This chapter has provided an overview of the background and rationale for the study, highlighting the complex landscape of English language teaching (ELT) in Algerian universities and the challenges faced by non-English majors in developing their language proficiency. The study aims to explore the beliefs about language learning held by students in non-English major classrooms in Algerian universities, and how these beliefs relate to students' investment in their English language classes.

The theoretical framework for the study draws upon constructivist theory of learning, social cognitive theory, and Norton's (1995) investment theory to explore the complex dynamics of language learning beliefs and investment in the Algerian context. The research questions guiding the study focus on non-English major students' beliefs about their own language learning, the relationship between beliefs about previous language learning experiences and current language learning, and the relationship between perceived opportunities for using English and students' investment in their university English language classrooms.

The significance of the study lies in its potential to address a notable gap in the literature regarding the beliefs of learners in non-English major classrooms in Algerian universities and similar contexts, its use of a mixed-methods approach to enhance the validity and reliability of the findings, and its potential to inform language teaching and learning practices in various contexts.

The context of the study is situated within the complex linguistic landscape of Algeria, shaped by the country's colonial history, post-independence language policies, and the ongoing tensions between Arabic, French, and English. The status of ELT in Algerian universities is characterized by a variety of factors, including language policies, curriculum design, and pedagogical practices, while the status of English in Algeria is complex and evolving, shaped by historical, political, and socio-economic factors.

The overview of the thesis provides a roadmap for the organization and content of the subsequent chapters, each addressing a specific aspect of the research. The following chapter will review the relevant literature on beliefs about language learning, the shift from motivation to investment in language learning, approaches to research in learner beliefs, and the Beliefs About Language Learning Inventory (BALLI).

Chapter 2 Investment and Beliefs about Language Learning

2.1 Introduction

The study of language learning is a complex and dynamic field that interweaves various critical elements, such as learner beliefs, motivation, and investment. This chapter aims to comprehensively explore these facets, starting with a detailed examination of beliefs about language learning. We begin by defining the concept of beliefs and then systematically review empirical studies that shed light on the development and change of learner beliefs about language learning. The pivotal role of learners' beliefs in moulding the language learning journey is emphasized, alongside an analysis of factors that drive changes in these beliefs (Alhamami, 2019; Alhaysony, 2017; Alsamaani, 2014).

To bridge theoretical concepts with empirical research, the chapter extends into a critical evaluation of methodologies employed in investigating learner beliefs, encompassing normative, metacognitive, and contextual approaches (Kalaja & Barcelos, 2019). Each methodology is scrutinized for its contributions and limitations, setting the stage for the introduction of the Beliefs About Language Learning Inventory (BALLI) questionnaire. The genesis and evolution of the BALLI questionnaire are detailed, followed by an analysis of emergent themes and a candid discussion on its constraints (Horwitz, 1999).

Moving beyond the conventional focus on motivation, this chapter traces the evolution of theories of language learning motivation, from early conceptualizations to the more nuanced Process-Oriented Model and the L2 Motivational Self System, leading up to the contemporary perspective of investment in language learning (Dörnyei & Ushioda, 2021; Darvin & Norton, 2023). The notion of investment is dissected to reveal its connections with identity, ideology, and capital, underscoring the paradigm shift towards viewing language learning from an investment standpoint (Darvin & Norton, 2021).

The chapter then focuses on the specific context of Algeria, examining the emerging research that investigates the beliefs, attitudes, and experiences of individuals, as well as the distinctions between them. It explores the developing research within the realm of English

language learning in Algeria and subsequently addresses the lack of research concerning the beliefs, investment, and experiences of students who are not majoring in English.

2.2   Beliefs about Language Learning

The study of learner beliefs has emerged as a significant area of research in Second Language Learning (SLL) over the past few decades (Ershad et al., 2020; Hismanoglu, 2016). Learner beliefs, defined as the assumptions and conceptions that learners hold about the nature of language learning, have been found to play a crucial role in shaping learners' approaches to language learning, their motivation, and their overall success in acquiring a second language (Hennebry-Leung & Xiao, 2023; Horwitz, 1987; Radwan, 2022; Wenden, 1998).

The pioneering work of Elaine Horwitz in the 1980s marked a significant shift in SLL and eventually EFL research by focusing on the agency of the learner in the language learning process. In contrast to the dominant Chomskyist perspectives on naturalistic acquisition, which assumed that second language learning was similar to first language acquisition, Horwitz's approach emphasized the importance of learner beliefs and their impact on language learning outcomes (Horwitz, 1999).

Chomsky's theory of language acquisition posits that humans are born with an innate language acquisition device (LAD) that enables them to acquire language naturally, without explicit instruction (Chomsky, 1965; Thornton & Rombough, 2015). This perspective suggests that second language learning occurs in much the same way as first language acquisition, through exposure to the target language and the activation of the LAD.

However, Horwitz's research challenged this view by highlighting the role of learner beliefs in shaping the language learning process. Horwitz argued that learners bring a set of preconceptions and assumptions about language learning to the classroom, which can either facilitate or hinder their progress in acquiring a second language (Horwitz, 1995; 1999).

Despite the significance of learner beliefs in SLL and EFL research, the concept has been defined and characterized in various ways by different researchers. Wenden (1998) and Fives and Buehl (2012) maintain that in second and foreign language literature, the terms "beliefs" and "metacognitive knowledge" are often used interchangeably to refer to the same concept. However, a clear and consistent definition of beliefs about language learning has been lacking in previous studies.

2.2.1   Defining Beliefs

Beliefs about language learning have been a subject of interest for researchers in the field of applied linguistics since the 80s (Bidari, 2021; Tseng, 2019). However, despite the growing body of research, there is no clear consensus on the definition of beliefs. Researchers have often assumed that the term can be understood intuitively or have found the concept too complex to operationalize (Barcelos, 2003; Pajares, 1992; Tseng, 2019). In most studies, the term "beliefs about language learning" is used as an independent, self-sufficient construct without further explanation.

Various researchers have attempted to define the term "beliefs" on its own, although there is no common agreement on its meaning. Pajares (1992) provided an extensive list of words that were found in the literature as a reference to beliefs, including attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding, and social strategy (p. 309). Pajares concluded that the most common distinction between beliefs and knowledge is that "belief is based on evaluation and judgment; knowledge is based on objective fact" (p. 313).

For the sake of this study, we adopt the definition provided by Borquez (2021), which relies on the different characteristics that beliefs carry in order for the concept of beliefs to be understood: "(a) the degree of awareness in beliefs -- explicit or implicit, (b) the degree of stability in beliefs -- stable or dynamic, and (c) the degree of specificity in beliefs -- general or specific" (p. 13). This definition is based on the work of Phipps and Borg (2009) and Fives and Buehl (2012), who, although defining beliefs in relation to language teaching, argue that these characteristics can also be attributed to language learning beliefs among student learners.

2.2.2   Characteristics of Beliefs

2.2.2.1   Degree of Awareness: Explicit and Implicit Beliefs

The implicit and explicit nature of beliefs is explained by the degree of clarity of those beliefs. Some beliefs are explicit and observable, such as the language learning difficulty, while others are implicit and harder to observe (Fives & Buehl, 2012; Phipps & Borg, 2009). In the context of this study, both perspectives are adopted. The questionnaires given to the students elicit important information about their observable beliefs, although they may not necessarily

be salient in their practices. The focus groups are used to explore other hidden beliefs that they are unaware of, which helps showcase the discrepancy between what they believe to be true and their actual beliefs as reflected in speaking about their own practices.

2.2.2.2 Degree of Stability: Stable and Dynamic Beliefs

There are three different perspectives in research about whether beliefs are considered stable or unstable. Some researchers claim that beliefs are unchangeable entities that remain the same despite any intervention given (Kagan, 1992; Cabaroglu & Roberts, 2000). The second group of researchers argue that beliefs are dynamic and constantly changing by the different cultural, pedagogical, and environmental practices surrounding the students or the teachers (Li & Ruan, 2015; Thompson, 1992). For example, in a classroom environment, students' beliefs are constantly affected by their teachers' beliefs and practices. However, the third perspective considers beliefs to be neither completely stable nor in constant change, but it exists within "a continuum" that allows for change but does not expect change to be constant since there are beliefs which are more resistant to change than others (Fives & Buehl, 2012; Borquez, 2021). This research adopts the latter perspective, arguing that some beliefs will be ingrained in students' cognition and are hard to change while others could be affected by constant influence or intervention.

2.2.2.3 Degree of Specificity: General and Specific Beliefs

Beliefs can be considered as either specific or general. That is to say, whether they are context-dependent, where students' and teachers' general beliefs do not change in different contexts and situations, or context-independent, where they are likely to be specific to that particular situation or context. In this study, beliefs are considered as both general and specific, and they could take place together at the same time within the same context. Someone could hold general beliefs related to his/her lifetime of cultural exposure and personal experiences but uses a specific set of beliefs that is linked to a particular context (Borquez, 2021).

2.2.3 Formation of Beliefs

Researchers have been studying beliefs and the ways in which language learners form and develop these beliefs, in order to be able to alter beliefs that are detrimental to language learning and endorse beliefs that promote an enriching language learning experience (Gopang et al., 2016; Kaymakamoğlu & Atmaca, 2016). Various researchers have suggested that learners

develop beliefs about language learning early in the learning process from their experiences as language learners (Bidari, 2021; Holec, 1987; Horwitz, 2019; Puchta, 1999). Horwitz (1999) pointed out that a belief in the existence of foreign language aptitude may result from previous unsuccessful learning experiences. She demonstrated that learners who were not successful in learning a language may, over time, develop a belief that there is such a thing as foreign language aptitude and that they themselves do not have this aptitude. Likewise, Holec (1987) noted that the concept of autonomous learning may relate to learners' experiences and how they saw their roles in the classroom. He explained that those learners who have attended traditional classrooms, in which teachers are at the centre of the stage managing all the activities in the class, and the only responsibilities the students have are being taught, may not be able to develop clear ideas about how to manage or self-direct their own learning.

Furthermore, Mori (1999) stated that modelling was an important factor in forming foreign language learners' beliefs, particularly the modelling of significant others, such as the foreign language teacher, in addition to the repeating experiences. Similarly, Husaini and Prasetiyowati (2023) discussed the role of teachers' beliefs in shaping the learning environment and students' learning achievements. The study underscores how teacher beliefs guide their teaching strategies and, consequently, affect student learning outcomes. Modern educational frameworks promote teacher reflexivity, encouraging educators to consciously model positive behaviours and attitudes that foster effective language learning environments (Mercer & Dörnyei, 2020). Furthermore, research has extended the concept of modelling to include digital contexts. Digital influencers and online platforms provide new, potent sources of modelling. Language learners may follow online personalities, interact with peers via language exchange applications, and immerse themselves in virtual reality environments that offer linguistic and cultural contexts (Godwin-Jones, 2018). Similarly, Baker & Hüttner suggest that peer interactions, both in formal educational settings and informal groups, significantly influence learners' attitudes and strategies toward language acquisition (2017).

The above cases suggest that beliefs about language learning may be formed gradually through cumulative experiences of the learners when learning a language, in addition to the possibility of these beliefs to be influenced by factors and agents in the learning process such as their teachers, peers and digital communities.

This highlights the importance of considering learners' prior language learning experiences, examining the social and contextual factors that may impact belief formation and development. Given the complex interplay of individual experiences and social influences in

shaping learners' beliefs about language learning, a mixed-methods approach may be most appropriate for this research. By combining quantitative methods, such as questionnaires, with qualitative methods, such as focus groups, the study can gain a more nuanced and comprehensive understanding of learners' beliefs and the factors that influence them.

2.2.4 Shaping The Language Learning Process

Most studies in learners' Beliefs about language learning have focused primarily on the identification of prevalent beliefs to examine the possible ways these beliefs affect the process of language learning (Barcelos, 2003; Bernat and Gvozdenko, 2005; Elsaadany, 2021; Horwitz, 1987; Kern, 1995; Mercer, 2011; Peacock, 2001).

Although, these studies rarely make direct connection of beliefs about language learning to students achievements except a few (Diab, 2000; Ellis, 2002; Elsaadany, 2021; Mori, 1999; Tanaka, 2004; Zhong, 2008), they certainly inform how these beliefs shape different aspects of language learning like the use of specific learning strategies(Ghavamnia et al., 2011; Maftoon & Shakouri, 2012; Mohamadi et al., 2015; Pratolo, 2019; Tang & Tian, 2015), For instance, beliefs influence the use of specific learning strategies, as demonstrated in research by Norton and Toohey (2011) who explore how identity intersects with language learning strategies, and by Taguchi, Magid, and Papi (2019) who analyze how the L2 motivational self-system affects learning behaviours. Learner autonomy is another crucial area affected by beliefs (Borg & Alshumaimeri, 2019; Cotterall, 1999; Melvina & Suherdi, 2019; Ismail et al., 2020). Ushioda (2011) for example, discusses how autonomy is closely tied to learner motivation and self-regulation, highlighting the role of personal agency in language learning settings. Similarly, Yusof (2021) investigated teachers' beliefs about learner autonomy in secondary schools, noting the significant role these beliefs play in shaping teaching practices and thereby affecting learner autonomy.

Motivation (Abu-Melhim, 2009; Kouritzin et al., 2009), a well-researched aspect influenced by learner beliefs, is expanded upon by Csizér and Magid (2014), who provides insights into the role of motivational strategies in language learning. Moreover, attitudes towards language learning, which are closely related to motivation, have been studied by Mercer and Ryan (2010) and Kormos, et al. (2011), focusing on the positive and negative attitudes learners hold and their implications for teaching practices.

Teacher beliefs also have been found to significantly impact language learning (Al Jibory, 2016; Barcelos, 2000; Husaini & Prasetiyowati, 2023; Kern, 1995). Additionally, Borg (2015), for

instance, outlines how teacher cognition affects language teaching methodologies. Furthermore, studies have linked beliefs about language learning with variables that indirectly influence the learning process. For example, Rodrigo (2011) investigates how emotions interact with language learning beliefs, and Sadiq (2017) examines the relationship between anxiety and these beliefs.

Other variables such as personality traits, gender, and self-efficacy have also been explored in recent studies (Ahmadi et al., 2016; Bernat et. al., 2009; Al-Bataineh, 2019; Bernat & Lloyd, 2007; Daif-Allah, 2012; Javid& Al-malki, 2018; Genç et al., 2016; Stracke, 2016). For instance, gender differences in language learning beliefs have been discussed by Al-Bataineh (2019), while Genç et al. (2016) focuses on the link between self-efficacy and language proficiency.

These studies have been conducted in various learning settings, including but not limited to foreign language learners in the USA (Horwitz, 1999; Kern, 1995), ESL learners in the USA (Horwitz, 1987), and EFL learners in other countries (Akbari, 2019; Alsamaani, 2014; Genç et al., 2016; Kalaja & Barcelos, 2012). This breadth of research highlights the adaptability of the concept, as well as the significant ways in which beliefs about language learning are linked to the learning process, including student achievement, the use of learning strategies, and investment into language learning.

The influence of learner beliefs on language learning strategies and outcomes is a crucial aspect to consider. As mentioned earlier, beliefs about language learning might be shaped by and interrelated with elements such as learners' experiences, motivation, and investment (Bidari, 2021). These beliefs, in turn, can significantly impact learners' choice of learning strategies, their engagement with language learning tasks, and their overall success in acquiring a language.

For instance, learners who believe that grammar is the most important aspect of language learning may focus more on grammar-oriented strategies, such as memorizing rules and completing structured exercises. In contrast, learners who believe that natural exposure and communication are key to language acquisition may prioritize strategies that involve authentic interaction and immersion in the target language (Riley, 2009; Tanaka & Ellis, 2003). These differences in beliefs and strategies can ultimately lead to varying levels of achievement in second language learning (Yang, 1999; Zhong, 2013).

2.3   Approaches to Researching Learner Beliefs

The crucial role that beliefs play in affecting the language learning process and learning outcomes required the use of multiple approaches to assess and measure beliefs (Kern, 1995). The main purpose of measuring beliefs about language learning was initially to understand the learners' and teachers' beliefs and identify positive and negative beliefs (Mohebi & Khodadady, 2011). Positive beliefs about language learning usually are accurate, facilitating beliefs that allow students to identify and use better learning strategies to enhance their learning success chances (Boakye & Adika, 2020). They are also positive from the teachers' perspective as they tend to allow the teachers to engrain their positive beliefs into their students and help them make sure students know the best learning strategies to ensure a level of success. Negative beliefs, on the other hand, are mostly detrimental beliefs that reflect the learners' previous learning experiences and create a level of difficulty that both students and teachers find hard to manage and this situation compels professional training for teachers and continuous counselling for students to mitigate the effects these debilitating beliefs might have on learning outcomes (Altan, 2006; Boakye& Adika, 2020). The main approaches used to identify, measure and classify beliefs are usually a matter of researcher's choice and are pertinent to what the researcher is trying to find about his sample's beliefs about language learning. Ellis (2008) and Barcelos (2000) identify three main approaches:

the normative approach, the metacognitive approach and the contextual approach. These approaches will be discussed below.

2.3.1   Normative Approach

The first one is the normative approach that has been used by Horwitz in her studies (1985, 1988) and several studies after that, in which Likert-scale questionnaires are used to investigate beliefs. Horwitz used a 27-item questionnaire for teachers and 31 and 34-item questionnaire respectively for students' beliefs. These questionnaires grew in popularity after their initial use and were subsequently used in various small and large-scale studies (Kuntz, 1996; Horwitz, 1999). The normative approach aims at describing and classifying learners' beliefs about language learning, instead of examining the nature of beliefs. Additionally, this approach considers beliefs to be guides that outline learners' behaviour, determining their future actions and therefore governing their success or failure (Barcelos, 2000). Research in the normative tradition has usually been carried out using questionnaires, mainly the BALLI model, although there is a considerable body of research that has used newly customised and

developed questionnaires (Cotteral, 1995; Elsaadany, 2021; Ghafor et al., 2022; Mori, 1999) and other closed-choice questionnaires. This approach tends to view beliefs about language learning as stable entities that can be measured quantitatively to generate findings in the form of themes and patterns of similarities and differences among comparable groups (Horwitz, 1999). In doing so, the normative approach somewhat neglects the evolutionary nature of beliefs and focuses on the fallibility of learners' beliefs through numerical representations and descriptive statistics of emerging themes which makes this approach open to criticism for reducing what is essentially a rich and messy construct (Fives & Buehl, 2008; Pajares, 1992).

Studies in the normative approach had some fruitful results and proved to be influential in identifying the ways beliefs affect behaviours, learning strategies, approach to learning, and learning outcomes. However, this approach does not come without limitations. The first of which is described by Barcelos (2006: 14-15), as the complex nature of beliefs and the possibility of influence that other factors such as experiences and motivation might have on these beliefs. The second limitation is the limitation of questionnaires in general and the BALLI questionnaire in particular, where beliefs profiled in such studies are only those identified by the researcher, and therefore might not reflect the respondents' beliefs in full. Another potential limitation is the risk of misunderstanding items of the questionnaire.

Although the normative approach presents the aforementioned limitations that might affect understanding the beliefs of participants, it is still highly used in the study of beliefs about language learning as it allows the study of large data samples and facilitates identifying sets of beliefs and their underlying themes, in both, descriptive and statistical correlations that help identify links between existing beliefs and factors such as gender, age, nationality and proficiency. Recent studies tended to use other research methods such as open-ended questions, interviews and focus groups in order to validate the questionnaires and overcome the normative approach's limitations. In the present study, the normative approach has been mainly used to identify beliefs of university non-English Major students. The BALLI questionnaire has been modified and adapted to the requirements of the targeted context and further supported by qualitative research methods to have in-depth data and manage some of the limitations.

2.3.2   Metacognitive Approach

The second approach is the metacognitive approach where beliefs are defined as metacognitive knowledge based on Wenden's (1987) framework of beliefs, who, in turn, based her conception on theories first introduced by cognitive psychologist, Flavell.

Her framework was formulated around the same time Horwitz introduced BALLI and viewed the concept of beliefs in a very similar way to the normative approach, in that it maintains that acquired knowledge can be wrong and falsified, it views knowledge specific to language learning as a determinant of success or failure (Barcelos, 2000) and considers beliefs to be stable. However, unlike the normative approach, it does not view beliefs as concepts that have to be understood as misconceptions. Wenden (1987, 1998, 1999, 2001) conducted various studies within this framework and employed semi-structured interviews and self-reports for data collection. Results from her (1987) study allowed her to determine learners' prescriptive beliefs and ultimately categorize these prescriptive beliefs into three main groups. The first group was the importance of natural use of language through practice, repetition and use of the language in an environment that is exposed to the target language. The second group focused on grammar, vocabulary, language courses and learning about the language. The third group was concerned with the emotional aspect of learning, and the aptitude for learning. The beliefs identified were somewhat different from BALLI studies and produced new themes that could be expanded into new sets of beliefs, such as the role of culture. Wenden concluded that these differences lead to the development of a "more comprehensive and representative set of beliefs" (Wenden & Rubin, 1987). Other researchers used varied tools to collect qualitative data from learners such as diaries, interviews and listening diaries. The latter was found to help students identify their own learning strategies and help learners articulate their beliefs about learning (Goh, 1997).

2.3.3   Contextual Approach

The third and last approach is the contextual approach or the Socio-cultural approach (Bernat, 2008). In this approach, beliefs are considered to be embedded in the learners' context (Barcelos, 2000; Bernat & Gvozdenko, 2005), which means that beliefs are not investigated from a single perspective, but from a number of perspectives promoting a holistic approach. Contextual research on beliefs is mainly qualitative in nature and focuses on the interpretive paradigm. Studies in this approach are as diverse in employing theoretical frameworks (Alanen, 2003; Barcelos,2000) as they are diverse in the use of data collection tools like ethnographic

classroom observations, informal discussions, and stimulated recalls (Barcelos, 2000), diaries (Hosenfeld, 2003) and discourse analysis (Kalaja, 2003). Despite the diversity in frameworks, instruments and views in these studies based on the diversity of the contexts, there is a common underlying basis. Researchers tend to investigate beliefs as representations of social constructs reliant on specific social settings in a specific context without the need for generalizations across different contexts (Kozaki & Ross, 2011). The use of multiple data collection tools in this approach allows researchers to acquire quite a rich data about participants that surpasses the study of just beliefs to the tools and experiences that lead to the conception of those beliefs. In-depth studies that use the contextual approach usually focus on a small number of participants for a better understanding of their beliefs and the underlying factors that shape and help affect their beliefs. For instance, Suzuki (2015) utilised a variety of tools, including in-depth interviews, journals, written reports, observations, and school records, in order to track how beliefs about English language learning develop among Japanese high school students, identifying both beneficial and interfering beliefs. Additionally, Peng (2011) explored changes in beliefs about English teaching and learning during a student's transition to college, demonstrating how beliefs are mediated by classroom environments through the use of semi-structured interviews, classroom observations, and learning journals.

While the metacognitive and the contextual approaches are both very important in investigating the small-scale, in-depth descriptive and interpretive analysis of beliefs, and are also very helpful in triangulating data, they can be limiting in terms of selectivity of data, subjectivity of interpretations and context specificity which limits broader exposure and generalizations.

Recent studies in the Algerian context have employed a variety of approaches to investigate concept similar to learner beliefs about language learning. For example, Nouioua (2018) focused on exploring attitudes towards learner autonomy, the utilization of learning strategies, and their impact on language achievement among 82 Algerian students studying English as a Foreign Language. The study utilized two main questionnaires adapted from previous works to gather data on learners' attitudes towards autonomy and their use of learning strategies. The findings of this study argued that there is a notable correlation between learners' attitudes towards autonomy and their language achievement. Additionally, the study claimed that metacognitive strategies and perseverance in learning strategies are significantly correlated with higher language achievement. Similarly, Chennini and Merbouh (2021) utilized

structured questionnaires administered to EFL teachers. This questionnaire aimed to explore their attitudes towards integrating thinking skills in teaching and assessing students.

The present study draws upon the strengths of both the normative and metacognitive approaches to investigate the beliefs about language learning held by Algerian university non-English major students. By employing a modified version of the BALLI questionnaire, which is rooted in the normative approach, this study aims to identify and classify learners' beliefs on a large scale, allowing for the examination of patterns and trends across the sample population. However, recognizing the limitations of relying solely on a questionnaire, such as the potential for misinterpretation of items and the inability to capture the full range of learners' beliefs, this study also incorporates elements of the metacognitive approach.

Focus group discussions are used to complement the questionnaire data, providing a more in-depth and nuanced understanding of learners' beliefs. These discussions allow participants to articulate their beliefs in their own words, elaborate on their experiences, and reflect on the factors that have shaped their beliefs about language learning. By combining the large-scale, quantitative data obtained through the BALLI questionnaire with the rich, qualitative insights gained from the focus group discussions, this study aims to provide a comprehensive and balanced understanding of Algerian university non-English major students' beliefs about language learning.

While this approach may seem to revisit the psychological perspective on learner beliefs prevalent in the 1980s, it is important to note that the present study situates these beliefs within the contemporary context of Algerian higher education and takes into account the complex interplay of individual, social, and cultural factors that shape learners' beliefs and experiences. By merging aspects of the normative and metacognitive approaches, this study seeks to bridge the gap between the identification and classification of beliefs on a large scale and the in-depth exploration of the sources and consequences of these beliefs for individual learners.

2.4 The Beliefs About Language Learning Inventory (BALLI)

2.4.1 Development and Versions of BALLI

In order to examine the beliefs and similar constructs of students as well as teachers about language learning, researchers have utilised numerous extraction techniques, some of

which are questionnaires, surveys, interviews, observations, journals, stimulated recalls, listening activities and reflective protocols (Alhamami, 2019; Mohammadi et al., 2015). One of, if not, the most popular instruments to investigate beliefs on a large scale is the inventory developed by Horwitz called the Beliefs about Language Learning Inventory (BALLI). BALLI generated data for numerous studies under a variety of circumstances and in different contexts. A majority of researchers consider it to be a valid instrument either on its own or in addition to qualitative data collection tools (Alhejaily, 2020; Abdolahzadeh & Nia, 2014; Alsamaani, 2014; Kern, 1995; Mantle-Bromley, 1995; Richardson, 2014; Rifkin, 2000; Tumposky, 1991).

In each of her 3 main studies, Horwitz has made adjustments and modifications to BALLI in order to accommodate the study needs of each different group and different context. Similarly, in this study the BALLI questionnaire is used as the main data extraction tool and is remodelled to fit the context of the Algerian university language classroom. To this effect, the changes made to the BALLI questionnaire (see section 4.5.2.1 for a detailed account) take into consideration the cultural and linguistic values of the Algerian context. Although BALLI is used as part of the normative approach to study beliefs, this study does not consider beliefs as static but views them as changing and complex and acknowledges that beliefs explored in this study represent snapshots of beliefs about language learning of different participants, at different stages of learning English at the university classroom.

Horwitz (1985) first created BALLI to access "teachers' opinions on a variety of issues and controversies related to language learning" (p. 334). Several people contributed to the creation of the instrument, the statements that were used in the first BALLI were derived from a free recall activity, initiated by 25 language teachers (Horwitz, 1985; 1988). Horwitz then refined and rephrased the teacher-generated list of beliefs with the help of her colleagues in psychology and cognition. Horwitz clarified that the inventory was developed both for research purposes as well as teacher training purposes.

The first version of BALLI encompassed 27 Likert-scale items (questions) with scales ranging from strongly agree to strongly disagree. The inventory was set to assess the beliefs about language learning in five main areas: foreign language aptitude, the difficulty of language learning, the nature of language learning, language learning strategies and motivation and expectations.

In later studies, Horwitz modified the inventory to be usable with other groups of participants as well. Ultimately, the instrument widened in scope as "the changes she made were pertinent to the validity of the instrument, as it related to the different sampled groups" (Kuntz, 1996) and BALLI was expanded into three different versions: a foreign language teacher version (Horwitz, 1985), an ESL version (Horwitz, 1987), and an English-speaking learners of a foreign language version (Horwitz, 1988). However, Horwitz did not develop the inventory to be used for EFL students in particular. Most of the studies that were conducted in an EFL context, such as the Algerian context then, used the ESL version of the inventory and modified it to suit their particular group of learners. BALLI was usually translated into the first language of the students to adapt to their language ability levels. In the present study, a modified version of the original ESL version of BALLI was used (see appendix A, B).

2.4.2   Key Themes in BALLI Research

There are mainly four main themes of the Beliefs About Language Learning Inventory (BALLI), which are foreign language aptitude, the difficulty of language learning, the nature of language learning, language learning strategies and motivations and expectations. The first of which, refers to the innate ability to learn a language. It is a widely held belief that some individuals possess a natural talent for learning languages, which can significantly influence their approach to language learning and their eventual success (Wickelmaier, 2015). However, this belief has been challenged by research suggesting that language learning success is more closely related to factors such as motivation, learning strategies, and exposure to the language (Tarasenko, et al., 2022). The second theme is the difficulty of language learning, which encompasses beliefs about the relative difficulty of certain languages and the age at which it is best to learn a new language. For example, some learners may believe that certain languages are inherently more difficult to learn than others, or that language learning becomes more difficult as the person gets older (Mori, 1999). These beliefs can impact learners' motivation and willingness to invest effort in language learning (Horwitz, 1988). The third theme is the nature of language learning, which refers to beliefs about the processes involved in language learning. For instance, some learners may believe that learning a language primarily involves memorizing vocabulary, while others may view it as a process of communication and cultural immersion. These beliefs can shape learners' attitudes towards language learning and their choice of learning strategies (Altan, 2006; Kern, 1995; Kolb, 2007). The fourth theme, language learning strategies, discusses the techniques and methods that learners use to learn a language. Beliefs in this area can include the effectiveness of different strategies, such as the use of flashcards

for vocabulary memorization or the practice of speaking with native speakers. These beliefs can influence the strategies that learners choose to use and their overall approach to language learning.

Recent studies in the Arab context and similar contexts have further explored the themes that emerge from the BALLI questionnaire. For example, Al-Zubaidi & Sazalli (2017) investigated the beliefs of Arab undergraduate students studying at Malaysian universities, using an adapted version of the BALLI. The research assessed students' beliefs in key areas of language learning, highlighting how cultural and educational backgrounds may influence these beliefs. In a different context Meshkat & Saeb (2014) investigated the impact of cultural influences on perceptions using BALLI. The study looked into Iranian high-school students' beliefs about learning English and Arabic and found significant differences in beliefs about language aptitude, learning strategies, and motivation.

2.4.3 Limitations and Criticism of BALLI

Several researchers used Horwitz's BALLI as the main instrument in their studies, using any and all of the varieties of BALLI, however, a great number of researchers preferred to modify the instrument in terms of language, context, participants and themes, in addition to including modifications into the analysis template. In summary, the limitations of BALLI can be categorised into the following:

Lack of context-specificity: The BALLI is designed as a general measure of language learning beliefs, but beliefs can vary depending on the specific language learning context. The inventory may not capture the nuances of beliefs in different settings, such as foreign language classrooms versus second language immersion (Barcelos, 2003).

Limited scope: The BALLI focuses on a limited set of beliefs and does not encompass all possible beliefs that learners may hold about language learning. It may not capture beliefs related to specific language skills, such as reading or writing (Horwitz, 1999).

Self-report nature: The BALLI relies on self-reported data, which may be subject to social desirability bias or inaccurate self-assessment. Learners may respond in ways that they believe are expected or socially acceptable rather than reporting their true beliefs (Durmaz et al., 2020).

Reliability and validity concerns: Some studies have raised questions about the reliability and validity of the BALLI. The factor structure of the inventory has not always been consistent

across studies, and some items may be interpreted differently by different respondents (Nikitina & Furuoka, 2006).

Lack of consideration for dynamic nature of beliefs: The BALLI provides a snapshot of learners' beliefs at a single point in time. However, beliefs are dynamic and can change over time as learners gain more experience with language learning (Peng, 2011).

It is necessary to acknowledge the limitations mentioned above and agree that certain aspects of BALLI have been criticised for their validity and reliability, however, it is important to note the flexibility and adaptability that BALLI offers. In fact, Horwitz herself attempted to adjust BALLI several times and aimed at accommodating most of the groups that might benefit from an investigation of beliefs. Several researchers utilized BALLI in their studies, most of which included modifications to the instrument's Language, to the number of items in the questionnaire (Bacon & Finnemann, 1990; Campbell& Ortiz, 1991; Campbell, 1993; Thompson & Aslan 2015), the number of participants (Campbell & Ortiz, 1991) or otherwise kept the same format but used a different sample and a different type of analysis(Fox, 1993; Kern, 1994; Mantle-Bromley, 1995; Shahsavar et al., 2023; Tumposky, 1991; Yang, 1992). These limitations can be further mitigated through context-specific modifications to the inventory and data analysis measures. Another way to mitigate the effects of its limitations is using it along with other qualitative tools that provide more insights about the specific phenomena being studied, ensuring the validity and reliability of the items and the questionnaire as a whole through the use of both quantitative and qualitative data collection and analysis measures that ensures the validation of the BALLI (see sections 4.5.2.1 and 4.7).

2.5   Motivation and Investment in Language Learning

The exploration of language learning has traditionally been influenced by the concept of motivation, a psychological construct that has been extensively recognized as a key determinant of language learning success (Gardner & Lambert, 1972; Csizér & Dörnyei, 2005). However, contemporary developments in the field have led to a paradigm shift from motivation to investment, a concept that encapsulates a broader range of socio-cultural and political factors influencing language learning (Darvin & Norton, 2023; Norton, 2013).

Motivation in language learning has been a focal point of research for several decades, with various theories proposed to elucidate its role in the learning process (Dörnyei, 2020). Gardner and Lambert's (1972) socio-educational model, for instance, distinguishes between

integrative and instrumental motivation. This model has been influential in shaping our understanding of motivation in language learning, but it has also been critiqued for its binary nature (Ushioda, 2008).

Dörnyei and Otto's (1998) process-oriented model views motivation as a dynamic process that changes over time and across different stages of the learning process. This model has been instrumental in highlighting the temporal aspect of motivation, emphasizing the importance of maintaining and protecting motivation to ensure sustained effort in language learning (Dörnyei, 2005).

Furthermore, Dörnyei's (2009) L2 Motivational Self System has gained prominence, which incorporates elements of the learner's identity and vision of their future self into the understanding of motivation. This model has been influential in bridging the gap between individual psychological factors and the socio-cultural context of language learning (Ryan, 2009).

Despite the significant contributions of these theories, they have been critiqued for their limited scope, primarily focusing on individual psychological factors and largely ignoring the socio-cultural and political dimensions of language learning (Norton, 2013; Block, 2013). This has led to the emergence of the concept of investment, which extends beyond the individual learner to include the social, cultural, and economic resources that learners invest in the language learning process (Norton, 2013; Darvin & Norton, 2021). The shift towards investment recognizes that language learners are not just motivated individuals, but also social beings who invest their time, effort, and resources in learning a language based on their identities, desires, and commitments (Darvin & Norton, 2021; Pitkänen-Huhta & Holm, 2012). This perspective acknowledges the complex interplay of factors that influence language learning and underscores the need for a more comprehensive approach to understanding and facilitating language learning.

However, it is important to recognize that the concept of 'beliefs' remains relevant as a foundational element that underpins both motivation and investment. The study of learner beliefs about language learning aimed to identify and classify learners' beliefs, viewing them as relatively stable guides that shape learners' behaviours and determine their success or failure (Barcelos, 2000). While this static view of beliefs has been challenged by more recent research, the notion that learners' beliefs influence their language learning experiences remains a fundamental premise.

By viewing beliefs as a semi-solid basis that shapes learners' engagement with language learning, while also recognizing the situated and dynamic nature of beliefs, researchers can develop a more comprehensive understanding of the complex factors that influence language learning experiences and outcomes. Beliefs can be seen as a foundation that influences the more fluid and situational constructs of motivation and investment. Learners' beliefs about themselves, their abilities, and the learning context continue to play a role in shaping their motivation (Dörnyei, 2009), while their beliefs about their own identities, the target language community, and the learning context also shape their investment (Norton, 1995, 2013).

Recent research on learner beliefs (Kalaja & Barcelos, 2019) has shifted towards a more contextual and dynamic understanding, recognizing that beliefs are shaped by learners' experiences, social interactions, and the broader cultural and ideological context. This situated view of beliefs aligns with the contemporary perspectives on motivation and investment, which emphasize the importance of context and the fluidity of learners' engagement with language learning. By conceptualizing beliefs as a situated construct, researchers can explore how learners' beliefs evolve in response to their experiences and how they interact with motivation and investment in shaping language learning outcomes.

Thus, while the study of learner beliefs has evolved since the 1980s, the concept remains relevant as a foundational element that underpins both motivation and investment. By acknowledging the ongoing relevance of beliefs, researchers can develop a more comprehensive understanding of the complex factors that influence language learning experiences and outcomes, bridging the gap between earlier research on beliefs and contemporary perspectives on motivation and investment.

2.5.1 Theories of Motivation

The study of motivation in language learning has evolved significantly over the years, with various theories and models proposed to understand its role and impact. Here, we provide a comprehensive account of the development of this field, highlighting key concepts and recent research.

2.5.1.1 Early Theories of Motivation

One of the earliest and most influential theories of motivation in language learning is the socio-educational model proposed by Gardner and Lambert (1972). This model distinguishes between integrative and instrumental motivation. Integrative motivation refers to the desire to

learn a language in order to integrate into a community of speakers of that language, while instrumental motivation refers to the desire to learn a language for utilitarian purposes, such as career advancement or academic achievement (Ma et al., 2023; Melzi & Schick, 2012).

Another early theory of motivation in language learning is the self-determination theory (Deci & Ryan, 1985). This theory posits that individuals are more likely to be motivated to learn a language when they feel autonomous and competent, and when they perceive the learning activity to be related to their personal goals and values (Rahmanpanah, 2017; Shelton-Strong & Mynard, 2021). These theories of motivation have provided a foundation for subsequent research in the field of language learning motivation. However, they have also been critiqued for their focus on individual psychological factors, with less attention paid to the social, cultural, and political contexts in which language learning takes place (Ushioda, 2022).

2.5.1.2   Process-Oriented Model

The process-oriented model of motivation in language learning, as proposed by Dörnyei and Otto (1998), represents a significant shift from static, trait-like conceptualizations of motivation towards a more dynamic, situation-specific understanding. This model posits that motivation is not a fixed attribute, but rather a process that evolves over time and is influenced by a variety of factors. The process-oriented model is divided into three stages: the preactional stage, the actional stage, and the postactional stage. In the preactional stage, individuals form their initial goals and intentions. In the actional stage, these goals and intentions are translated into action, and motivation may fluctuate based on the individual's experiences and perceptions of progress. In the postactional stage, individuals reflect on their actions and outcomes, which can influence their future motivation.

This model has been influential in highlighting the dynamic nature of motivation and the importance of considering the specific contexts and stages of language learning. However, it has also been critiqued for its complexity and the difficulty of operationalizing and measuring the various stages and components of the model (Dörnyei, 2009).

2.5.1.3   L2 Motivational Self System

The L2 Motivational Self System (L2MSS), as proposed by Dörnyei (2009; 2020), is a significant advancement in the field of language learning motivation. This model integrates various aspects of previous motivational theories and introduces the concept of the 'self' to the

field of second language acquisition. The L2MSS comprises three components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience.

The Ideal L2 Self refers to the learner's vision of themselves as a successful user of the target language. This component is closely related to integrative motivation, as it involves the desire to become part of the L2 community (Dörnyei, 2009). The Ought-to L2 Self, on the other hand, is associated with the attributes that the learner believes they should possess to meet expectations and avoid negative outcomes. This component is akin to the concept of instrumental motivation, as it is driven by more pragmatic considerations such as the potential career benefits of learning the target language (Csizér & Dörnyei, 2005). The L2 Learning Experience pertains to the immediate learning environment and experience, including the impact of the teacher, the curriculum, the success or failure in language tasks, and the overall enjoyment of the learning process. The L2MSS has been influential in highlighting the role of self and identity in language learning motivation. However, it has also been critiqued for its focus on the individual learner, with calls for more research on the social and contextual factors that shape the L2 selves (Ushioda, 2022).

The study of motivation in language learning has evolved from early theories focusing on integrative and instrumental motivation to contemporary models that incorporate individual identity and socio-cultural context. Current research is exploring the role of machine learning and artificial intelligence in language learning, providing new insights into the nature of motivation and its impact on language acquisition (Fathi et al., 2021; Hu et al., 2021).

2.5.2 Norton's Investment Theory

In the current study, the aim is to examine the relation between the beliefs about language learning and the language learning investment of Algerian non-English Majors students, more specifically, the role that the students' beliefs about learning English might play in influencing their investment in their English language classes. The concept of learner investment was first introduced by Norton-Peirce (1995) and has become a central concept in Applied Linguistics and language education (Block 2007; Kramsch 2013). It is one of the four major concepts that underpin Norton's theory of identity: identity, power, investment and imagined communities and identities. In her early research Norton (2000; 1995), found that "high levels of motivation did not necessarily translate into good language learning, and that unequal relations of power between language learners and target language speakers were a common theme in the data" (Norton, 2013: p.6). Even if learners are motivated to learn a certain

language, they can fail due to other reasons. Following in the work of Bourdieu (1984; 1991), Norton developed the sociological notion of investment to complement the psychological construct of motivation in language learning (Aldhaif, 2020).

In the context of this research, the concept of investment is particularly relevant as it offers a more comprehensive and nuanced understanding of learners' engagement with language learning. While motivation is often seen as an individual, psychological factor, investment recognizes the complex social, cultural, and historical factors that shape learners' commitment to language learning (Darvin & Norton, 2021). By examining the relationship between Algerian non-English Majors students' beliefs about language learning and their investment in English language classes, this study aims to uncover the ways in which learners' beliefs, shaped by their experiences and sociocultural context, influence their willingness to invest time, effort, and resources in language learning.

The explanatory potential of the investment concept lies in its ability to account for learners' actions and decisions in relation to language learning that may not be fully explained by motivation alone. For instance, a learner may be highly motivated to learn English but may not invest in language learning opportunities due to perceived or actual power imbalances in the classroom or broader society (Darvin & Norton, 2023). By exploring the role of beliefs in shaping learners' investment, this study seeks to provide a more comprehensive understanding of the factors that may contribute to or hinder learners' engagement with language learning, thus informing pedagogical practices and interventions that can foster more equitable and effective language learning experiences.

The research design and analysis of this study (see section 4.5 and 4.6) are closely linked to the conceptual framework of investment. The questionnaire (see Section 4.5.1) and focus group (see Section 4.5.2) are designed to capture the complex interplay between learners' beliefs and their investment in language learning. The questionnaire includes items that probe learners' beliefs about the value of English language learning, their perceived identity as language learners, and their willingness to invest time and effort in language learning activities. The interviews further explore these themes, allowing for a more in-depth understanding of how learners' beliefs and experiences shape their investment in language learning.

In summary, the concept of investment is central to this research, as it provides a powerful explanatory framework for understanding the complex factors that shape Algerian non-English Majors students' engagement to English language learning. By designing the

research instruments and analyzing the data through the lens of investment, this study seeks to contribute to a more comprehensive understanding of the role of beliefs in language learning and to inform pedagogical practices that can foster more equitable and effective language learning experiences.

2.5.2.1 Identity

Bonny Norton's conceptualization of identity, as delineated in her Investment Theory, represents a significant departure from traditional views of identity as static and unchanging (Norton, 1995). Norton posits a dynamic, multifaceted, and socially constructed understanding of identity, which is continuously negotiated and renegotiated through social interactions and experiences (Norton, 2000). Central to Norton's theory is the notion that investment in language learning is simultaneously an investment in a learner's social identity. As learners engage with a new language, they are not merely acquiring linguistic competencies; they are also navigating their way into a new community of speakers, thereby investing in a new social identity (Norton, 1997). This perspective underscores the intricate relationship between language learning and identity formation, suggesting that the process of learning a language is inherently tied to the process of becoming a member of a new social group (Norton & Toohey, 2011). Norton's theory also acknowledges the multiplicity of identities that language learners possess. These identities, which can shift over time and across different contexts, significantly influence the degree of a learner's investment in language learning (Norton, 2020). For instance, a learner may identify as a novice in a formal classroom setting but may perceive themselves as proficient in informal conversations with peers. The recognition and validation of these identities can either enhance or impede a learner's investment in the language learning process (Darvin & Norton, 2015).

Furthermore, Norton's conceptualization of identity emphasizes the role of power relations in language learning. Power dynamics, often implicit, can shape learners' identities and influence their ability to engage in meaningful social interactions (Norton, 2000). These dynamics can either empower learners, thereby increasing their investment, or marginalize them, consequently hindering their language learning process (Norton & Toohey, 2011). Norton's understanding of identity within her Investment Theory provides a nuanced perspective on language learning, highlighting the complex interplay between identity, investment, and power relations. This perspective underscores the need for more inclusive and empowering language learning environments that acknowledge and validate learners' multiple identities.

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Recent studies have further expanded on Norton's work, exploring the role of identity in language learning investment in various contexts. For example, Mustafa and Hamdan Alghamdi (2020) investigated the investment of Saudi female students in learning English as a foreign language. The study proposes Push-Pull perspective where Push Factors (internal conditions moving them to learn EFL) and Pull Factors (external conditions drawing them to learn EFL at home) influence the level of investment among language learners. The findings suggest that the participants' investment was influenced by their religious and cultural identities, as well as their desire to challenge gender stereotypes and pursue educational and professional opportunities. They viewed learning English as a Foreign Language as a source of empowerment, enabling them to advance their careers, pursue knowledge, and promote their children's education. However, their agency in learning EFL was sometimes constrained by gender roles and religious interpretations.

in a recent doctoral study led by El Ouali (2020), the investigation delved into how English language influences the cultural identity of Algerian EFL learners. Employing a mixed methods approach, including questionnaires, interviews, focus groups, and observations, the study uncovered that despite differences in their understanding of language learning and cultural significance, learners from diverse academic backgrounds exhibited positive attitudes towards the culture associated with the target language. Their investment in English language learning through voluntary extra learning activities, inside and outside the university, including participation in communities of practice made them positioned to actively shape their identities. It highlighted the role of students' social, cultural and linguistic identities in shaping their investment, as well as the impact of societal discourses on their language learning experiences.

While these recent studies were published after the initial design of the current research, they demonstrate the growing interest in and conceptual development of the role of identity in language learning investment. The findings of these studies underscore the importance of considering the complex interplay between learners' identities, sociocultural factors, and language learning experiences, which is a central focus of the present study. By examining the relationship between Algerian non-English Majors students' beliefs about language learning and their investment in English language classes, this research aims to contribute to the ongoing conceptual development in this field and provide further insights into the role of identity in shaping language learning investment in the Algerian context."

2.5.2.2   Ideology

The concept of ideology is an integral part of Bonny Norton's work on identity in language learning. While Norton's Investment Theory primarily focuses on the notions of investment and identity, it implicitly engages with the idea of ideology, highlighting how it shapes and is shaped by learners' identities (Norton, 1995). Ideology, in this context, refers to the systems of beliefs, values, and ideas that influence our understanding of the world and guide our actions. These ideologies are not neutral; they are imbued with power and can privilege certain identities while marginalizing others (Norton, 2000).

One of the key ideologies that Norton's work engages with is the ideology of native-speakerism. This ideology privileges native speakers and positions them as the ideal language users, thereby marginalizing non-native speakers (Norton, 1997). This ideology can shape learners' identities, influencing how they perceive themselves and how they are perceived by others. It can also affect their investment in language learning, as they may feel that they can never fully participate in the language community unless they achieve native-like proficiency. Norton's work also challenges the ideology of monolingualism, which privileges monolingual speakers and marginalizes multilingual speakers (Norton & Toohey, 2011). This ideology often positions multilingual speakers as deficient or lacking, rather than recognizing the rich linguistic resources they bring. Norton argues for a shift towards a multilingual ideology that values and validates learners' multiple languages and identities. Furthermore, Norton's work acknowledges the influence of broader social and political ideologies, such as ideologies of race, gender, and class. These ideologies can intersect with learners' linguistic identities, shaping their experiences and investments in language learning (Norton, 2013). The concept of ideology is a crucial component of Norton's work on identity in language learning. It underscores the need to critically examine and challenge the ideologies that shape language learning contexts and practices, in order to create more inclusive and empowering spaces for learners.

Recent studies have further explored the role of ideology in language learning investment. For example, (Soltanian, et al., 2018) applied Norton Peirce's theory of investment to examine how Iranian learners invest in learning English as a second language. The study found that Iranian English as a Foreign Language (EFL) learners moderately invested in learning English and that investment levels varied significantly between male and female participants and different language proficiency levels.

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In the context of Algeria, Hiouani (2020) in here thesis titled "The West and Us" explored the ideological positions and identity constructions among students and academics in an English department at an Algerian university. It investigated how participants unknowingly position themselves ideologically through their daily activities and the impact of these positions. The study employed ethnographic methods including observations, focus groups, and various types of interviews, focusing on both the participants' language-related ideologies and broader ideological settings. The study categorizes views and behaviours of the participants into pro-Western and anti-Western, reflecting senses of superiority or inferiority, where pro-Western views include ideals such as native speakerism and West idealism, associating the West with superiority. Conversely, Anti-Western positions include westophobia, reverse-(neo)-orientalism, and ethnocentrism, reflecting a sense of superiority towards the West. The findings of this study suggest that the way participants view themselves and their relation to the West significantly affects their ideological stance, and in turn affects their identities and language learning.

The concept of ideology is crucial in understanding how societal beliefs and values shape Algerian non-English Majors students' beliefs about language learning and their investment in English language classes. In Algeria, ideologies related to the status and value of English, French, and Arabic may influence learners' beliefs and investment. The promotion of English as a global language and a means of economic and social mobility may drive learners to invest in learning English. However, ideologies prioritizing local languages and cultural identities may lead to resistance or ambivalence towards English.

The replacement of French with English adds complexity to the language learning landscape in Algeria. French, associated with Algeria's colonial past, has been seen as a symbol of cultural and linguistic imperialism. The shift towards English may be viewed as a way to assert linguistic and cultural independence from the former colonizer and align with the global dominance of English. However, this shift may also face resistance from those who view it as a new form of linguistic imperialism, threatening local languages and cultural identities.

This study aims to explore these ideological tensions and their impact on learners' beliefs and investment, providing insights into the complex language learning dynamics in Algeria. The findings may inform language education policies and practices, emphasizing the need to consider and address the ideological underpinnings of language learning to create more equitable and effective learning environments.

2.5.2.3   Capital

Another crucial component of Norton's Investment Model that helps to explain the dynamics of language learning is capital. This concept, in this context, refers to the resources that learners bring to the language learning process and that they hope to gain from it. These resources can be tangible, such as money or time, or intangible, such as social connections or cultural knowledge. Norton's theory suggests that language learners invest their capital in the hope of gaining a return on their investment (Darvin & Norton, 2021). This return can take the form of increased linguistic capital (improved language skills), cultural capital (knowledge and understanding of the target culture), or social capital (new social connections and relationships) (Jacob, 2020; Norton, 1995). However, the ability to invest and the potential return on investment are influenced by various factors, including learners' identities and the ideologies that shape language learning contexts. For example, learners who are marginalized due to their non-native speaker status may find it difficult to invest their capital and may receive a lower return on their investment (Norton, 1997). Furthermore, the concept of capital in Norton's theory is closely tied to the notion of power. Those with more capital often have more power to shape language learning contexts and practices, which can affect learners' investment and their language learning outcomes (Norton & Toohey, 2011).

In a study by Darvin and Norton (2015), they propose a comprehensive model of investment, which occurs at the intersection of identity, ideology, and capital. The model recognizes that the spaces in which language acquisition and socialization take place have become increasingly deterritorialized and unbounded, and the systemic patterns of control more invisible. This calls for new questions, analyses, and theories of identity. In another study by Ortaçtepe (2013), the author explores the role of cultural capital in second language socialization, highlighting how it can influence learners' social identities and their investment in language learning. Finally, a study by Quan (2019) examines how learners' ongoing investment in learning and using a second language relates to their L2 speaking gains post-study abroad. The study suggests that learners negotiate competing and fluctuating desires, identities, and investments that often lead to contradictory behaviours regarding their language learning and use while abroad. The concept of capital in Norton's Investment Theory provides a nuanced understanding of the dynamics of language learning, highlighting the role of resources, power, identity, and ideology in shaping learners' investment and their language learning outcomes.

Recent studies in the Algerian context have explored the concept of capital in a limited way and focus was directed mainly towards the effects that the switch from French to English

as the main foreign language might have on the globalisation of Algeria and access to new cultures, social connections and relationships. For instance, Slimani (2016), explored the teaching of English in Algeria, particularly in the context of globalisation and the increasing importance of English as a global language. He discussed the challenges and potentials of teaching English and how language policies have evolved to accommodate the needs of a global economy. Similarly, Maouche (2021), addressed the role of English language learning in Algeria's shift towards a market economy, emphasizing the importance of English for global competitiveness and the influence of economic factors on language education policy. The study discusses how the Algerian government's promotion of English is tied to economic globalization and aims to equip students with necessary skills for the global market.

2.5.3   Implications for Language Learning

The shift from the language learning motivation model to the more comprehensive investment in language learning model (Norton-Pierce, 1995) is driven by the limitations of motivation theories and the need for an approach that accounts for the complex interplay of psychological, social, cultural, and political factors in language learning. Motivation theories, such as Gardner and Lambert's (1972) socio-educational model and Dörnyei's (2009) L2 Motivational Self System, have been critiqued for their limited scope and focus on individual psychological factors, largely ignoring the sociocultural and political dimensions of language learning (Ushioda, 2008).

Research has shown that language learning is a complex, socially situated activity influenced by factors beyond individual motivation. Norton's (2000) study of immigrant women in Canada found that their engagement in English language learning was shaped by their social identities, relationships, access to resources, and perceptions of the value and benefits of English language proficiency. Darvin and Norton's (2015) model of investment further incorporates the concepts of identity, capital, and ideology, highlighting how learners' investments in language learning are influenced by their identities, access to resources, and the dominant ideologies of their societies.

In the Algerian context, recent studies have emphasized the relevance of the investment approach. Ennebati and Lenba (2020) detail the Algerian government's efforts to reform language education, focusing on enhancing English language skills to facilitate better communication, enhance productivity, and open up higher economic opportunities aligning with global economic trends and the demands of a knowledge-based economy. This suggests

that Algerian learners' language learning investment goals may be aligned with the government's efforts to use English for wider access to global markets.

The shift from motivation to investment in language learning responds to the limitations of motivation theories and provides a more comprehensive approach to understanding language learning. By adopting an investment approach, this research aims to gain a more nuanced understanding of the complex factors influencing Algerian non-English Majors students' language learning experiences and outcomes, which can inform more effective and inclusive language teaching practices in the Algerian context.

2.6 Learner Beliefs and Investment in the Algerian Context

2.6.1 Beliefs, Attitudes and Experiences of Algerian Students and Teachers Towards Language Learning

Algeria's linguistic landscape is characterized by a complex interplay of languages, including Arabic, Berber, French, and English (see section 3.2). This diversity is a result of the country's historical, cultural, and political background, particularly its experience with French colonialism and the post-independence policy of Arabization (Benrabah, 2014). These factors have significantly influenced the beliefs, attitudes, and experiences of Algerian students and teachers regarding language learning.

Numerous studies have explored the beliefs and attitudes of Algerian learners and educators towards language learning in various contexts. Benrabah (2007) discussed the challenges posed by the Arabization policy, which aimed to establish Arabic as the primary language of instruction and administration in the post-independence era. This policy created a gap between general education and higher education, affecting foreign language learning, particularly in scientific and technical fields.

Rezig (2011) investigated the factors contributing to Algerian university students' weak performance in learning English despite their high motivation. The study revealed that over 80% of the participants held positive attitudes towards English language and culture. However, a discrepancy was observed between students' attitudes and their actual performance, with many failing the final exam despite their positive attitudes. The author attributed this to the impact of the Arabization policy on the continuity between secondary and tertiary education.

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Boukerkour (2016) examined the effects of learning English as a foreign language on Algerian high school students, finding that the process influenced their physical, mental, emotional, and social characteristics. This suggests that language learning experiences can have a profound impact on students' personal development and identity formation.

Mellit et al. (2016) explored identity reconstruction among Algerian students of French and English, revealing that exposure to foreign language learning shapes students' identities and attitudes towards Western culture, which they perceive as favourable and superior. This highlights the potential for foreign language learning to induce shifts in cultural identity.

Ammari (2019) investigated the attitudes and motivations of Algerian students towards learning English as a foreign language. The study found that students held positive attitudes towards learning English and were highly motivated to learn the language. The main motivations for learning English included its perceived importance for future career prospects, access to information and technology, and the desire to communicate with people from other cultures. These findings suggest that Algerian students recognize the value of English as a global language and are eager to acquire the language skills necessary to participate in the international community.

Ammari (2019) explored the attitudes of Algerian university students in scientific disciplines towards French and English, as well as the language policies applied to them. The study utilized a mixed-method approach, employing a semi-structured questionnaire and interviews. The findings indicated complicated but generally negative attitudes towards French and positive attitudes towards English, along with dissatisfaction with current language policies concerning foreign languages. These results highlight the need for careful consideration of language attitudes and policies in the Algerian context, particularly in relation to the languages of instruction in scientific fields.

Similar findings about the significance and need of English as a language of instruction in science were found in Marouf (2020) investigated the attitudes of first-year students and teachers at Dr. Tahar Moulay University of Saida towards the Arabization of sciences. The study found that students' low achievements in scientific streams were due to the abrupt shift in the medium of instruction from Arabic in pre-university education to French at the university level. Students expressed positive attitudes towards Arabizing sciences and negative attitudes towards French. However, teachers expressed negative attitudes towards the Arabization of sciences, rejecting the top-down imposition of Arabic as a medium of instruction. Interestingly,

some students and almost all teachers expressed the urgent need for English as a medium of instruction for sciences in Algerian universities.

Krika & Merikhi (2020) investigated EFL teachers' and students' attitudes towards cultural integration in English language teaching at Mohammed Seddik Ben Yahia University-Jijel. Despite initial hypotheses suggesting negative attitudes, both groups recognized the importance of culture in language learning and supported its inclusion in the syllabus, emphasizing the need for a balanced approach that incorporates cultural content alongside language skills.

Khetir (2022) examined the effect of foreign language teaching on ESP learners' communicative needs and attitudes in Algeria. The study found that English learning for specific purposes is influenced by communicative needs, with students recognizing the importance of English as a global language for accessing knowledge and communication. The findings suggested that ESP curricula should be designed to meet learners' communicative needs and encourage effective participation, following both inner-circle and world Englishes norms.

Youcef (2021) conducted a sociolinguistic investigation into language education policies among Algerian secondary school teachers. While most teachers favoured Arabic, they perceived bilingual education as crucial for keeping pace with globalization. The teachers believed that language policy in education should be reconsidered to ensure satisfactory outcomes and an efficient education system, highlighting the awareness among educators about the importance of incorporating languages like English in the curriculum.

Dabou, Hammoudi, and Chibani (2021) investigated teachers' and students' attitudes towards target culture integration in EFL classes at the University of Sétif 2. While all teachers supported including the target culture, only 28% of students held positive attitudes. The authors suggested properly defining and approaching the target culture to sustain students' interest and encouraged teachers to integrate cultural aspects to promote understanding and respect for diversity.

The studies discussed in this review highlight the complex and multifaceted nature of language learning beliefs, attitudes and experiences among Algerian students and teachers. The historical context, particularly the impact of French colonialism and the post-independence Arabization policy, has significantly influenced these beliefs, attitudes and experiences. While students generally hold positive beliefs and attitudes towards learning English and recognize its importance for their future prospects, discrepancies with

performance have been observed, often attributed to the challenges posed by language policies and the discontinuity between secondary and tertiary education. Teachers' attitudes towards language policies and the medium of instruction vary, with some expressing dissatisfaction with current policies and emphasizing the need for English in scientific fields, which further supports the choice of non-English majors for this study. The integration of cultural content in language teaching has also been a topic of interest, with both students and teachers recognizing its importance, albeit to varying degrees. Overall, these findings underscore the need for careful consideration of language beliefs, attitudes, policies, and practices in the Algerian context, with a view to promoting effective language learning and meeting the communicative needs of learners in an increasingly globalized world.

2.6.2 Gap in Research on Non-English Major Students' Beliefs and Investment

Despite the insights provided by these studies, there is a notable gap in research concerning the beliefs and attitudes of non-English major students in Algerian universities. Most existing studies have focused on English majors who have much more exposure to English or primary and secondary school students, leaving the experiences and perspectives of university students from non-English majors, who have limited access to English and far more representative of the population, largely unexplored.

Moreover, there is limited research examining the relationship between Algerian students' beliefs about language learning and their investment in the learning process. Most research examined students' attitudes and discussed motivation as one of the variables to explore, in search of corelations between attitudes and motivation. Although beliefs and attitudes have been at times used interchangeably in the literature (see section 2.2) investment and motivation cannot be used interchangeably, as highlighted by Darvin & Norton, 2023. While a lack of motivation might be indicative of a lack of investment, the presence of motivation, is not necessarily indicative of investment. This discrepancy indicates a gap in the study of investment in the context of English language learning in Algeria. Motivation, in the context of this study is used for gaining some insight into students' interactions with language learning but is not used to mirror or generalize findings to students' investment or lack thereof. For instance, a study by Khetir (2020) focused on motivation and suggested a negative correlation between students' attitudes and their motivation to learn the language, which indicates that there is need to explore different factors that might contribute to language learning success. One of such factors, which has been relatively ignored is the concept of investment as defined by

Norton (2013), refers to the complex relationship between language learners' identity, their commitment to learning the target language, and their changing identities over time. Investigating non-English major students' beliefs and their impact on language learning investment could provide a more comprehensive understanding of the factors influencing language learning outcomes in Algeria.

Given the growing importance of English as a global language and its potential to provide access to international opportunities, understanding the beliefs and experiences of non-English major students is crucial for developing inclusive and effective language education policies and practices in Algeria. Future research should address this gap by exploring the beliefs, attitudes, and investment of students from diverse academic backgrounds, considering the complex linguistic, cultural, and socio-political factors that shape language learning in the Algerian context.

In conclusion, the studies reviewed in this synthesis highlight the complex interplay of language beliefs, attitudes, and experiences in Algeria, particularly in relation to English language learning. While progress has been made in understanding the perspectives of English major students and high school learners, there remains a significant gap in research concerning non-English major students in Algerian universities. Addressing this gap is crucial for developing a more comprehensive understanding of the factors influencing language learning outcomes and for informing the development of inclusive and effective language education policies and practices in Algeria.

2.7   Conclusion

This chapter has provided a comprehensive exploration of the constructs of beliefs about language learning and investment, highlighting their significance in shaping the language learning process. The chapter traced the development of beliefs about language learning, examining various definitions and characteristics of beliefs, as well as the factors influencing their formation and change. The role of learner beliefs in shaping the language learning process was also discussed, emphasizing the importance of considering learners' prior experiences, social and contextual factors, and the dynamic nature of beliefs.

The chapter then introduced the concept of investment in language learning, marking a shift from the traditional focus on motivation. The limitations of motivation theories were addressed, and the need for a more comprehensive approach that considers the complex

interplay of psychological, social, cultural, and political factors in language learning was highlighted. The chapter argued for the continued relevance of the concept of 'beliefs' as a foundational element that underpins both motivation and investment.

The different approaches to researching learner beliefs, including the normative, metacognitive, and contextual approaches, were also discussed. The development, themes, and limitations of the BALLI questionnaire were explored, and the importance of adapting the instrument to specific contexts and triangulating data with qualitative methods was emphasized.

Throughout the chapter, relevant research from the Algerian context was incorporated to provide a contextualized understanding of beliefs about language learning and investment. The studies discussed highlighted the complex interplay of language beliefs, attitudes, and experiences in Algeria, particularly in relation to English language learning.

The chapter concluded by identifying a significant gap in research concerning the beliefs and investment of non-English major students in Algerian universities. Addressing this gap is crucial for developing a more comprehensive understanding of the factors influencing language learning outcomes and for informing the development of inclusive and effective language education policies and practices in Algeria.

The following chapters will build upon the theoretical foundations laid out in this chapter. Chapter 3 will provide a detailed overview of the Algerian context, exploring the historical, cultural, and linguistic factors that shape language learning in the country.

Chapter 3   Languages, Culture and Identity in Algeria

3.1   Introduction

This chapter focuses on laying the context of this research project by examining the status of English language learning in Algeria from political, cultural, and pedagogical perspectives. The chapter is divided into three parts. It begins with an explanation of the language and identity conflict during French colonialism from a historical viewpoint. It then moves to engage in discussions about language divide and language planning and policies in post-independent Algeria, where the status of English politically, socially, and pedagogically is explained. These two parts explore the overarching factors affecting students' identity as language learners in a conflicted context, as beliefs about language learning are deeply ingrained in our social and cultural understanding of the status of language and its relation to our social status.

3.2   The Impact of Colonisation on the Algerian Linguistic Landscape

The profound transformations that Algeria underwent were the result of more than 132 years of colonial rule (1830-1962). During this period, the French endeavoured, and to a certain degree, succeeded in their objective to dismantle the Algerian identity through a series of decisions aimed at the eradication of religion, language, and culture. Slimani-Rolls (2016) characterizes the impact of French decisions on Algeria as follows: "Decisions made by France about Algeria's language, culture, and educational policies over the following decades have undeniably left their mark on its socio-cultural fabric" (p. 117).

Concurrently, France was asserting its presence on Algerian soil by completely disregarding the Algerian identity and initiating the law of Assimilation of Algerians into French culture (Belallem, 2014; Djité, 1992; Murphy, 1977; Slimani-Rolls, 2016).

The Assimilation law was part of what France termed mission civilisatrice, which was perceived as the mission to disseminate knowledge and transform Algeria, which was believed to have a literacy rate of 40-50% in Arabic when France first colonized it (Slimani-Rolls, 2016),

into a civilized country. The mission civilisatrice primarily focused on modifying the language and culture of Algerians to align with the French. Thus, France aimed to alter the Algerian identity through the incorporation of its language and culture. This was proclaimed by the French as a necessary change on the path to achieving civilization (Ait Mous et al., 2020; Slimani-Rolls, 2016; Vince, 2015).

Language, being the medium through which culture is communicated among individuals and communities, was a prime target. Since Arabic was the language of religion in Algeria, and Islam was the foundation of Algerian society, French officials targeted the language by focusing on eliminating the Arabic language in its entirety, along with the cultural values it embodies. The French began their mission by imposing French as the national language in 1848 (Belallem, 2012; Murphy, 1977; Slimani-Rolls, 2016). They closed mosques and schools where Algerians used to go until the age of nine to study Islamic and Qur'anic studies and encouraged them to join the French schools open around some regions of the country to study secular subjects.

Moreover, Arabic was entirely marginalized and suppressed for more than a century under French rule. With Algerians resisting the assimilation and acculturation efforts and refusing to send their children to these schools for fear of losing their national, cultural, and Islamic identity. The mission to spread knowledge, the mission civilisatrice, left Algerians with a literacy rate of 10% by the end of French colonialism (Ait Mous et al., 2020; Benrabah, 2013; Everett, 2014; Rolls, 2016). In the late 1920s and early 1930s, various efforts were made by educated Algerian teachers to revive Arabic within society. They succeeded in 1931 in establishing clandestine schools to teach Arabic literacy and Islamic sciences to young Algerians. Following these efforts to reintroduce and reintegrate the Arabic language, as well as the spread of nationalist and anti-colonialist ideology, France was compelled to declare Arabic as a foreign language in 1938 (Belallem, 2012; Ennaji, 1991; Ezzaki & Wagner, 1991; Vince, 2015).

In many respects, the French focus on culture and identity construction through language over the extended period of 132 years left the Algerian people in a state of confusion regarding the formation and reclamation of an independent identity distinct from the French. This era, to put it mildly, has significantly impacted Algeria and Algerians in their beliefs, customs, traditions, and most importantly, their language and religion. After all, according to Benrabah (2005), Algeria "is the only country which lived under French assimilationist colonial rule for 132 years" (p. 379). Algerians were left with a majority speaking Derja as the dialect, Arabic for those who were able to learn in mosques before their closure by the colonizer or secretly after they

were banned, the Berber varieties of specific groups, and the French language for those who were taught in French schools. The linguistic divide that French colonialism left was the foundation for decades of continuous struggle and effort to retrieve a stolen identity through the integration of some languages and the dissemination of others to demonstrate a sense of decolonial detox.

3.3   Language Planning and Policies in Algeria

The Algerian educational policies after the colonial period have undergone various dramatic changes. From the entire dependence on French and considering French a cultural imperative right after the independence war, which was, in essence, the base for the Algerian shift to a monolingual country after the adoption of the Arabization policy. The latter was intended to alter the existing beliefs, but according to Mami (2013), those decisions were too "centralised" and "fragmented" to build a real national entity as it only had one focus, which was: "a national regime clustered on its Arabic and Muslim identity without open-frontiers on any further establishments" (p. 910). Algeria was left with three main languages: Arabic, French, and Derja (the colloquial spoken language, which comprises many varieties that span across Algeria), in addition to three or more varieties of the Berber language (Tamazight, Chaoui and Tergui).

Educational policies and language planning in Algeria have had four main periods of change throughout its modern history. Each of these periods was characterized by a change, whether it was political, governmental, or societal. The following table summarises the status of each language from independence to current Algeria, in addition to the status of the English language, which later became a language of debate.

Language	Date	Status
Derja	1962	No official status: Colloquial language
Arabic	1962	National language
Tamazight	1962	No Official Status/ not recognized: Minority language
	2016	Official language
French	1962	Second Language
	2000	First Foreign Language
English	1990	First Foreign Language
	2000	Second Foreign Language
	2016	First Foreign Language

Table 1 A summary of the status of different languages in Algeria

3.3.1   The Role and Status of Derja and Tamazight

The end of the colonial era left Algeria with many "colonial legacies" (Benrabah, 2007), legacies that were rooted so deep in Algerian society that it seemed impossible to get rid of them. One of these legacies is its effect on language. Despite being spoken by a restricted number of Algerians, French was included in everyday speech and together with Arabic formed a hybrid language that Algerians came to use in everyday life. It is called "Derja," which is dialectal Arabic. Most Algerians were using this hybrid version in their everyday life situations away from any form of standardization of both Arabic and French. According to Slimani-Rolls (2016), dialectal Arabic was spoken by a large portion of the population at that time. However, this language, used by the majority, did not have any chance and "was denied any legitimacy and therefore any ability to become the -- or a -- national language" (Berger, 2002; McDougall, 2017).

In addition to Derja, a minority of people were speaking the Berber language with its varieties (Tamazight, Chaoui, Tergui, etc.), which is called Tamazight. Tamazight was only recognized in March 2016 despite several calls from the Berber community to officialize the language since independence. Tamazight ceased to be only taught and spoken at homes within self-identified Berber families. The 2016 recognition of Tamazight as an official language brought with it government promises of plans to include it as part of the three languages taught in schools (Arabic, French, and English).

3.3.2   Arabic and French: A Linguistic Duel

Because of the independence war against the French, Algeria was left in so much agony, in addition to an ailing economy (Connelly, 2002). Therefore, Algeria started a process of decolonisation of everything that is French. The decolonisation process included in its later stages reclaiming the country's natural resources and many more to be Algerian again, but, perhaps, the most prominent form and one of the first forms of decolonisation was the Linguistic decolonisation (Jacob, 2020; Love, 2019). The reason behind that is that Algeria considered language as the way forward to reclaiming the country's Arabic as well as Islamic identity. Despite its relatively late independence from the French colony, compared to its neighbours (Morocco and Tunisia), Algeria was considered the leader on the road to reclaiming their linguistic heritage, their religious heritage, and their identity (McDougall, 2017). Benrabah (2007) and Gordon (1973) claim that it was the Algerian leadership that showed ideological intransigence in recovering both language and identity. Because French ceased to be a mere spoken language anymore; it symbolized the colonialism era with all the suffering and the blood.

Algeria did not settle on reclaiming the Arabic language by itself, but it made it clear that Algeria is an Arabic as well as an Islamic country. According to Gordon (1978), "Algeria has come out as the most vociferous in proclaiming its Arab Muslim identity" (p. 151).

However, the increasing calls for Arabization of the country raised some fears on where this puts the rest of the languages that were used in Algeria. It was especially hard on languages used by minorities, especially when we know that a large number of the population who spoke colloquial Arabic, French, and/or Tamazight considered Arabic in its standard form more as a foreign language. Moreover, the continued call for Arabization was perceived, in postcolonial Algeria, as a threat to the languages of the ethnic minorities (Slimani-Rolls, 2016).

The Algerian Government at that time started the Arabization of the educational system after announcing Standard Arabic as the official national language in 1963 to re-establish Algeria's Arab-Islamic heritage and to reinforce Algeria's strategic position within the Arab world (Belallem, 2012). Therefore, to play its role as a leader within the Arab countries, the Arabization of the Algerian educational system was not an easy task since the government, at the time, had a severe shortage of Algerian Arabic teachers, as most educated Algerians were French speakers. In the heart of the Arabization stage, "the first president of Algeria acknowledged, in 1965, that Arabization was an arduous task, which needed to consider bilingualism in, at least,

the early stages of implementation" (Slimani-Rolls, 2016). Furthermore, Algeria had to face its great dependence on France in many sectors, namely Science and Technology (Bellalem, 2014; Hayane, 1989), despite all efforts to abandon French. This situation created a bilingual educational system (Belallem, 2014). This system had a greater focus on Arabic and its spread within the population, as the sole national and official language, to inject values of unity and nationalism, repeating slogans such as: "Algeria is our country, Arabic our language, and Islam our religion" to assert its role as a leader in the Arab world (McDougall, 2017).

The Algerian government, by neglecting all the languages of minorities and focusing on the prominence of Arabic over the rest, sparked more resentment and left the country in a troubled state. According to Benrabah (2013), Algeria's elites adopted the policy of Arabization in order to reduce divisions linked to language, but instead of reducing linguistic antagonisms within societies, the politics of language has become itself a source of serious problems. Therefore, the language that was intended to eliminate problems between ethnic minorities had turned out to become the problem itself.

In the 1970s, Algerian society became a subject for both a cultural and a societal gap. The "Arabization" movement was introduced in both primary and middle school levels and was done through "importing" teachers from "foreign Arabic-speaking" countries. Belallem (2014) mentioned, "the Ministry of Education relied heavily on expatriates from all over the world to compensate for the lack of teachers." However, secondary schools and, later on, newly created universities were taught by French and Franco-Algerians who mainly spoke, wrote, and had the French way of life. In addition to dealing with all the increasing resentment because of the division created by asserting Arabic over the language of the minority as well as the gap that was created by the bilingual educational system, Algeria kept relying on continuous progress in the process of Arabization of primary and secondary education. According to Slimani-Rolls (2016), "Between 1965 and 1989, primary and secondary education was fully Arabized. In September 1989, the first Arabized cohort enrolled in science and technology at tertiary level" (p. 119). Bellalem (2008) explains that "Arabic became the main language of instruction for all curriculum subjects and French was made a foreign language starting in the fourth year of primary schools" (p. 56).

Until the late 1990s, educational policies were mainly a result of politics rather than the needs of society, as the Algerian government "struggled to establish an educational system tailored to the needs of the population it may address" (Mami, 2013, p. 910). The period between 1992-1999 was best described as a civil war and is characterized, according to

Benrabah, by the country's internal instability because of the role that political and ideological conflicts have played in forming that status. The armed confrontation erupted in 1992 between the Algerian government on one side, and the Islamic armed groups on the other side, taking between 100,000 to 200,000 lives (McDougall, 2017). Within this period, Arabic was re-confirmed in the 1996 Constitution as the only national and official language, and that by law it had to be generalised and used in all state sectors by July 1998 (Benrabah, 2013; Grandguillaume, 1997; Mostari, 2004). The Law also stated that it was strictly forbidden to use any foreign language in official deliberations, debates, and meetings (Benrabah, 2013; Grandguillaume, 1997). This attempt at Arabization has angered minority language speakers once more, especially the Berber minority. In addition to that, Algerians were frustrated between Arabic, being the language used by the Islamist groups, and the language of the colonizer, which is French. English, on the other hand, was on the rise within both the global context and the Algerian interest due to not being part of the linguistic struggle in Algeria.

One of the events that happened during this time was of paramount importance as it brought, for the first time in the history of liberated Algeria, English as the first foreign language in primary schools, a setting where French has prevailed thus far. The decision was a direct result of a nationwide survey administered to the parents and legal guardians of primary school pupils. The questionnaire had the language issue in Algeria as its core subject and suggested English replace French as the primary foreign language. In 1993, English was introduced in the fourth year of some pilot primary schools throughout the country, before it was supposed to be generalized throughout the national territory in early 1995 (Benrabah, 2013).

However, this was not the case, and the process was ended by the resignation of the Minister of Education Ahmed Djebbar in 1994. This was seen by experts as a considerable change in the history of foreign language teaching in Algeria (Campbell et al., 1996; Daoud, 1996). This linguistic divide and the cultural, political, and social overarching factors affect the identity of Algerians as language learners, where language is not seen as a window to the "other," but instead, grows in their linguistic and cultural memory/repertoire as a site for struggle and power hierarchy that affects their use of the language (Jacob, 2020).

3.3.3   English Language: A Societal Need or a Political Scapegoat

English has had a very small, if any, important role to play in the Algerian context in the first few years after independence, despite establishing the first "General Inspectorate of English" in 1969 (Bellalem, 2014) only 7 years after independence. Furthermore, Algeria

attempted to "Algerianise" the English textbooks and methods in 1972 in an attempt to further alienate French (Belallem, 2014; Mize, 1978). This attempt was a starting point for the next government in 1980, which had a politically more liberal view and was economically open towards the west (Belallem, 2012) to seek new markets and opportunities beyond the French ones. With the increase of investment rates in Algeria, especially from the UK and the USA (Belallem, 2012; El Nather, 1997; Kheir Allah, 1997), the Algerian government started teacher-training programs to spread English even more within the Algerian society and educational system, and it succeeded in opening more English departments in universities across the country. Furthermore, it succeeded in designing as well as publishing the first Algerian-made English language teaching textbooks and learning materials by the late 1980s. In 1979, English was introduced in middle school by grade 8.

With the continuous call for demolishing the French language and the openness to the global market, English was gaining popularity in society. In 2004, English moved from grade 8 to grade 6. Currently, a huge debate is raveling the Algerian government and society about a move to introduce English in primary schools. The following table, taken from Ziad (2021), shows the chronological changes of the language status in schools as a result of the changing policies throughout the years.

Date or Period	Change in Policy
After 1962	-Arabic is the official language of the country
By 1976	-All teaching was in Arabic, except teaching foreign languages
In 1977	-Bilingualism (Arabic and French) was back in primary school
	-Subjects like Biology and mathematics were taught in French
In 1979	-French was moved to grade 4
	-English was introduced at grade 8
In the 1990s	-pupils and their parents had to choose between French or English at grade 4
In 2001	-French was mandatory again and was moved from grade 4 to grade 2
In 2004	-English was moved from grade 8 to grade 6
In 2007	-French was moved from grade 2 to grade 3

Table 2 The Chronological Policy Changes on Teaching Languages in Algeria Since Independence (Ziad, 2021, p. 10)

3.4   English Language in Algerian Education

Language learning can happen anywhere, from walking down the streets to buying groceries in shops to the workplace. Any situation that involves communication between two or more people can be a possible language learning opportunity. However, the classroom is the place for the teacher and learner to meet, and therefore, it is the place that we expect language learning to happen the most. According to Gaies (1980), "The classroom is the crucible -- the place where teachers and learners come together and language learning, we hope, happens" (as cited in Hall, 2011, p. 3). Therefore, classrooms are very crucial for language learning, but in that respect, English language classrooms are exposed to various sources of influence, inside the classroom from "participants" such as the teacher and the learner, and outside the classroom from other external contributors such as governments, societies, school managers, etc. All these factors that influence the language classroom make it a "complicated place [for teaching and learning as well, because] Classrooms are also social environments" (Hall, 2011, p. 3), they are not a mere physical space for the teacher and the learner to meet.

Learning occurs through communication and other various means. Those means altogether form a space for teachers and students to learn and simultaneously socialize. As Islam (2017) argues, "diversity and complexity are fundamental elements of language teaching and learning and of language classrooms" (p. 16). Classrooms do not conform to a direct application of theory with similar results in every context, but their practices are "localized, situation-specific, and, therefore, diverse" (Islam, 2017, p. 16).

Algerians in general, and especially those at the university level, interact with different languages on a daily basis. Some use Algerian Arabic with its different dialects in addition to French and Tamazight and sometimes English. The opportunities for using or interacting with any given language increase or decrease depending on different factors, such as place, environment, context, personal preference, friend groups, and so on.

Algerians' language acquisition varies in timing and proficiency, depending on individual and social factors. In my case, like most Algerians, I first learned Derja, the primary communication language with its various dialects. My exposure to other languages occurred at different life stages.I encountered Modern Standard Arabic (MSA) early due to my father's profession as an Arabic teacher. This led to the integration of standard Arabic words in our family's everyday speech, unlike those who might first encounter MSA when learning the Quran or entering primary school. My French skills were significantly influenced by my grandparent,

who predominantly used French in conversation. This early exposure fostered a strong foundation in both MSA and French. Contrastingly, I had minimal contact with Tamazight until university, which delayed my interest and motivation to learn it until recently. This experience varies among Algerians; some are exposed to multiple languages from a young age, while others primarily use Algerian Arabic until formal schooling begins. Historically, Algerian schools introduced French in Year 4 and English in Year 8. However, following educational reforms in 2008, French instruction begins in Year 2 and English in Year 5, reflecting a shift in the government's approach to foreign language education.

The English language classroom in Algeria is not very different from any ELT classroom in terms of diversity and complexity. However, the factors shaping diversity and complexity in the Algerian context are quite peculiar and are most intriguing. In this section, I will introduce the situation of the English language classroom within middle and secondary schools and in higher education, explaining how both settings are different in terms of context, expectation, student and teacher classroom practices, and the picture of the teacher training program in both contexts. The language policy and planning impact on both settings will also be explored.

3.4.1   English in Primary and Secondary Education

English is now taught in primary school, middle schools, and secondary schools. In middle school, students are exposed to the language three hours weekly, divided into two hours of theoretical sessions where students learn aspects related to grammar, vocabulary, and pronunciation, and one hour to practice the theory through group work. In secondary school, however, students only have one contact hour where it is based on both theory and practice inside the classroom. The number of students in the Algerian classroom ranges between 25 to 35 students.

One of the main objectives listed for learning English in middle school as published by the Algerian National Middle School Curriculum (2016) is "to give every learner the opportunity to have access to science and technology and world culture while avoiding the dangers of acculturation" (p. 16). In other words, although Algeria wants her students to be part of the global market, it also wants them to preserve their own national identity and cherish their cultural values.

Current textbooks used are locally written and published, as opposed to the ones inherited from the colonizer (French published textbooks), which were used right after

independence. These textbooks are ideologically used to maintain and reinforce national identity among students while learning the foreign language. The aspect of the "other culture" is replaced by relevant aspects of Algerian culture (Hayane, 1989). The teaching approach promoted by the Algerian National Middle and Secondary School Curriculum was the Communicative English Language Teaching Approach, which was introduced to the curriculum and promoted in the 2000s, instead of the traditional approach of teaching, which was based on the Grammar-Translation Approach and Behaviourist Approach, where students learn the language through drills, long lists of vocabulary, and intensive grammar teaching. Currently, the approach followed is the Competency-Based Approach. The focus is on developing students' communicative competence, critical thinking, and situating the students at the heart of their learning while teachers are facilitators through a student-centered approach (Baghoussi & Ouchhid, 2019). This shift in curriculum approach was a natural path that Algeria followed after several countries did so to accommodate the needs of a modern ever-changing society. The previous Minister of National Education Aboubaker Benbouzid indicated that:

Education must be in perpetual renewal since the world today undergoes several changes in all

domains: social, political, cultural, scientific and technical field. As a consequence we must do our

best so that our educational systems can meet the needs of the development and take up the

technological challenge which is the only way to have access to the twenty first century (L'éducateur,

2004, p. 6 as cited in Benzerroug, 2012, p. 330).

However, when looking at the English language classroom, most students and teachers do not apply this approach and the teacher is still teaching as a lecturer instead of an instructor or a facilitator. Hadi (2018), Miliani (1991), and Lakehal (2021) claim that students are not yet responsible enough for their own learning. The reason behind that, according to Bouhass (2015), is:

Algerian EFL students have been raised in "an Arabo-Islamic community" which has impacted

their learning and sense of autonomy in many ways. They are shaped as citizens by sense of

collaboration, and dependency on their parents in making decisions, and as learners, they are

characterized by total dependency on their teachers, learning with their classmates both inside and

outside the classrooms, and they often take decisions with their teachers this due to the fact they

consider the teacher as important element in learning (as cited in Lakhal, 2021, p. 62).

In this extract, Bouhass claims that students' social identity is responsible for shaping their identity as language learners, their motivation, practices, and investment in language learning.

Teachers are also claimed to be blamed for the difficulty of students gaining responsibility for their learning. Hadi (2018) identified some of the reasons responsible, among them, teachers' traditional beliefs that influence their teaching practices which in turn influence their learners, lack of teaching training that informs teachers of latest practices which resulted in their inability to learn about what autonomy is and how they could shift their teaching for a student-centered approach. Teaching training in middle and secondary schools is only given as pre-service training, which is run by inspectors instead of teacher trainers. Although the training is considered important to enhance their teaching skills, the teachers are faced with theoretical contexts with no concrete examples of how it could be practiced inside the classroom (Djalal, 2019). This overlooks one of the most important components of pre-service training, modelling teaching skills for practice and mastery (Richards & Farrell, 2005). Furthermore, the constant need to finish the program within a limited time in a large mixed-level class does not give the teachers the opportunity to engage in research about the best practices to help their students. This is why there is an urgent need for continuous development of teacher training (Benzerroug, 2012).

Lakehal (2021) attributes the lack of students' autonomy to power distance in Algeria, where teachers have more power over their students, which results in them having more responsibility in the language classroom while the students only listen and agree without questioning. Such beliefs and actions do not allow students to develop agency nor critical thinking, which are some of the most important skills in learning in general and language learning in particular.

The situation is far more serious within Algerian universities with the absence of teacher training and the lack of a national cohesive approach to the teaching framework in English university classes. The following section will explore the English language classroom at the university level and the shortcomings that face it.

3.4.2   English in Universities

Similar to middle and secondary schools, university classes are complex. There are several challenges regarding the learning and teaching of English in non-English majors in university classrooms. These challenges are a result of the overarching internal and external factors affecting the language teaching and learning process. Internal factors are related to teachers' and students' practices as well as the beliefs they bring with them to the language classroom. Moreover, the external practices are related to power hierarchies where society, culture, institution, and the government affect the learning culture, which in turn shapes the students' identities. The challenges will be looked at from three perspectives to capture the essence of the English classroom in contemporary Algeria.

3.4.2.1   Classroom and Resources

Non-major students are required to study English as a foreign language module once a week in a form of 90-minute sessions. The classes are not taken by only one class (group). Instead, two or three groups are joined together in an amphitheatre to take the session, with about 90 students gathered together. Because the universities have the discretion of how the classes are managed, the groups are joined to ensure a large number of students have access to a language class. This reduces the teacher's ability to engage with individual students' needs and decreases the chance of students' participation and investment in the different language skills within the classroom. Although this is not a general practice in all universities and departments, some departments in some universities do not oblige students to attend the English language module session. Such practice reinforces students' disinterest in language learning and deems the module unnecessary for their success, which discourages learning.

Another important challenge that affects both students and teachers is the English language module curriculum that varies across the country. The Algerian Ministry of Higher Education left the English language curriculum at the discretion of the different departments, which in turn, left this responsibility at the discretion of the teachers. This led to diverse objectives and lesson plans and material, sometimes even within the same department. Moreover, due to the lack of teachers' experience, linguistic competence, and knowledge of the students' needs in each field, the courses given are mainly English for general purposes covering aspects of grammar and vocabulary, similar to secondary school content, rather than language for academic or specific purposes that the students need in their academic life, research, or professional careers (Mebitil, 2014). This is especially true in the first two years of

the undergraduate level. Some aspects of English for specific purposes are added later on but mostly with the same traditional approach of vocabulary lists. This might affect the students' acceptance of and motivation towards attending the course and learning the language if they see that it does not serve a proper goal in their fields of study and learning path.

3.4.2.2   Teacher-Related Factors

In the Algerian context, most of the teachers who are teaching English for non-English majors are young inexperienced teachers who are either undertaking their master's or PhD studies, or recent graduates from the English department where this would be the first experience for them as teachers. When recruited, as mentioned in the previous section, they have to teach ESP using their own material and lesson objectives, while their experience with English language is limited to subjects of the humanities, for example, linguistics and civilization. In addition to that, these teachers are recruited on an hourly basis rather than employed full time, which in most cases leads to demotivation and leaving the job. Mebitil (2014) argues,

As a reaction to this situation, the teacher who is already stressed, who has received no

special training as an ESP teacher, who has no orientation and who receives no help from his

colleagues, he often leaves his work for the reasons cited before, in addition to the nature of the job

which is of a part-time nature and which is not motivating financially. (p. 83)

This, in turn, affects students' learning experience due to recurrent interruptions and changing teaching methods.

The second factor, which is both teacher-related and government-related, is that Algerian universities do not have any teacher training programs that these teachers might join, in order to understand, and eventually apply the methods and approaches they are supposed to use in the classroom (Kouicem, 2019).

Teachers are recruited based on their Bachelor's, Master's, or PhD diplomas within the English department. It is worth mentioning that those who graduate with an applied linguistics specialty (naming of the specialties varies within different institutions), did not have any practical teacher experience as part of their degree in most Algerian universities, except for very few universities that offered training during the last year of their BA or MA degree as a requisite for their degree (University of Bejaia as an example). Kadri and Benmouhoub (2019) reported

that even those teachers who did the training as part of their degree, half of them found it to be not beneficial because of the training environment, which was middle and secondary schools, where the classroom practices and the teaching requirements are different. The other half had a positive experience in relation to awareness of different aspects of teaching relating to classroom management and ability to manage their own affective factors through being less anxious and having self-confidence in standing in a classroom. Moreover, those teachers did not learn if their practices are considered effective or could be sharpened because the role of the supervisor was claimed to be that of a supporter and advisor instead of focusing on the teaching aspects or providing feedback on their teaching performance. Accordingly, even teachers who had this opportunity as part of their degree, their experience is not relevant to higher education teaching and their classroom practices are not tailored for this particular context. The reason behind universities' neglect of involving students in teaching training experience or teaching development in higher education, as Boudersa (2016) argues, is "the fact that we do not even have such educational programs in order to talk about training at all" (p. 5).

The third factor involved is the government's marginalization of teachers, in general, including university teachers, through neglecting to include them in the discussion about the different education policies and reforms despite them being the implementers of these reforms in the classroom. According to Gherzouli (2019) argues that leaving the teachers out of the picture leads them to "become more like drivers using a GPS device". With their lack of experience and without proper knowledge of the curriculum and how to be autonomous, teachers will fail to implement those through "interpret[ing], adjust[ing], and implement[ing] policies according to their beliefs". Accordingly, teachers should be included in future discussions about reforms and offered continuous professional development to avoid misinterpretation, which leads to the failure of the reforms.

The fourth factor is the lack of knowledge, in terms of how to deal with both internal and external factors surrounding their own classrooms, which may lead to affecting their own beliefs and classroom practices (Gherzouli, 2019).

3.4.2.3   Student-Related Factors

Students in Algeria find it quite hard to learn the English language at the university level, and a large proportion of those who did not master the language to a certain degree in middle and high school will end up not being able to learn it throughout their university life. The first

reason why they do not learn it is that they feel faced with the same concepts and same ways of teaching that they have already failed to pass before. This, in turn, causes them to lose enthusiasm and motivation towards learning (Mebitil, 2014).

The second factor is closely related to the first one, in terms of motivation. According to Mami (2013), "our students rely heavily on grades as a motive for learning" (p. 912). Students are not motivated to learn languages due to the grading system of the modules, which focuses greatly on the scientific subjects, while language classrooms have a very low contribution towards the final grade. I have experienced the same feeling as an English major with French courses where it had very little contribution to the final grade I had. This phenomenon discourages students from putting any effort into studying languages unless they have the personal motivation to study it, which justifies the obvious lack of investment in the language classroom.

The third factor, which is hugely affected by the first and second factors and comes more as a result of them, is the level of attendance. Students barely attend any language classroom and an estimate of 25% of the total students actually attend the classroom for different personal motivations. In her research "Teaching EST in Algeria: Training or Retraining Language Teachers?", Mebitil (2014) explained this contextual situation within EST departments, ESP courses are generally planned as the last course of the day, or even the last course of the week. This fact may have a negative impact on learners' attendance, motivation, and achievements.

These factors affect not only students' performance or learning experience but also their identities as language learners, motivation, and investment in English language learning.

3.5   Conclusion

This chapter has provided a comprehensive examination of the complex linguistic landscape in Algeria, highlighting the profound impact of colonisation on the country's linguistic dynamics. The historical influence of colonisation has shaped the Algerian linguistic landscape, creating a unique interplay between different languages, cultures, and identities.

The discussion on language planning and policies in Algeria has underscored the intricate relationship between language and power. The roles and statuses of Derja and Tamazight, Arabic and French, and English were explored, each revealing distinct socio-political dynamics.

Chapter 3

The linguistic duel between Arabic and French, in particular, has highlighted the ongoing tensions and negotiations in Algeria's linguistic landscape.

The exploration of English language education in Algeria has revealed its unique position within the country's education system. While English is increasingly recognised as a societal need, it is also often used as a political scapegoat. The examination of English language education at the primary, secondary, and university levels has provided insights into the motivations and barriers to learning English in Algeria. The influence of students' cultural and linguistic backgrounds, as well as language policies and classroom practices, on their English language learning experiences was also discussed.

In conclusion, this chapter has shed light on the intricate interplay between languages, culture, and identity in Algeria. It has underscored the importance of understanding the socio-political dynamics that shape language use and language education in the country. As Algeria continues to navigate its complex linguistic landscape, the insights gleaned from this chapter can inform future language planning and policy decisions, as well as language teaching and learning practices.

Chapter 4   Research Design and Methodology

4.1   Introduction

The purpose of this chapter is to provide a detailed account of the research design and methodology employed in this study, as well as to outline the principles behind the choice of research methods. The first section presents the research questions that this study aims to answer. The second section examines the research paradigm underlying the study in terms of its ontology, epistemology, and methodology, and attempts to justify the choice of paradigm. The third and fourth sections discuss the research approach, the relationship between the researcher and participants, and the sampling strategies used to select participants. The fifth section provides an overview of the data collection tools, the approach to data analysis, and outlines the strategies used to ensure validity, reliability, and ethical considerations of the study.

4.2   Aim and Research Questions

In recent years, a significant amount of research has been conducted in Algeria to investigate various aspects related to English language learning and teaching in the Algerian context, as well as the broader social, cultural, and economic impacts of English use in Algerian society. However, the relationship between learners' beliefs, previous experiences, and their investment in university English classes remains understudied ((Al Jibory, 2016; Belmihoub, 2018; Belkhir-Benmostefa, 2020) (see section 2.6.1). This study aims to understand the relationship between students' beliefs about language learning and their investment in university English classes. Specifically, it seeks to understand how students' beliefs, shaped by their previous learning experiences and perceived opportunities for English use, influence their engagement and participation in language classes (see sections 1.1, 1.4 and 1.5).

This study aims, in particular, to answer the following research questions:

RQ 1: What are the beliefs of non-English major students about their own language learning?

RQ 2: In what ways are beliefs about previous language learning experiences related to students' language learning?

RQ 3: In what ways are the perceived opportunities of use of English related to students' investment in their university English language classrooms?

4.3   Research Paradigm

This study employs a research paradigm that combines elements of both exploratory and replication research. As Swedberg (2020) notes, exploratory research seeks to uncover new insights, either by investigating previously unexplored topics or by examining existing topics from fresh perspectives. In this study, an exploratory approach is adopted to delve into the beliefs about language learning held by non-English major students and the effects these beliefs have on their language learning investment.

However, while exploratory research is valuable for generating new insights, it does not aim to provide definitive solutions to existing problems (Dudovskiy, 2022). This is where the replication aspect of this research comes in. Replication research, as Polio and Gass (1997) argue, is crucial for distinguishing genuine findings from spurious ones. In this study, certain aspects of Horwitz's seminal BALLI research are replicated, thereby contributing to the validation and generalization of previous findings on beliefs about language learning.

To gain a deeper understanding of our research subjects' beliefs, a mixed-methods approach is employed. Firstly, quantitative methods are used to critically analyze data collected through BALLI questionnaires. This allows for the identification of patterns and trends in the students' beliefs about language learning, then comparison of findings with existing research (Dudovskiy, 2022). Secondly, qualitative methods are used, in the form of focus groups, to gain a richer, more nuanced understanding of students' beliefs. This approach enables us to identify emerging themes and patterns in the data, providing a more comprehensive picture of students' beliefs about language learning and the possible effects those beliefs have on their investment.

4.4   Research Design

The research design of a study is the backbone of the research process, providing a detailed plan for addressing the research questions (Creswell, 2013; 2021). It is a strategic framework that guides the researcher through the stages of data collection and analysis, ensuring that the research objectives are met in a systematic and coherent manner (Yin, 2015). The choice of research design is particularly crucial, as it directly impacts the validity and reliability of the findings (Dörnyei, 2007). The research design not only determines the methods

of data collection and analysis but also influences the interpretation of the results and the conclusions drawn from the study (Lazaraton, 2005).

This section will outline the research design adopted for this study, which seeks to explore the beliefs about language learning among non-English major students. It will provide a rationale for the methodological choices, detailing how they align with the research objectives and the theoretical framework of the study. It will also discuss how the research design ensures the reliability and validity of the findings, contributing to the robustness and credibility of the study.

4.4.1 Piloting

Data collection for this study was carried out in two main phases that lasted a combined period of six and a half months. Initial data collected for the pilot study was obtained while in the UK, from two sets of Algerian nationals. The first group of participants were Algerian master's students who were due to travel to the UK to study for their PhD at a UK university at the start of the 2016-2017 academic year, chosen at random. The second group comprised a limited number of Algerian participants who were already based at a UK university for their Doctor of Philosophy degree in linguistics.

After initial contacts with these candidates, I realized some of them were already teaching English to non-English majors at their respective universities and were happy to participate in the first stages of my research and to help give me some feedback on the questionnaires as well. Although these candidates made up a large number of the participants, they were not the only ones, as the list of participants also included previous colleagues at an Algerian university who were still teaching English to non-English major students and two Algerian PhD candidates at a UK university, who were very helpful in giving constructive feedback to rephrase the questions or in some cases the order of the questions.

Everything was set to start the pilot study with all the participants ready and notified that they would receive the questionnaires in the next few days.

The questionnaires for students were created through the University's iSurvey platform and were distributed, either by direct contact through sharing the access link with the participants through social media, which is the preferred way of communication for the majority of the participants, or through email.

The questionnaires were initially written, revised, and remodelled in English in accordance with the original BALLI and then translated into Arabic and French, under the advisement of two

professional translators to suit the language diversity of the Algerian population. Participants had the choice to answer in any language they elected to use.

All the answers came back through the web-based survey published on iSurvey. The pilot study comprised 36 student questionnaires. The respondents stated that all the items were understood, except for two items in the student questionnaires (17, 23) where they explained that the wording of the sentences was somewhat confusing and needed to be rephrased, especially in the Arabic version. In addition to the data collected, the feedback generated from these willing participants, both formal and informal, helped shape the final version of the questionnaires and helped identify and eventually eliminate any potentially vague statements.

4.4.2   Sampling Strategy

This study was undertaken in five different Algerian universities, mostly located in the northeast of Algeria in addition to one university in the capital city Algiers, which is situated in the north. The choice of these universities was made based on two main factors: access and feasibility. First, I made initial contact with various universities to be able to collect data; however, some of them did not reply to any of my emails or calls. Therefore, I chose not to include the universities situated in the west of Algeria, which were approximately 1200 km away from where I was situated, and access was not officially granted. Additionally, I was advised by ERGO not to travel to the southern part of Algeria because it was at that point labelled as a red zone. For the above reasons, the study was mainly carried out in the northeast and north of Algeria. Three of the chosen universities have excellent ranking academically at the national level, being the biggest and highest achieving universities in Algeria. Although there are no accurate statistics as to the population of these universities, it is estimated that they might hold over 200,000 students combined.

Each university has a faculty "des lettres et langues," and each faculty has a fully independent English language department. Bachelor's students study two years of trans-common studies before they are required to choose one of three fields: (1) Applied Linguistics, (2) Language Sciences, or (3) Literature. Students preparing their master's and PhD are required to follow one of the aforementioned fields. They are also allowed to work as English teachers around the various non-major faculties of the university. Although only PhD students are allowed to teach at the faculty of English, there is no systematic way for choosing which master's students can teach in a given faculty; it is solely at the discretion of the head of department. The reason behind this is mainly whether there is a need for teachers. The remaining non-English major faculties have an English language module as a requirement, and students are required to attend a lesson once a week and prove their attendance in order to

succeed. Each university has a specific number of teachers depending on the number of students they have. An average number of four to six teachers per faculty is common, which creates an estimated ratio of 1 teacher per 50 students in each class. Although not used in any of their other modules, students in the non-English majors study English for the entirety of their program, and even through master's and PhD studies. The reason behind that is the importance of English in understanding, engaging, and contributing to the dynamic international research important for the development of education as illustrated in language policies and planning in Algeria (see section 3.3 for further details).

Purposive sampling is used in this study to gain a profound understanding of a core issue (Patton, 2014). The choice of participants includes intentional selection of the target population and reflects the issues raised in the research questions (Lopez & Whitehead, 2013; Etikan et al., 2016). The participants are non-English major students studying an English module within their programs at their respective universities and the teachers of English who are teaching the module to these students. The choice of non-English majors as the main population comes with the assumption that students who are studying in the English faculty are successful to an extent in learning English and that they represent a very low percentage of all university students and are exposed to English far more than other students, as opposed to non-English majors who provide a more accurate representation of Algerian society, in terms of access to English language use opportunities. The aim of this research is to examine beliefs of non-English major students who encounter English once weekly during their university program as part of the Algerian foreign language education in order to understand how those beliefs are constructed and how they can shape students' learning practices and investment in language learning.

4.5　　Data Collection

This section will discuss the specific procedures that were followed in order to create data collection instruments, collect data, and analyze data from the various quantitative and qualitative research instruments that were used in this study.

4.5.1　　Questionnaires

The ESL BALLI (1988) was adopted and meticulously curated by means of examination and re-examination of each item of the inventory in order to avoid the tendency of carelessness when designing the questionnaires (Gillham, 2000, p. 11). Algerian colleagues who either have experience teaching English major students or have been subject to a similar learning experience were invited to examine the adapted BALLI questionnaires, to ensure the changes

made to items, especially those considering cultural aspects of the Algerian context, are reliable and in line with the shared knowledge. Then, the questionnaires were translated into Arabic and French, initially by the researcher, and after that, they were re-examined by two professional translators who offered to help in this process without reward. The aim behind that was to ensure that cultural aspects are preserved and that the order of choices does not influence answers and/or bias respondents (Kuntz, 1996, p. 6). The questionnaires administered served to elicit students' beliefs about language learning in general, and about their own English language learning in particular. Additionally, in order to further the scope of research and explore deeper insights into the study of beliefs in the context of Algeria and specifically Algerian universities, focus groups for students were used.

BALLI has been "the prime data-collection instrument used for researching learner beliefs about language learning" (Abdi & Asadi, 2015) and has been used in research extensively since its inception in the mid-80s. It was aimed at various groups of participants that include both learners and teachers, in order to examine the nature of learners' beliefs, and to determine where teachers' beliefs and students' beliefs might be in conflict or otherwise (Mohebi & Khodadady, 2011; Zhang & Cui, 2010; Peacock, 2001; Rieger, 2009; Nikitina & Furuoka, 2006; Fujiwara, 2011; Bernat, 2004; Barcelos, 2003; Tang & Tian, 2014) (see section 2.2 for further information).

Questionnaires have been used to elicit information about students' beliefs and teachers' beliefs and have been the main research instrument in a vast amount of research on beliefs (see 2.3.1). BALLI questionnaires are suitable for this study because of the benefits they grant, considering the aims of the study and the geographical scale that I have drawn my sample from. As Cohen et al. (2011) argue, "the questionnaire is a widely used and useful instrument ... to be administered without the presence of the researcher" (p. 377), and they also maintain that "Questionnaires allow one to quantify people's observations, interpretations and attitudes" (Cohen et al., 2011, p. 245). Furthermore, questionnaires according to Dörnyei (2003, p. 9) are well known for their "efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources". Although in this study, a small proportion of questionnaires was administered online through email, the bigger portion was administered in class to the students after gaining access permissions from their teachers and the deans of their respective faculties.

The questionnaires in this study were divided into two parts. The first part seeks demographic information about the participants such as their age, gender, education level and years of studying English. These questions were set to ensure confidentiality and anonymity of the respondents (Dörnyei, 2007). The second part was designed to elicit information about the beliefs of students and teachers about language learning in the Algerian university and beyond

it. Questionnaires include several kinds of questions and are divided into various types depending on the answering formats ranging from very structured to unstructured: dichotomous questions, multiple choice, rating scales, open-ended questions (Cohen et al., 2011; Dörnyei, 2003; Nunan, 2006). However, my choice for the five-degree Likert rating scale, closed, and structured questionnaires follows Horwitz's model and draws from Cohen et al.'s rule of thumb: "the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be" (2011, p. 381).

The items in the questionnaire follow similar themes to the ones explored in Horwitz's original analysis and further those themes by considering the students' identities and cultural values. My initial target was to administer around 400 questionnaires for Algerian university students who are non-English majors and are affiliated with one of the many different departments. A total of 597 students across five universities attempted undertaking the questionnaire, with 489 students managing to provide valid and completed questionnaires. An overwhelming majority of students attempted the Arabic version of the questionnaire. The rest were either not complete or were returned empty. A hundred questionnaires were administered online, through the iSurvey panel, while the rest of the questionnaires were administered in person, inside the classrooms in each of the five universities respectively. The breakdown of collected questionnaires per university is as follows:

Higher Education Institution	Number of Surveys Collected	Date of Collection
HEI 1	132 questionnaires	Nov 2016- Jan 2017
HEI 2	124 questionnaires	Nov 2016- Dec 2017
HEI 3	98 questionnaires	Nov 2016
HEI 4	75 questionnaires	Dec 2016
HEI 5	60 questionnaires	Dec 2016

Table 3 Number of Collected Questionnaires per University

For the sake of this study, the items of the ESL BALLI (1988) were adapted to the cultural and linguistic context of the study. The inventory had some items added, changed, and/or omitted (see Appendix D). These changes have been based on observations and reflections of various teachers and researchers about the context of Algeria and the specific participants of this study, as well as some subsequent studies that remodelled Horwitz's 1988 BALLI and used it in similar contexts. In addition to the inclusion of cultural aspects that are specific to Algeria, these changes include instances of addition of items to accommodate the languages that co-exist in Algeria and the cultural aspects that are ingrained in Algerian society. Furthermore, the number of questions is different. While the initial EFL BALLI questionnaire produced by Horwitz included 34 items, and the subsequent studies that used   this version of the BALLI used various numbers of items that ranged between 28 and 400 items (Kuntz, 1996), this particular study

included an inventory of 41 items and was divided into two sections. The first section contained 4 items, which are items specific to demographic data including gender, age, education level, and years of studying English. The second section comprises 37 items that were specially created in consideration of the characteristics of Algeria's languages and the situation of language learning in Algeria, specifically English language learning (see Appendix D for a detailed account of all changes made to the original ESL BALLI questionnaire).

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This study analyzed both quantitative and qualitative data simultaneously. In order to analyze the quantitative results from the students' questionnaires, the frequencies and percentages of each item were calculated. Furthermore, principal component analysis was undertaken, and a scree plot chart was produced in order to confirm the validity and reliability of the choice of factors. Finally, Pearson's r was calculated to determine inter-item correlation, as well as component-to-component correlation.

4.5.2   Focus Groups

Focus groups were used in this study as a supplementary method to the students' questionnaire. Focus groups allow the study of different perspectives about the same topic and allow the researcher to collect both verbal and non-verbal data (Dudovskiy, 2022). Beliefs are a complex notion that is dynamic in nature and that is not easily understood through a set of questionnaires. The data of the questionnaire on its own will be an oversimplification of a complex concept. In order to examine beliefs through a typical complexity that establishes our understanding of them within the context of this research, focus groups are an important tool. According to Morgan (1993), "When the goal is to modify behaviour that depends on complex information flow or a mix of attitudes, knowledge, and past experiences, then focus groups can provide the researcher with a tool that is uniquely suited to the task" (p. 12). Students' discussions in the focus group open more room for gaining insights into their actual beliefs and challenges.

Students were called for a focus group after they consented to it when they were undertaking the questionnaires. They agreed to provide their contact details and were contacted soon after that to set a date and time for the focus group. A focus group of seven participants

was secured, and we managed to use Constantine University's facilities, after acquiring the necessary permissions. The focus group size is considered appropriate.

According to Dörnyei (2007), "fewer than 6 people would limit the potential of the collective wisdom whereas too large a size makes it difficult for everyone to participate" (p. 131). One focus group was used in December 2016, the researcher was present in the discussion session, but the role was generally passive for most of the first part of the discussion; an observer of the discussion. The session lasted 1.5 hours with a 20-minute break in the middle. It was recorded and later transcribed to complement and shed more light on the questionnaire results. The students were given the topic of discussion in advance, which is the experience of learning English at the university level and the potential uses of English if they learn it successfully. The students were allowed to communicate and argue freely with each other about issues of English language learning in Algeria for the first section of the focus group, which helps elucidate the students' beliefs in a way that gives more insight into their answers in the BALLI questionnaire rather than only what they think they believe in theory by giving real-life examples and situations.

As a moderator, the researcher tried in the first section to stay somewhat neutral, and interfere when the participants asked for guidance, or when discussions were heavily dominated by a specific member to the detriment of others (Dudovskiy, 2022). In the second part of the focus group the researcher was able to participate in the discussion more and ask specific questions about the topics that were not covered in the previous discussion or to ask for clarification on some of the key points from the first section. This approach to tackling the focus group has elucidated rich data that proved to be beneficial for this research project. Morgan (1993) confirms that:

At the beginning of a focus group, such participants will not be immediately able to express all their feelings or motivations on a topic. As they hear others talk, however, they can easily identify the degree to which what they are hearing fits their situation. By comparing and contrasting, they can become more explicit about their own views. In addition, as they do express their own feelings and experiences, they may find that answering questions from the moderator and other participants makes them aware of things that they had not thought about before (p. 12).

The interaction between students went very smoothly and successfully created a cueing phenomenon that has the potential for extracting more information than other methods (Morgan, 1993, p. 12). Details about the participants and their respective universities are given in the table below:

Participant	University of Origin	Info
Participant 1	HEI 1	Masters' student in Biology (2nd year)
Participant 2	HEI 1	2nd year student in Engineering
Participant 3	HEI 1	1st year student in Science and Technology
Participant 4	HEI 2	Masters' student in Physics (1st year)
Participant 5	HEI 2	3rd year student in Physics
Participant 6	HEI 3	1st year student in Biology
Participant 7	HEI 3	2nd year student in Chemistry

Table 4 Focus Group Participants

Before presenting the participants, it is worth mentioning that most non-English majors are taught with a mixture of French and Arabic modules, but mostly in French language with varieties between the different departments.

The first three participants are from the same university (HEI1) but studying in different fields. The first participant is studying biology and is in his second year of a master's degree. The second participant is studying engineering and is in his second year. The third participant is a first-year student in science and technology. The next two participants are from the same university. Both are studying physics. However, one student is in his 1st year of a master's degree while the second one is an undergraduate in his third year. The last two participants are from HEI 3; one is a 1st year student in biology, and the second is in his 2nd year studying chemistry.

During the focus group meeting, I acted mainly as an observer, and would only interfere to facilitate the discussion or suggest topics to discuss when there was silence. The participants used Derja (the Algerian dialect) to communicate, and I encouraged it as they did not feel efficient enough in English and were not comfortable using either French or Arabic. In the beginning of the conversation, the participants were a little bit conservative as they were strangers to one another. However, a few moments later, they started sharing their experiences and how these experiences shape their beliefs about language learning and the strategies they use when learning English. After a while, participants started discussing Algerian culture, and the role it plays in their language learning, and the status of English in Algerian society. Participants agreed that the English language is on the rise and will be even more important in years to come.

At the end of the focus group meeting, the participants wished they had more time to discuss further the topics at hand. However, due to room booking arrangements and time limits for out-of-town students who had to catch the coach back to their cities, it was not possible to extend the meeting. Furthermore, the participants were preparing for their upcoming exams, which meant I would not be able to arrange another focus group before I left Algeria.

4.6   Data Analysis

The data analysis process was designed to address the research questions, which focus on non-English major students' beliefs about their own language learning (RQ1), the relationship between beliefs about previous language learning experiences and current language learning (RQ2), and the relationship between perceived opportunities for using English and students' investment in their university English language classrooms (RQ3). The choice of data collection methods and analysis techniques was guided by these research questions to ensure that the findings would provide comprehensive and relevant insights.

4.6.1   Quantitative Data Analysis

For the quantitative data collected through the remodelled BALLI questionnaire, a series of statistical analyses were conducted to address the research questions. Descriptive statistics (means, standard deviations, frequencies, and percentages) were calculated for each item to provide an overview of the students' responses, which helped to address RQ1 by identifying the general beliefs held by non-English major students about their own language learning.

Descriptive Statistics for demographic data					
		Gender	*age*	*Education*	*EngYrs*
N	*Valid*	*489*	*489*	*489*	*489*
Mean		*1.44*	*2.46*	*2.49*	*2.60*
Std. Deviation		*.521*	*.757*	*.973*	*1.156*

Table 5 Demographic data

The table above presents the descriptive statistics for key demographic variables in this study. The sample consisted of 489 valid responses across all variables examined. Gender was coded numerically, with a mean of 1.44 and a standard deviation of 0.521. This suggests a slight skew towards the female gender category. Age was categorized into groups, with a mean of 2.46 and a standard deviation of 0.757. This indicates that the average age group falls between the second and third category (19-21), with moderate variability. Education level shows a mean of 2.49 and a standard deviation of 0.973. This suggests that the average education level is near the middle of the scale. The higher standard deviation indicates more variability in education

levels compared to age. Years of English study (EngYrs) has a mean of 2.60 and the highest standard deviation of 1.156, indicating the widest spread of responses among the variables. This suggests diverse levels of English language experience within the sample.

these demographic characteristics can help explore potential relationships between students' backgrounds and their beliefs about language learning through identifying specific subgroups within the sample population that may have distinct beliefs or experiences. To verify the existence of such a relation between these items, Pearson's r is calculated, and cross-tabulations are carried out.

Demographic Items	age	Education	EngYrs
Pearson Correlation *age*	*1*	*.614****	*.257****
Sig. (2-tailed)		*.000*	*.000*
Pearson Correlation *Education*	*.614****	*1*	*.225****
Sig. (2-tailed)	*.000*		*.000*
Pearson Correlation *EngYrs*	*.257****	*.225****	*1*
Sig. (2-tailed)	*.000*	*.000*	

Table 6 Demographic data correlation table

This correlation table provides valuable insights into the relationships between key demographic variables. A strong positive correlation (r = 0.614, p < 0.001) exists between age and education level. This robust relationship indicates that as participants' age increases, their education level tends to increase correspondingly. The relationship between age and years of English study (EngYrs) shows a moderate positive correlation (r = 0.257, p < 0.001), suggesting that older participants generally have more years of English study, though the relationship is not as strong as that between age and education. A weak to moderate positive correlation (r = 0.225, p < 0.001) is present between education and years of English study. This indicates that higher education levels are associated with more years of English study, but the relationship is not as pronounced as the age-education correlation. All correlations are statistically significant (p < 0.001), indicating that these relationships are unlikely to occur by chance. These correlations align with expectations based on the education system structure, where students typically progress through education levels as they age, accumulating more years of English study in the process.

The frequencies and cross-tabulations of each of the items were calculated in order to confirm the assumptions about the relations between the three items based on the current language planning policy and school system (see section 3.4). Very few students are aged 16-18 years old, and most of them are first-year students, the majority of which had less than 8 years

of English language study, including inside and outside the classroom. The majority of the students are aged between 19-21 (54.2%), who are divided mainly between first, second, and third years, with second years being the most dominant with 47.9% of the participants, which also aligns with 54.2% of the participants who have indicated that they have studied English for approximately 8 years.

An exploratory factor analysis (EFA) was performed to identify the underlying structure of the students' beliefs about language learning. The EFA, conducted using principal component analysis (PCA) with varimax rotation, aimed to uncover latent variables that could help explain the relationships between beliefs about previous language learning experiences and current language learning (RQ2), as well as the perceived opportunities for using English and students' investment in English language classrooms (RQ3).

Each variable was assigned to 1 of 5 specific themes that align with previous Horwitz BALLI studies. The themes were further confirmed through the EFA. Within the factor analysis, KMO and Bartlett's tests were performed in order to establish the overall level of correlation between items of the students' questionnaire. The following themes emerged:

Themes from Students' Questionnaire
• The difficulty of language learning.
• The nature of language learning
• Foreign language aptitude
• Learning and communication strategies
• Motivation and expectations

Table 7 Questionnaires' emerging themes

To assess the internal consistency reliability of the BALLI questionnaire and its subscales (based on the EFA results), Cronbach's alpha coefficients were calculated. Additionally, inter-item correlations and item-total correlations were examined to identify any problematic items that might negatively affect the reliability of the scale.

Finally, Pearson's product-moment correlation coefficients were calculated to examine the relationships between the BALLI subscales and to investigate potential associations between students' beliefs about language learning and their demographic characteristics (e.g., age, gender, and years of studying English). These analyses aimed to provide further insights into the factors that might influence students' beliefs and their relationship to language learning and investment (RQ2 and RQ3).

4.6.2   Qualitative Data Analysis

The qualitative data gathered from focus groups were transcribed verbatim and translated into English. The transcripts were then uploaded to NVivo software for analysis. NVivo allows for systematic engagement with the data, enabling the researcher to organize, code, and continuously reflect on the data (Alhojailan, 2012). The software facilitates the identification of emerging patterns and themes by gathering evidence and organizing it into similar categories.

Thematic analysis was chosen as the primary analysis tool for the qualitative data because it "moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas" (Namey et al., 2008, p. 138). This approach aligns with the main aim of this research, which is to explore students' beliefs about language learning, previous learning experiences and perceived opportunities and their relationship to language learning investment in Algerian university English language classes. The thematic analysis followed the six stages outlined by Braun and Clarke (2006): familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Key themes that emerged from the qualitative analysis included multilingualism and legitimate speakers, the impact of negative experiences on language learning and self-perception of competence, language use outside the classroom, and perceived opportunities related to English as a global language versus a limiting language.

Emerging Themes
Multilingualism and Legitimate Speakers
Impact of Negative Experiences on Language Learning
Language Use Outside the Classroom
Perceived Opportunities for Language Learning

Table 8 Focus Group Emerging Themes

The integration of quantitative and qualitative data analysis methods in this study was designed to provide a comprehensive understanding of Algerian university students' beliefs about language learning and their investment in English language classes. The quantitative analysis of the BALLI questionnaire data allowed for the identification of general patterns and trends in students' beliefs, while the qualitative analysis of the focus group data provided deeper insights into the complexities and nuances of these beliefs and their potential impact on students' language learning experiences and investment. By aligning the data analysis process with the research questions, this study aimed to generate findings that would contribute to the existing body of knowledge on language learning beliefs and investment in the Algerian context and beyond.

4.7   Validity and Reliability

The Beliefs About Language Learning Inventory (BALLI) questionnaire, developed by Horwitz (1987), has been used in this study. The BALLI is a well-established instrument in the field of applied linguistics and has been widely used in numerous studies to investigate learners' beliefs about language learning, demonstrating its content validity (Alhejaily, 2020; Abdolahzadeh & Nia, 2014; Alsamaani, 2014; Elsaadany, 2021; Ghafor et al., 2022; Horwitz, 1987; Kern, 1995; Mantle-Bromley, 1995; Park, 1995; Richardson, 2014; Rifkin, 2000; Tumposky, 1991; Yang, 1992). This means that the BALLI questionnaire has been shown to accurately measure learners' beliefs about language learning, making it an appropriate tool for this study.

Cronbach's alpha is a measure of internal consistency or reliability that is widely used in the social, behavioural, and education sciences (Tavakol & Dennick, 2011). It provides an estimate of the reliability of a test or scale based on the correlation between items. It ranges from 0 to 1, with higher values indicating greater internal consistency or reliability. However, a high value does not necessarily mean that the scale is unidimensional (Sijtsma, 2009). Below is a general guideline for interpreting Cronbach's alpha (George & Mallery, 2003):

Cronbach's Alpha	Interpretation
$\alpha > .9$	Excellent
$.7 \leq \alpha < .9$	good
$.6 \leq \alpha < .7$	acceptable
$.5 \leq \alpha < .6$	Poor
$\alpha < .5$	Unacceptable

Table 9 Guidelines for Interpreting the Value of Cronbach's Alpha

In this study, the Cronbach's alpha of the BALLI questionnaire items is .895, which falls into the "Excellent" category, indicating a high level of internal consistency among the items in the questionnaire. This suggests that the items in the questionnaire are closely related and are all measuring the same underlying construct, i.e., beliefs about language learning.

In terms of the focus group, where the output is considered to be qualitative data that is "focusing on words [emphasis] as the basic medium" (Miles et al., 2014, p. 71), coding is considered to be one of the most effective ways to extrapolate meaning from what is being spoken or written. Saldaña (2021) argues that unlike quantitative analysis, qualitative analysis calculates meaning, which, in turn, "may take the symbolic form of a category, theme, concept,

assertion, or set in motion a new line of investigation, interpretive thought, or the crystallization of a new theory" (p. 10).

In this study, thematic analysis was taken as the analysis method of choice, because it allows not only for the use of pre-existing themes and labels that were extrapolated from the questionnaire data, but also helps identify emerging patterns from the students' conversations. The coding process relies on how one or multiple participants describe certain aspects relevant to the topic of the discussion. These consistent or inconsistent descriptions start to form patterns. Such patterns or themes are then labelled by giving them a signifying word or phrase that describes or explains these emerging themes or patterns.

The emerged themes are described in more detail in the analysis chapter. Emerged patterns that are linked and relevant are grouped into bigger themes, which eventually attempt to explain the students' investment into their English classes or lack thereof.

4.8   Ethical Considerations

This research has been designed and conducted in accordance with the ethical guidelines and principles of the university and the Ethical and Research Governance Online (ERGO). Based on these guidelines, all research that involves human participants, be it quantitative, qualitative, or mixed methods, must strictly adhere to ethical guidelines.

To ensure this, in this study, an ERGO application was submitted and approved under the submission number 24006. Informed consent was obtained from all participants prior to their involvement in the research. They were provided with a clear and comprehensive explanation of the research purpose, procedures, potential risks and benefits, and their rights as participants, including the right to withdraw from the study at any time without any negative consequences through the Participants' Information Sheet (Appendix C).

The confidentiality and anonymity of the participants have been strictly maintained. All data collected did not include identifying information of the participants, and any identifying information has been coded and securely stored to ensure that the participants cannot be identified. The potential risks to the participants in this research are minimal. Necessary actions were taken to minimize any potential harm or discomfort to the participants, including informing them of their right to withdraw from the research at any point before and during data collection. Finally, in terms of the qualitative part of the data, it is crucial to acknowledge that there is some degree of bias inherent to qualitative research and that measures have been taken to mitigate such bias through triangulation of data, formal and informal discussions with colleagues in the field, and establishing a pre-determined analysis framework.

4.9　　Conclusion

This chapter has provided a comprehensive overview of the research design and methodology employed in this study. The research questions were clearly defined, providing a focused direction for the investigation. The research paradigm was discussed, highlighting the philosophical underpinnings that guided the research process. The research design was elaborated, detailing the mixed-methods approach that was utilized to gain a more nuanced understanding of Algerian university students' investment in English learning through their beliefs about language learning. The piloting phase was crucial in refining the research instruments and ensuring their appropriateness and effectiveness in data collection. The sampling strategy was outlined, explaining the rationale behind the selection of participants and the procedures followed to ensure a representative and meaningful sample. The data collection and analysis procedures were described in detail, with separate sections dedicated to the questionnaires and focus groups. This provided a clear picture of how the data was gathered and analyzed to answer the research questions.

The validity and reliability of the research were addressed, with a particular focus on the use of the BALLI questionnaire and the Cronbach's alpha value of .895, indicating excellent internal consistency. Ethical considerations were also discussed, emphasizing the importance of informed consent, participant safety, and data confidentiality. The integration of relevant theoretical frameworks, such as Norton's Investment Theory and Bandura's Social Cognitive Theory and Gardner's constructive theory, served to strengthen the research design and methodology by providing a solid foundation for the exploration of students' beliefs and investment in language learning.

This chapter has laid a solid foundation for the research, ensuring that the study is conducted in a rigorous, ethical, and systematic manner. The subsequent chapters will present the findings derived from this robust research design and methodology, providing valuable insights into the beliefs about language learning of Algerian university students.

Chapter 5   The Algerian University Students' Beliefs about Language Learning

5.1   Introduction

This chapter examines the students' BALLI questionnaire data primarily, with some reference to the data from the focus group, to investigate and identify the existing beliefs about language learning of Algerian non-English major university students. Additionally, it explores the links between their beliefs about language learning and their investment into the English language classes, the construction of their identities as learners and the socio-cultural context in which they are studying.

The first section reports the frequencies and descriptive statistics from the remodelled BALLI student questionnaire with 5-point Likert-scale data ranging between "strongly agree" and "strongly disagree." It examines in detail the beliefs of the students about English language learning in non-English majors in Algerian universities and tries to identify the challenges these students believe affect them when learning English as part of their degree. To identify these challenges, the students' questionnaire answers are examined and patterns for beliefs about language learning are established (section 5.2). The aim is to identify the patterns of beliefs the students hold and outline the links between their beliefs about language learning and constructs that might affect their learning of the English language (Alhamami, 2019; Horwitz, 1999).

The second section closely examines the links between the students' beliefs and their identity and investment in their classrooms, particularly in the Algerian context. Using exploratory factor analysis, principal component analysis, Pearson's r test for the questionnaire data, and thematic analysis for the focus group data (section 5.3). The analysis investigates correlations between certain groups of beliefs about language learning and how they are linked to or not linked to the learners metacognitively.

First, the relationships between previous language learning experiences and learners' beliefs are examined, taking into consideration the number of years they studied English. Coupled with the learning and communication strategies these students believe are the most useful for their learning. This provides insights into their preferred practices and allows for an examination of whether these beliefs are directly linked to their English learning investment or to

the students' social identity in their immediate learning context (Darvin & Norton, 2021; Norton, 2015) (see section 2.5.2.1).

Second, the analysis explores students' perception of opportunities that they believe exist for them if they learn English to a certain level of competence is examined (López, 2010). This includes examining their beliefs about the opportunities available both within and beyond the classroom setting, irrespective of whether these perceived opportunities are realistic or attainable (Lopez, 2010; Petty & Green, 2007).

Furthermore, insights are gained into the aspects underlying their beliefs about the opportunities available to them and how constructs such as "social mobility" and "spatial mobility" (Jacob, 2019) are becoming drivers of the shift to English over French in Algerian society and reflected by the government's foreign language policy (see section 3.3.3).

5.2   Algerian University Students' Beliefs about Language Learning

The beliefs about language learning of Algerian University students are discussed using exploratory factor Analysis (EFA) with principal component analysis (PCA). A table (see Appendix F) was produced, that associates each item of the BALLI questionnaire with its respective factor out of five possible factors based on the EFA with PCA. The analysis produced 10 factors on the scree plot above the eigenvalue of 1. The rotated component matrix showed strong correlation between the instrument items and between components, further confirmed by a KMO and Bartlett's test value of .886 with $p < .001$, which suggests the result is statistically significant (see Tables 9&10).

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.886
Sig.	.000

Table 10 KMO and Bartlett's test

The factors that emerged from the initial exploratory factor analysis were further narrowed down to avoid redundancy, and five major themes emerged based on the strongest correlation between items in each component and the corresponding factors, in line with previous BALLI studies that have a consensus on the factors that affect learners' beliefs (Chawhan & Oliver, 2000; Horwitz, 1999). The five emerging themes are the difficulty of language learning, the nature of language learning, foreign language aptitude, learning and communication strategies, and motivation and expectations. The items in each factor are then discussed in relation to constructs that might shape, form, and transform beliefs about language learning, in this case identity and investment.

5.2.1 Difficulty of Language Learning

The difficulty of language learning factor encapsulates five items of the remodelled BALLI student questionnaire (3, 4, 18, 22, 29) and is comprised of items that gauge the participants' perceived difficulty of learning a certain language, namely English, through direct and indirect statements using comparison and contrast with other languages and/or frequency of study time to learn a language. On the Likert-scale, the two agreement statements (strongly agree and agree) and two disagreement statements (strongly disagree and disagree) were grouped together to represent general agreement or general disagreement, while the statement (neither agree nor disagree) is reported as neutral. Furthermore, the mean and standard deviation of all items in the difficulty of language learning factor were calculated and analyzed.

Difficulty of language learning Items	Total agree		Total Disagree		Neutral	
	N	*%*	*N*	*%*	*N*	*%*
3.Some languages are easier to learn than others	*267*	*54.6%*	*162*	*33.1%*	*60*	*12.3%*
4.Learning English is easier than learning French	*279*	*57%*	*156*	*31.9%*	*54*	*11%*
18.It is possible to learn a foreign language by studying one lesson per day	*175*	*35.8%*	*188*	*38.4%*	*126*	*25.8%*
22.It is possible to learn English by studying one lesson per week.	*80*	*16.4%*	*258*	*52.8%*	*151*	*30.9%*
29.It is easier to speak than to understand a foreign language	*96*	*19.7%*	*157*	*52.5%*	*136*	*27.8%*

Table 11 Difficulty of Language Learning Items

Mean	3.0667
Median	3.0000
Std. Deviation	.87125

Table 12 Difficulty of language learning descriptive statistics

Tables 11 and 12 provide information about the difficulty of language learning with a focus on English language learning. A large number of students (54.6%) believe that some languages are easier to learn than others, and a majority (82.1%) of those who agreed that learning English is easier than French strongly agreed with this statement. As shown in Table 12, the mean of all the items in the difficulty of language learning factor is 3.06, and the standard deviation is .871, which suggests a rather split opinion on the difficulty of language learning, particularly English language learning. However, upon examining the data closely, it is evident that participants generally agree with items 3 and 4, both of which suggest the existence of language learning difficulty in comparison with other languages. In both cases, approximately 267 and 279

participants (55%-57%), respectively, agreed that such disparity in difficulty when learning different languages exists.

On the other hand, item 22, for instance, proposes that learning English by taking one class every week (consistent with what is offered by the university degree program) is enough to learn the language. In this instance, a large number of participants (52.8%) disagreed with the statement, and an additional 151 (31%) felt neutral about the benefits of having at least one class per week in helping them learn English during their degree. In item 18, although the number of those who agree increases compared to item 22 from 16.4% to 35%, it is still a low number when considering those who disagreed and the neutral answers (64.2%), which means that a majority of the learners believe that even learning one lesson per day would probably not be enough for them to learn English. This projects the belief of the students about their possible inability to learn English successfully during their degree period, among other factors that will be tackled in the next sections. Such beliefs about self and/or about language learning can be debilitative to the students' language learning experience and, therefore, may contribute negatively to their learning process (Luo & Zhang, 2021; Khaled, 2023).

5.2.2   Foreign Language Aptitude

The foreign language aptitude factor contains 10 items and describes the students' beliefs about the existence of a special ability for language learning that is exclusive to certain people or certain groups over others (Wen et al., 2017).

Foreign Language Aptitude Items	Total agree		Total Disagree		Neutral	
	N	%	N	%	N	%
1.It is easier for children than adults to learn a foreign language	294	60.1%	136	27.8%	59	12.1%
2.Some people are born with a special ability which helps them learn a foreign language	230	37.1%	194	39.7%	65	13.3%
5.Algerians are generally good language learners	133	27.2%	198	40.5%	158	32.2%
6.I believe I will ultimately learn to speak English very well.	269	55%	140	28.6%	80	16.4%
12.If you speak more than one language, (Arabic, French, Tamazight…etc.) it is easier to learn a foreign language	188	38.5%	184	37.7%	117	23.9%
13.learning English is easier for those who already know French	173	35.4%	192	39.3%	124	25.4%
20.Algerians are generally multilingual	165	33.8%	189	38.6%	135	27.6%
27.Women are better than men in learning foreign languages	137	28%	202	41.3%	150	30.7%
34.People who are good at math and sciences are generally not good at learning foreign languages	94	19.2%	285	58.2%	110	22.5%
37.People who speak more than one language are very intelligent	200	40.9%	179	36.5%	110	22.5%

Table 13 Foreign Language Aptitude Items

Table 13 reports on the beliefs of Algerian students about the existence of a special ability to learn languages and their own ability or lack of ability to learn languages, mainly English. In item (1), a majority of the participants (60.1%) agree that children find learning languages easier than adults. Furthermore, when calculating the percentage of those who strongly agree with the statement in relation to the total agreement percentage, 76.2% of those who agree strongly agree that children have this special ability over adults. Item 5 reports that 40.5% of the participants believe that Algerians are not good language learners, and a further 32.2% feel neutral about Algerians' ability to learn languages and, by default, their own ability to learn languages. Furthermore, when asked if Algerians are considered multilingual in item 20, a consistent 38.6% of participants denied it, which, along with item 5, suggests that despite Algeria boasting at least 4 languages between official, foreign, and many more local languages and dialects, a relatively large number of students still do not believe that Algerians are multilingual and do not consider themselves multilingual learners or possess any special ability that helps them learn languages (Nacimento & Nacimento, 2020; Nayak, et al., 1990). The students were asked in item 34 if they believe people who are good at math and science are not good at learning languages, and only 19.2% agreed with the statement, which suggests that the

majority of the learners (87.5%) do not believe that knowledge of math and science affects their ability to learn languages, mainly English.

From the analysis above, it can be extrapolated that Algerian students believe that, when it comes to language learning, there is a special ability that helps certain individuals or groups learn a given language more easily and more effectively than other individuals or groups (Bidari, 2021; Boakye & Adika, 2020). The non-English major students in this instance do not necessarily believe that studying in a STEM field or a non-English major, puts them at a disadvantage for learning English. However, they do believe that Algerians, in general, are not good language learners and, therefore, as Algerians themselves, they probably believe that they do not have the special ability that can allow them to successfully learn English. This view might also be linked to the students' self-efficacy, self-esteem as well as broader socio-cultural and metacognitive factors (Bouchareb & Saadi, 2016; Bouazid & Le Roux, 2014).

5.2.3 Learning and Communication Strategies

The learning and communication strategies factor focuses on the various strategies for learning and communication that students believe to be the most useful or the least useful in their language learning process. The mean of the total items in the strategies factor is 2.99, which suggests average agreement, with items 7 and 8 having means of 2.79 and 2.59, respectively, while some items still had some weak negative agreement, with items 10 and 17 having means of 3.45 and 3.39, respectively.

Learning and Communication strategies Items	Total agree		Total Disagree		Neutral	
	N	%	N	%	N	%
7.It is important to speak a foreign language with a native speaker.	247	50.6%	189	38.6%	53	10.8%
8.I prefer to watch movies in English instead of French	254	52%	168	34.3%	67	13.7%
10. You should not say anything in the foreign language until you can say it correctly.	132	27%	293	59.9%	64	13.1%
11.If you are speaking to a foreigner on social media, you are more likely to use English	254	52%	164	33.5%	71	14.5%
16.If I heard a native speaker speaking English, I would go up to them so that I could practice speaking the language	208	42.6%	189	38.6%	92	18.8%
17.It is ok to guess if you do not know a word in the foreign language	129	26.4%	258	52.8%	102	20.9%
19.It is important to repeat and practice often in the classroom	274	56.1%	176	36%	39	8%
23.I feel self-conscious speaking the foreign language in front of other people	150	30.7%	238	48.7%	101	20.7%
24.If you are allowed to make mistakes in the beginning, it will be harder to get rid of them later on	210	42.9%	209	42.7%	70	14.3%
26.It is important to use English in everyday life situations	174	35.6%	209	42.8%	106	21.7%

Table 14 Learning and Communication strategies Items

Item 7 outlines that a large number of participants (50.6%) believe that it is necessary to speak to a native speaker of the target language to be able to learn properly, consistent with Mourchid, et al. (2023) who found that Moroccan EFL students had positive attitudes and perceptions towards native English-speaking teachers. However, this is countered by a lower number of participants (38.6%) who believe that if they heard a native speaker speaking English, they would not go up to them to practice, in item (16). This might suggest a disparity between belief and practice (Bessaid, 2020). This gap often arises due to sociocultural factors, educational policies, and personal experiences that shape language attitudes but may not align with linguistic realities or effective learning strategies. This is not to say that other variables such as self-confidence, extroversion, introversion, context, etc., do not play a role in the learners' decision, but simply to highlight the possibility of disparity between beliefs and practice (Rahman, 2015). Another aspect that is observed in Table 11 is the importance of making mistakes when learning, which is highlighted through items (10, 17, 24). Most learners stated that they strongly disagree with the statement that they should not say anything in the foreign language until they know how to say it correctly. Many of the participants believe that you should still use the language even when you are not sure of the words or their pronunciation. However, this belief is not consistent with item 17, where 52.8% of the participants believe that

you should not guess if you do not know the words, or item 24, in which participants were uncertain whether making mistakes at the start of your learning journey should be acceptable or not, with 42.7% of learners stating they agree with making mistakes and a very similar number of 42.9% reporting that mistakes should be corrected right from the start of the learning journey.

The analysis above tackles some of the learning and communication strategies that the students believe to be true for their learning (Pratolo, 2019). Notably, the students emphasize the value of interacting with native English speakers, which they primarily associate with contexts outside the classroom. This preference indicates a perceived lack of opportunity for such interactions within formal educational settings. Moreover, students generally hold the belief that classroom learning should focus on foundational elements such as grammar, vocabulary, repetition, and practice, while relegating the more practical communicative skills to extracurricular activities outside the classroom (Belmihoub, 2018; Slimani-Rolls, 2016).

5.2.4   Nature of Language Learning

This factor discusses the ways in which students believe a language should be learned. The focus here is not necessarily on what strategies to use but on how we intuitively learn language, what approaches can be the right ones, and what steps to take to optimize learning.

Nature of Language Learning Items	Total agree		Total Disagree		Neutral	
	N	*%*	*N*	*%*	*N*	*%*
9.It is necessary to know the foreign culture in order to speak the foreign language	*188*	*38.5%*	*218*	*44.6%*	*83*	*17%*
14.It is better to learn a foreign language in the foreign country.	*191*	*39%*	*202*	*41.3%*	*96*	*19.6%*
21.Learning a foreign language mostly a matter of learning many new vocabulary words	*271*	*55.4%*	*165*	*33.7%*	*53*	*10.8%*
25.Learning a foreign language is mostly a matter of translating from French	*49*	*10%*	*307*	*62.8%*	*133*	*27.2%*
30.Learning a foreign language is similar to studying other subjects in my curriculum	*158*	*32.3%*	*238*	*48.6%*	*93*	*19%*
31.Learning a foreign language is mostly a matter of translating from Arabic	*105*	*21.1%*	*260*	*53.2%*	*126*	*25.8%*
32.Learning a foreign language is mainly a matter of learning as many of grammar rules	*256*	*52.4%*	*158*	*32.3%*	*75*	*15.3%*

Table 15 Nature of language learning Items

The table above outlines the beliefs of students about the different approaches to language learning and explains that only 32.3% of the participants believe that the English language module they are undertaking as part of their degree is as important as the other modules within their degree program. This might be simply due to the disparity between mark coefficients of the English language module and other modules, or it might have deeper roots such as the perceived inferiority of a language course compared to more technical majors which often stems from societal values and economic perspectives that prioritize technical skills over linguistic and cultural education (Belmihoub, 2018). Irrespective of the reasons, such belief might lead some of these students to not have the same willingness to put the same effort into studying the language as they would studying another module, which ties in closely to their investment in learning English in Algerian university classes. Additionally, table 15 shows that 55.4% of the participants believe that a great way to learn a new language is by learning as many new vocabulary words as possible. Another strategy that has a strong consensus among the students is learning grammar rules, with 52.4% of the participants agreeing to item 32, and 68.7% of those who agree "strongly agree" with the statement. On the other hand, items 25 and 31 state that a very limited number of the participants (10% and 21.1%, respectively) believe that translating from French and/or Arabic can be helpful when learning English, thus ignoring a very important approach to learning that might have been helpful in their learning process. Furthermore, with only 10% agreement and a mean of 3.82, item 25 has the lowest agreement percentage of all 37 statements. Although this might be solely due to the students' fundamental refusal of translation as a valid approach to learning, some of it can probably be attributed to their social identity and the current social and political environment that saw increased calls for severing ties with the French language "the language of the colonizer" and shifting focus to the more pragmatic choice that is English (McDougall, 2017) (see further details in sections 3.3.2 and 3.3.3).

Furthermore, the analysis of items 9 and 10, which are concerned with the importance of culture and the effects of studying the target language in the target country on language learning success, shows that a large portion of the participants (44.6%) seems to believe that they do not need to learn the culture behind the target language and would rather learn the language on its own for pragmatic use only. This kind of belief can be somewhat unrealistic since language and culture are very intertwined, especially in complex post-colonial, multilingual contexts such as Algeria. However, this belief can be somewhat justified when considering the effects of French colonialism on Algerian identity and the process of acculturation through language approach that was enforced for more than a century of French rule in Algeria. It is, therefore, reasonable to assume that the resulting identity crisis and social hierarchy linked to the use of French that still lingers to this day lead to calls for a language that is less culturally and politically charged and

that is "equally foreign" (Belmihoub, 2018; Bessaid, 2020; Jacob, 2019) to all Algerians without cultural constraints, a language for science and technology devoid of all that is cultural. Accordingly, to Algerians, the English language is a genuinely foreign language, de-ethnicized, de-colonized, and neutral (Jacob, 2019; McDougall, 2017).

5.2.5 Motivation and Expectations

The motivation and expectations factor studies the possible reasons students choose to study a foreign language, namely English, and the opportunities to use it or benefit from it that the learners expect to find as a direct or indirect result of their learning of the new language.

Motivation and Expectations Items	Total agree		Total Disagree		Neutral	
	N	*%*	*N*	*%*	*N*	*%*
15.I have the opportunity to use English in everyday life, either outside the classroom or on social media.	*195*	*39.9%*	*215*	*44%*	*79*	*16.2%*
28.If I speak English very well, I will have many opportunities to use it.	*283*	*57.9%*	*157*	*32.1%*	*49*	*10%*
33.If I learn to speak English very well, it will help me get a good job	*272*	*55.7%*	*131*	*26.8%*	*86*	*17.6%*
35.Algerians think that it is important to speak a foreign language other than French	*165*	*33.8%*	*188*	*38.4%*	*136*	*27.8%*
36.I would like to learn English so that I can get to know its speakers better	*227*	*46.4%*	*189*	*38.7%*	*73*	*14.9%*

Table 16 Motivation and Expectation Items

Many of the participants (57.9%) believe that if they learn English to a "good level" (what "good" means in this context is unidentified and is left for each individual's own conceptualization of what a good level of language is), they will have many opportunities to use it. However, the statement is limited in that it does not specify what these opportunities are or whether these opportunities are attainable or can be achieved in the real world. Additionally, a similar number of participants (55.7%) believe that speaking English at a good level can help them acquire better job opportunities. Another important opportunity for English use, according to the participants, is to get to know native speakers of the language, although the reasons behind getting to know them are unclear, whether it is social relations and friendships, business opportunities, romantic relations, etc., which is not specified in the BALLI questionnaire. This could be interpreted through Norton's (2015) investment theory, which considers the acquisition of various forms of capital, including social, political, cultural, or economic.

Chapter 5

The analysis of the five factors of language learning helps us better understand and determine the beliefs of Algerian students about language learning. We can identify some important aspects that might either enhance or hinder the learning process, and we can shed more light on the underlying patterns that govern, form, and transform these beliefs. The results reveal a general trend of uncertainty and neutrality among the students across various items, with a significant number of neutral responses. This neutrality is underscored by the means and standard deviations for each factor and individual item. Tables 16 and 17 illustrate that despite variations in student responses and clear differences in beliefs, the averages for each factor generally range from 2.5 to 3.5, with an overall mean of 3.01 and a standard deviation of 0.695.

All variables	
Valid	*489*
N	
Missing	*0*
Mean	*3.0123*
Std. Deviation	*.69505*

Table 17 All items descriptive statistics

Such uncertainty could be attributed to various factors that affect the students' beliefs, including but not exclusive to the fact that students throughout their studies before and in university do not receive proper explanations about their own learning (Altan, 2006; Ross & Cousins, 1995). In fact, some of the students that participated in the questionnaire stated in casual conversations after they answered the questionnaire that this was the first time ever that they had to reflect on their language learning process and that they had to rely mainly on self-explanations, which might not be entirely beneficial to their learning (Kuhn & Katz, 2009).

Additionally, a general lack of learner autonomy and agency can be sensed in most Algerian classrooms (Lakehal, 2021) to varying degrees and is characterized by the teachers' heavy involvement inside the classroom and the students' constant need for instructions, guidance, and focus on classroom practice and repetition over other forms of self-study and involvement. In item 19, for instance, 56.7% of the participants agreed that it is important to repeat and practice often in the classroom. On the other hand, when asked if they believe traveling to a foreign country to study the target language can help improve the learning experience (item 14), only 39% of the participants agreed, which confirms the previous remark on the participants' beliefs about the role of culture in learning English in Algeria. However, this general avoidance of the role of culture might affect the learning process since it ignores the possible positive effects of being immersed in language learning in a foreign country, which are concomitant with the learners' autonomy, agency, and investment. In this respect, Ryan and Mercer (2011) maintain that although the belief that "studying the language abroad is better" can

somewhat affect the autonomy and agency of the learner and may lead to the learner assuming a "passive role" in their learning, they still agree that "an extended period of time spent in an environment where the target language is spoken is likely to be a highly effective way to learn the language and positively affect their motivation and interest in the language" (p. 162).

Furthermore, in the case of English language learning in Algeria, only 35.6% of the participants believe that it is important to use English in everyday life (item 26), which poses several questions about the actual use of English in Algerian society beyond the classroom and the possible role that English is expected to play in the future. In the same vein, most students believe that one lesson per week (item 22) is not enough for them to learn English throughout the length of their course (3 to 5 years) and that even having one class every day (item 18) would probably not be enough for them to successfully learn English. The previous findings reveal a contradiction between students' beliefs in the importance of classroom study for learning English and their perceptions of the effectiveness of their actual classroom environments. Specifically, students recognize the value of classroom instruction for learning English, yet they do not view their current classroom settings—whether they attend one session per week or daily—as conducive to effective language learning. This perspective aligns with Darvin and Norton's (2023) theory, which suggests that the effectiveness of language learning investment depends less on the learner's motivation and more on the alignment between their expectations and the actual classroom practices. Consequently, the students do not see the use of English as important in their current daily life, however, there is a recognition that English may become important in certain contexts or at some point in the future. This perception of the potential value of English may motivate students to invest in learning the language, despite the limitations of their current classroom experiences.

The analysis above demonstrates that the students who are studying these courses believe that the majority of the learning should happen inside the classroom, through learning vocabulary, grammar rules, drills, and repetition. Very little, if any, of the learning should happen outside of the classroom and in the various contexts across their lives. The links to the old grammar instruction, teacher-led way of teaching are quite clear, and the absence, if confirmed, of new approaches to teaching these classes can create a group of students who cannot take charge of their learning (Holec, 1981, p. 3), who do not have the capacity or "willingness" to take responsibility for their own learning (Little et al., 2017), and who will, due to such beliefs, find their ability to exercise control over their learning process restricted, especially in specific language learning and usage scenarios (Reinders & White, 2016).

Furthermore, the contradiction between students' beliefs in the importance of classroom study and their perceptions of the effectiveness of their actual classroom environments may

have significant implications for their investment in language learning. As Darvin and Norton's (2023) theory posits, the effectiveness of language learning investment depends on the alignment between learners' expectations and actual classroom practices. The misalignment observed in this study may negatively impact students' investment in their English language classes.

In summary, the analysis outcomes reveal complex relationships between students' beliefs, their learning experiences, and their investment in language learning. The students' reliance on classroom learning and traditional teaching methods may indicate a fixed mindset view of learning (Haimovitz & Dweck, 2017) as teacher-led and instruction-based, which can constrain overall success and might demonstrate some effects of their language learning experiences. Additionally, the misalignment between students' expectations and their actual classroom practices may negatively affect their investment in English language classes. However, their beliefs about the potential future value of English may still motivate them to invest in learning the language. These findings highlight the importance of considering students' beliefs about language learning, learning experiences, and perceived opportunities as interrelated factors that might ultimately be linked to their language learning investment.

The next section will discuss the effects, if any, of previous language learning experiences on learning English inside the classroom. Second, it will attempt to determine what the students believe to be opportunities of English language learning or English language use in and outside of Algeria and the links that these beliefs might have to their investment in their respective English language classrooms.

5.3   Factors Related to students' English Language Learning Investment

This section will present the results of component-to-component correlation analysis, analyze specific item frequencies that tackle the learning experiences of the students, and discuss the focus group data for a deeper insight into their learning journey.

Correlations		Difficulty	Aptitude	Nature	Motivation	Strategies
Difficulty	Pearson Correlation	1	.604**	.493**	.472**	.664**
	Sig. (2-tailed)		.000	.000	.000	.000
Aptitude	Pearson Correlation	.604**	1	.567**	.648**	.686**
	Sig. (2-tailed)	.000		.000	.000	.000
Nature	Pearson Correlation	.493**	.567**	1	.563**	.640**
	Sig. (2-tailed)	.000	.000		.000	.000
Motivation	Pearson Correlation	.472**	.648**	.563**	1	.655**
	Sig. (2-tailed)	.000	.000	.000		.000

Table 18 The correlation between learning experience components

The table shows that there is a statistically significant, medium to strong positive correlation between all the factors underlying the beliefs about language learning. The difficulty of language learning component is strongly correlated to the foreign language learning aptitude component (r = .604, p < .001) and is also strongly linked to the learning and communication strategies component (r = .664, p < .001).

Additionally, the foreign language learning aptitude component is strongly correlated with the language and communication strategies component (r = .686, p < .001). The three components - difficulty of language learning, foreign language learning aptitude, and learning and communication strategies - all have an element of gauging the learning experiences as the participants perceive them, and therefore, these components will be used in discussing the concept of previous language learning experiences. The components motivation and expectations, learning and communication strategies, and nature of language learning have in common the notion of opportunity and therefore will be used to discuss the possible opportunities to learn and use English and the opportunities that arise due to learning English as they are perceived by the students. Extracts from the students' focus group are then examined in order to identify any links that might allow for insights about the students' beliefs about language learning and the potential connections to their previous learning experiences and consequently to their current learning process and future opportunities.

5.3.1 Beliefs about Previous Language Learning Experiences

By examining items (5, 12, 20) that are related to the language learning experience of students as Algerians, the participants stated that they believe that Algerians are not usually considered multilingual (item 20), which is not necessarily in line with the fact that a majority of

Algerians speak at least two or more languages and/or varieties of languages, for instance, the different varieties of Tamazight such as Berber, Shaoui, and Tergui or the different dialects that range across Algeria. Additionally, the students do not believe that Algerians are good language learners (item 5), so not only are they not considering Algerians as multilingual, but they also believe that they are not very successful/competent as language learners. Furthermore, they seem to be conflicted about whether learning and speaking more than one language can help them when learning a new foreign language (item 12). This latter suggests that the students' beliefs about Algerians' aptitude for language learning and therefore their own aptitude are negative beliefs that can be linked to their identity and how they view themselves as learners, but also as actors in their own learning environment/context. The concept of social identity in this context is further examined through the results of the focus group where we can see a similar sentiment echoed.

P1	"… um, I don't know, I don't think that learning Tamazight can help me learn English… How can I learn English from that?"
P4	"I know, I know, but maybe it's not the words... how can I say… maybe…"
R	"do you mean vocabulary?"
P4	"exactly!... Maybe you can learn the ways, the tricks of learning and apply them to English"

Here we can see that P4 is referring to the language learning strategies and that these might be transferable across languages, which shows an ability to adapt to different situations and demonstrates a sense of malleability that might be necessary for the Algerian learner to adapt their previous learning experiences, be it English language or otherwise, to their new context and therefore use the transferable skills and strategies that they learned in the past to their advantage. On the other hand, in the case of P1, who was not able to perceive any direct links between learning Tamazight and learning English, especially in terms of grammar and vocabulary, and therefore assumed that there is no correlation between learning these two "different" languages. On its own, this does not explain how such beliefs can affect and be affected by our social identity, but in this instance, P1 stated later in the focus group that as Algerians, Arabs, and Muslims, we "do not really need" any other language, "...we have Arabic, it's all we need, ...um... maybe English, if you go outside the country...". This extract provides an insight into what many Algerians believe to be true, or at least portray as true on social media. Throughout the last few years, despite efforts from the government to make Tamazight an official language and French a first foreign language, many object and even call for boycotting

teaching both languages, and limiting teaching these languages to provinces where there is a majority of Berbers. People who have similar beliefs to P1 might not feel motivated to learn foreign languages in general and might, regardless of their motivation, not be invested in the learning process in these contexts (Darvin & Norton, 2023). This can also be applied to English language learning when we consider that many believe that although it is important to learn English, the Algerian context is not one that allows or requires you to learn English. Instead, you learn English in order to use it outside of Algeria, or with native speakers on social media, for example.

Researcher	"How often do you get to use English in your everyday life?"
P3	"umm, not sure… maybe a little."
P2	"I only use it on Discord, you know, playing games…"
P7	"Ah! Me too! I use Discord, but also Facebook, Reddit and so on…"
Researcher	"How about at home? Or with friends outside?"
Participants	"laughter"
P4	"My dad would think I am putting a magic spell on him, chuckles"

The previous extract gives insights into what these participants believe about their opportunities, or lack thereof, to use English in their everyday life, but more importantly, it gives insight into how English is still considered an outcast (Slimani-Rolls, 2016), despite its recent adoption in Algeria. It also might explain some of the reasons for students' under-investment in their learning (for more information, see sections 3.4.2 and 5.2), since these students do not, at this point, see a valid use for English within Algeria yet. English might be used as a social class indicator, similar to how French is, but it is not at this point in time mature enough to replace French in Algerians' everyday lives (Jacob, 2020).

5.3.2 Perceived Opportunities for Language Learning and Language Use

"For many learners, the target language community is not only a reconstruction of past communities and historically constituted relationships, but also a community of the imagination, a desired community that offers possibilities for an enhanced range of identity options in the future" (Norton & Toohey, 2011, p. 415).

Similar to the previous section, we can see that many of the students focus on the use of English outside of the context of Algeria and with non-Algerians. This is mainly characterized by item 26, where only 35.6% of the participants believe that English is important to use in their everyday life situations, which is a very low number of participants when compared to the number of participants who agreed with statement 28, "If I speak English very well, I will have many opportunities to use it," where 57.9% of the participants believe that to be true. In this instance, the students are distinguishing between opportunities inside and outside Algeria, in the foreign setting/culture.

P1	"… I think it can only be useful if you are speaking to someone… a foreigner"

In this instance, P1 claims that the use of English is not necessarily important in their immediate context and is only relevant if another requirement is met, which is the existence of "a foreigner," meaning a native speaker of English or a foreign person who understands English and with whom they can communicate. This belief, among others, indicates the "absence" that the students feel of the English language from the daily life experiences of Algerians. Although the demand and appeal for a shift to globalization through English is increasing, English is only occasionally heard in Algerian streets and sometimes seen in storefronts and street graffiti (Jacob, 2019). This view can somewhat explain the under-investment of students towards their English language learning within their immediate environment and especially in the classroom.

In line with item 28, 55.7% of students believe that they will be able to have a better job if they learned English successfully. Students believe that there are far more opportunities for them outside the Algerian context, whether that be for tourism, finding a good job outside Algeria, or completely leaving the country looking for a better future.

Discourses of "English as the gatekeeper to dreams, goals, and living a better life outside Algeria" were a recurrent theme for the students within the focus group.

P4	"mainly for tourism… umm… maybe I can travel and visit Big Ben! But money and visa are not easy to acquire in Algeria…"
P2	"also work, I think… I think if you have English and are lucky you go to the Gulf or the [Algerian] Sahara you work for companies there"
P3	"All countries use English now, for everything, only us…"

Both students P2 and P3 view English as an international asset that holds the key to the gate to the world because of its international use and the perceived economic stability that

comes with having opportunities outside the current problematic Algeria, where issues such as unemployment are on the rise and constantly influencing the ambitions of the young generation. P3 suggests that English is universal and that in this respect, Algeria is behind the times in its adoption of English and therefore does not offer the same opportunities that exist elsewhere in the world. To that effect, P2 mentioned the Algerian Sahara as a possible place for work opportunities. However, when quizzed about these perceived opportunities, most of the students maintained that their best option is to work for an international oil company. Despite such a job opportunity being inside Algeria, it is its international status and social and economic benefits for the individual that makes it an appealing opportunity to gain prestige and achieve the goal of a better life. Whether the goal for these students is to gain geographical or social mobility, both are seen as desired imagined identities of what they could be and how they might raise their social/cultural capital through learning the English language. The important part in creating these imagined identities is that they might help improve the language learning experience and eventually the outcome: "If learners are successful in their bids for more powerful identities, their language acquisition may be enhanced" (Norton & Toohey, 2011, p. 415).

Such beliefs about the use of English helped shape the way the students interact with language learning. When it comes to the strategies used in the classroom, we can see a general consensus about the use of repetition and practice in the classroom (56.1%), learning as many vocabulary items (55.4%), and learning as many grammar rules as possible (52.4%). This view on language learning generally limits and confines the learning process to the classroom and minimizes the role of communication and immersion in the language learning context.

P7	"It's ok to use it in the classroom, even if I make mistakes, it's normal"
R	"What about with friends?"
P7	"maybe as a joke, long conversations…impossible!"

In these extracts, students believe that their learning should be confined to the classroom. Students put so many expectations on the language classroom to help them achieve their desired level of competence in the classroom (items 15 & 19). This could be construed as one of the reasons behind the finding that very few of the participants believe it is possible to learn English by studying one lesson per day (35.8%), let alone learning by studying one lesson per week (16.4%).

This presents a pessimistic view of the students' own learning environment, which builds from their previous learning experiences and can be hindering to their learning and therefore

their investment in their English classes. This is because they can feel a rift between their goals for learning the language, the strategies they expect to use, and the amount of time they believe is needed to learn, and their reality, which comprises only 1 lesson per week in a classroom that provides opportunity for repetition and grammar but does not provide much room for progress in the communicative side.

However, for those learning for the general goal of professional opportunities or mobility, which would increase their social and cultural capital, it affected the ways they practice the language. In this case, students' interest in the wide range of resources gained by learning and using the language makes them invest in learning it beyond the classroom. When asked if classroom study is enough to learn and what other methods they use, most students confirmed that classroom study is not enough and that they also go to English language centres that help them learn better and that they consider watching movies and listening to English music as one of the important methods to learn in the absence of real-life immersion and communication. This confirms what Norton (2003) mentioned about the nexus between the students' imagined communities and their investment in language learning: "Whether or not the learners see the learning of L2 as leading them closer to the imagined communities influences their current investment in that learning" (p. 287).

P5	"It is not enough. I have to pay for private courses…I watch movies, I like the British accent…it's not much, I know, but… but, you know… there is no other option"

This particular student showed interest in the different ways you can improve your English level and repeatedly stressed his belief that learning in the classroom one lesson per week is not enough to learn English to a level that can invite travel and work opportunities or even learn about the culture. One of the important aspects that was raised in this extract is the issue of accent and imitation that is used to feel closer to the group of the foreign language. In this instance, the student imagines himself as a part of the foreign community where he is able to gain both symbolic resources - culture, lifestyle, prestige - and material ones - money and freedom. Such a belief is not a new one: "The omnipresence of some locations in popular culture (whether film, series, or music) has interrelated narratives of freedom, comfort, and wealth with where they are created or set" (Jacob, 2019b, p. 147). In other words, these students gained a sense of community through those films and movies with foreigners/people who they have never met or seen face to face but assumed being part of it.

Exploring the questionnaire data (see section 5.2), few students indicated their interest in culture when learning the language. In fact, the number of students who believe that it is not necessary to know the foreign culture in order to speak the foreign language is more than those

who believe that culture is important when learning to speak a language (item 9). This confirms that some students are not actually aware of the importance of culture in learning English or the choice of cultural denial to justify the choice of English over French. There seemed to be a consensus between the students in the focus group about watching movies in English to learn the language. However, another student raised the importance of social media and interaction with native speakers.

P2	"You can talk on Facebook, I have friends, we speak in English. I use Google translate, but it's good, better than class"

50.6% of students believe that it is important to speak a foreign language with a native speaker (item 7), while 52% are more likely to use English if they are speaking to a foreigner on social media (item 11), which correlates with the number of those who prefer to watch movies in English and those who believe learning English will get them better jobs.

Looking back at the findings above, we can assume that although students are motivated to learn the language for many reasons relating to the perceived opportunities that might exist inside, but mainly outside of Algeria, they are under-invested in their classrooms and do not believe that the classes offered by the university satisfy their learning needs. Instead, investment in learning the language is seen mainly outside the classroom as part of the students forming an imagined identity of them achieving their goals of holding a better status or traveling abroad and being part of the imagined impressive English-speaking community. This is in line with Benseddik's (2021) research investigating the impact of students' imagined identities on their English language learning, where she found that Algerian law students learning English showed interest and willingness to take part in the activities forming an imagined community of professionals. For some participants, their images of their future selves and communities motivated them to make their own efforts in learning outside the classroom, seeking to improve their English level. They seemed to have exercised their agency when looking for opportunities to practice English online through following social media updates, YouTube videos, and watching movies (p. 135).

5.4   Conclusion

In conclusion, this chapter has addressed the first research question (RQ1) by exploring the beliefs of non-English major Algerian university students about their language learning. Through analyzing responses from both questionnaires and focus groups, the study has revealed the complexities of these beliefs and their potential impact on students' language learning experiences.

The participants expressed a continued interest in learning English for various reasons, including the creation of imagined communities and identities, as well as the desire for social and spatial mobility within Algeria and beyond. Despite considering Algerians generally as not very effective language learners, the students still perceived themselves as capable of succeeding in learning English.

However, the students also believed that learning English in Algerian university classrooms, while important, is not as efficient or successful as they would like, based on their previous experiences. This finding highlights a disconnect between the students' need for English and the curriculum offered in the classroom, leading to under-investment in their university language classes. As a result, students sought opportunities for language learning outside the classroom through various means such as communication, immersion, and imitation.

This discord aligns with Darvin and Norton's (2023) assertion that the real value of language learning investment depends more on the congruence between learners' educational expectations and actual classroom practices than on their motivation alone. Consequently, while Algerian university students are invested in learning English, they are not as invested in their university English language classrooms.

The findings of this chapter contribute to the overall thesis by providing a foundation for understanding students' beliefs about language learning and their impact on investment in language learning. The insights gained from this chapter will be further explored in the next chapter, which will delve deeper into the roots of these beliefs by examining students' previous language learning experiences (RQ2). This exploration aims to uncover connections between past experiences and current perceptions and expectations of language learning, potentially influencing students' engagement and success in acquiring new languages. By examining these links, the thesis seeks to provide a comprehensive understanding of the educational and psychological factors that shape students' beliefs about English language learning.

Chapter 6   Previous Language Learning Experiences

6.1   Introduction

This chapter builds upon the discussions in the previous chapter, which explored the beliefs of non-English major Algerian university students about their language learning. The analysis revealed a diverse range of beliefs shaped by students' socio-cultural context, previous learning experiences, and future aspirations (see section 5.3.1.1). These beliefs were found to significantly influence students' learning behaviours, outcomes and ultimately investment, highlighting the importance of understanding and addressing learners' beliefs to facilitate more effective and engaging language learning experiences.

Furthermore, these findings are viewed in relation to the discussions in the previous chapters, particularly the context provided in Chapter 3 on the complex linguistic landscape of Algeria (see sections 3.2 and 3.3), characterized by the presence of multiple languages and the impact of colonization on language policies and practices. This multilingual context forms the backdrop for understanding students' previous language learning experiences and their beliefs about language learning. Moreover, Chapter 2 introduced the theoretical framework of this study, drawing upon constructivist theory, social cognitive theory, and Norton's theory of investment (see sections 1.2, 2.3 and 2.5.2). These theories emphasize the role of learners' experiences, beliefs, and social context in shaping their language learning processes and outcomes. The current chapter applies these theoretical lenses to explore the relationship between students' beliefs about previous language learning experiences and their current language learning, as articulated in RQ2.

Building on these contextual and theoretical foundations, this chapter delves into the impact of previous language learning experiences on students' current language learning beliefs and practices. It begins by examining the concept of multilingualism in Algeria and the notion of legitimate speaker, drawing upon students' narratives from the focus group discussions. The chapter then investigates the impact of negative experiences on language learning and students' self-perception of language competence, exploring challenges in both classroom settings and socio-affective domains. Additionally, the chapter discusses students' beliefs about Algerians' potential as successful language learners, shedding light on how students perceive their own learning trajectories in relation to the broader Algerian population.

Through this multifaceted exploration, the chapter aims to provide a nuanced understanding of the complex interplay between previous language learning experiences and current language learning beliefs and practices, contributing to the broader field of language learning research. By situating this exploration within the specific context of Algeria and drawing upon relevant theoretical frameworks, the chapter seeks to illuminate the ways in which students' beliefs about previous language learning experiences shape their approaches to and investment in current language learning, as encapsulated in RQ2.

6.2   Multilingualism and Legitimate Speakers

Despite the multilingual nature of Algerian society, where several languages are used daily within various institutions (Benrabah, 2013), students do not consider themselves multilingual (item 20). Only 33.8% of participants stated they believe Algerians are multilingual. To examine this phenomenon, it is suggested that although all Algerians have experienced learning different languages at some point, not all have had positive, affirming, and successful language learning experiences. These experiences are reflected in their beliefs and affect their current and potentially future language learning experiences. The focus group results shed light on this aspect.

Six of the seven participants mentioned they do not consider themselves multilingual. Participants 1, 2, 3, and 5 expressed doubts about their proficiency in languages other than Arabic and Derja. They mention struggles with understanding, learning, and studying subjects in French, which can affect their confidence in using the language effectively. Their self-perceived competence or lack thereof influences their identification as multilingual individuals (Bouchareb & Saadi, 2016). Participant 1 expresses hesitation in considering themselves multilingual due to a lack of confidence and limited use of languages outside the classroom. Similarly, Participants 2 and 5 highlight the minimal use of French in their daily lives. This raises questions about the significance and relevance of a language if it is not actively used and may impact their perceived legitimacy as speakers of those languages.

The data provided by the participants sheds light on various aspects of multilingualism and how individuals perceive their legitimacy as language speakers. The participants primarily speak Arabic and Derja, with varying exposure to French and English through school and university settings. One significant factor influencing participants' self-perceived legitimacy is language usage. Several participants, such as Participants 1, 2, and 5, express limited use of languages like French and English in their daily lives.

Participant 1 explains: "I primarily speak Arabic and Derja... I have also learned French and English in school... I haven't had many opportunities to use [French] outside of the classroom... I wouldn't consider myself multilingual because I don't feel confident enough in the languages I speak." Participant 2 expresses a similar sentiment, stating: "I wouldn't consider myself multilingual either because I don't feel proficient enough in any language other than Arabic and Derja." These statements reflect the participants' perception of legitimacy, closely tied to their proficiency and confidence in using a language. This lack of active language use can impact their confidence and proficiency, leading to doubts about their legitimacy as speakers of those languages. In other words, they don't perceive themselves as multilingual due to their limited use and proficiency in languages other than their native ones.

Participant 5 adds, "I am currently struggling in my course because it is all in French... I wouldn't consider myself multilingual because my proficiency in French is limited, and I primarily use Arabic and Derja for communication."

The concept of receptive multilingualism is evident in the participants' experiences. This can explain the questionnaire results where students believe that understanding a language is easier than speaking it, with 52.5% disagreeing with the statement "It is easier to speak than to understand a foreign language" (29). The students have developed receptive skills in languages like French and English through education but may not actively engage in speaking or writing. This aligns with the idea that individuals can understand and comprehend multiple languages without necessarily producing them (Blees, 2017; Rouabah, 2022; Singer, 2018).

Participants' perceptions of communicative competence also contribute to their sense of legitimacy as language speakers. Participant 6 emphasizes the importance of effective communication, good accent, and pronunciation, prioritizing these aspects over grammar rules and academic writing. He says: "I don't think there is a way really for me to learn... I don't really see the relevance... I think being able to be competent in the language is about speaking, good accent and pronunciation, being able to communicate with confidence rather than knowing all vocabulary and grammar rules." This highlights the dynamic nature of communicative competence, which goes beyond formal proficiency and encompasses functional language use in real-life situations and confirms the notion set in items 6 & 28 the definition of "good language learner" is left to each participant to determine in their own right (see section 5.2.2 and 5.2.5). Additionally, this notion brings to light the questionnaire results when students were asked (item 10) if they should not say anything in the foreign language until they can say it correctly, where 52.5% disagreed with the statement. This could be explained by students distinguishing between their identity as language learners and self-perception of their multilingualism.

The relevance of formal education in language learning is questioned by Participant 6. They challenge the notion that classroom-based learning is the sole path to language proficiency. This perspective suggests that alternative forms of language learning and use should also be recognized as legitimate. It raises important questions about the role of practical language skills, confidence, and real-life communication in determining one's legitimacy as a language speaker (see sections 6.2.1.2, 6.2.1.4 and 8.3.1).

Societal expectations and language norms also influence participants' perception of legitimacy. Participant 3 mentions the dominance of Arabic in Algerian society and how it impacts their confidence in using other languages like Tamazight and French. "I speak Arabic, Tamazight, and French... I use Arabic the most in my daily life... I wouldn't consider myself multilingual in the broader sense because my proficiency in Tamazight and French is limited... It is about the confidence of using the language which we do not have because of the way we learn or the Algerian society itself." These societal factors can shape one's self-perception as a legitimate speaker, as certain languages may be privileged or valued more than others. This could also be explained through the monolingual perspective of language learning and acquisition, where students do not consider any language added to their repertoire as a second language unless they have full mastery of it similar to their mastery of the native language (Cook, 2016; Cook & Wei, 2016; Grosjean, 1989, 2020).

In addition to the influence of societal expectations within the construct of a legitimate speaker, Speaker 6 added to its complexity through beliefs about the significance and utility of the languages they speak. Participant 6 states: "I speak Derja, Arabic, and French. Among these, I use Derja and Arabic the most in my everyday life. While I have exposure to multiple languages, I wouldn't consider myself truly multilingual because these languages are not helpful in improving myself or finding a job in the future. Arabic is our national language, Derja is a dialect so not a language, while French is not necessarily a language that will open doors for you. I still do not know why it is only us Algerians who give French importance and still use it despite very few countries in the world using it. We even study in French but if we want to continue our further studies somewhere else, it would be extremely hard near to impossible because of the language barrier."

This excerpt reflects Participant 6's perception of language as a tool for personal improvement and career advancement. The participant does not view themselves as a legitimate multilingual speaker due to the perceived lack of utility of their languages. This aligns with Bourdieu's (1991) concept of 'linguistic capital', where the value of a language is tied to its practical benefits (Darvin & Norton, 2021) (see section 7.3).

Participant 7 confirms: "Yes, I agree. I share a similar view. I do speak Tamazight, Derja, Arabic, and French and I can understand English to an extent, not use them though in daily life. I do not consider myself multilingual in the sense that Tamazight and Derja are not languages, Arabic is part of our identity, so it is a language. Although French is a language in that sense you know but as Participant 6 said, it is a colonial legacy that did not take us anywhere."

Participant 7's views echo those of Participant 6, adding that Tamazight and Derja are not considered languages. This perception could be influenced by sociolinguistic hierarchies that privilege standardized languages over dialects or minority languages (Blommaert et al., 2012). The participant's comment about French being a colonial legacy that did not benefit them reflects the complex sociolinguistic dynamics in post-colonial contexts (Smith, 2016) (See section 7.2). These excerpts highlight the influence of societal and practical factors on the construct of a legitimate speaker.

In conclusion, the participants' experiences and perceptions provide some valuable insights into idea of multilingualism in the Algerian context and the notion of legitimate speakers. Factors such as language usage, proficiency, confidence, relevance of formal education, and societal expectations all play a role in shaping how individuals perceive their legitimacy as learners. Their reflections also suggest that being a legitimate speaker is not merely about multilingual proficiency but also involves the perceived value and utility of the languages one speaks. This underscores the need for a nuanced understanding of multilingualism that goes beyond the number of languages one speaks and considers the sociocultural and practical contexts of language use.

6.2.1 Impact of Negative Experiences on Language Learning and Self-Perception of Language Competence

The participants constructed negative beliefs about language learning through negative learning experiences. These include classroom challenges, difficulty of language components, and socio-affective factors. The socio-affective factors encompass social pressure, peer criticism, and students feeling afraid to make mistakes. These factors are crucial interpretations of the socio-affective dimension, drawn from the theoretical framework of this study (see sections 1.2 and 2.3), which emphasizes the role of social and emotional aspects in shaping learners' beliefs and experiences.

These socio-affective factors, alongside classroom challenges and the difficulty of language components, can contribute to the construction of negative beliefs about language learning. The study highlights the significance of social and contextual dimensions in

understanding the complex interplay between learners' experiences and beliefs in the language learning process.

6.2.1.1   Classroom Setting Challenges

The data provided by the participants in the focus group discussions sheds light on the challenges they face in language learning, particularly within the classroom setting. These challenges, in turn, shape their beliefs about their linguistic capabilities and their self-perception as multilingual speakers.

Participant 1 expresses frustration with the teaching methodology, finding it disengaging and not helpful within the context of their studies. He mentioned: "I have honestly given up on learning the language due to the teaching methodology, which is completely disengaging. The sessions are not helpful within the context of our studies too. I am not sure if I will learn anything by the end of the year that will actually help me being able to communicate or get a job." This aligns with research suggesting that engaging and contextually relevant teaching methods are crucial for effective language learning as well as the notion that investment is closely related to the alignment of the learner's goals and expectations with the teaching methods and outcomes (Norton & Darvin, 2023). Within the Algerian context, although the expectation is a subject-specific English course, the reality is a general English course dealing with the same aspects they have been learning through high school, with little to no relevance to the courses they are studying. This is not helpful to academic life, research, or professional careers. This might be due to teachers' lack of experience, teacher training, linguistic proficiency, and understanding of students' requirements in each domain (Mebitil, 2014). This negatively hinders students' readiness to invest towards attending the courses, which, in turn, affects their overall investment in language learning.

This sentiment is echoed by Participant 6, who criticizes the university class for not aiding in the development of communication skills and being too exam-oriented. He explained: "I agree, the university class is not helping anyway in terms of communication skills, and it seems more like exam oriented so I think if I need to improve my English in the future I will attend private specific courses that will have a different approach to the approach of the University teachers... I think teachers can play a very important role in getting us to have positive or negative reactions about language learning. The approach used should be completely changed so teachers are actually engaging with the learner and teaching rather than lecturing 90 students at a time." This perspective challenges the traditional approach to language learning and suggests the need for more practical and engaging teaching methods. He also went further to discuss the significance of authentic material: "The emphasis on grammar and vocabulary

memorization has made the process boring and ineffective. Additionally, the lack of exposure to native speakers and real-life language situations has hindered my progress. It's frustrating to put time and effort into learning a language and not see significant results." This highlights the importance of teaching methods that are engaging, relevant, and focused on developing practical language skills, not just exam performance. It also touches on a very important aspect, which is the time and effort that learning a language consumes, and that learners usually invest time, money, and effort for an expected return. However, when that return is believed to be inadequate, a drop in engagement, resistance to classroom practices, and an overall lack of investment occurs.

In Algerian universities, non-major students are mandated to attend a 90-minute English classes as a foreign language module once a week. These sessions often combine two or three groups. This arrangement, while ensuring access to language classes for a large number of students, limits the teacher's ability to address individual students' needs and reduces opportunities for student participation and engagement in language skills development, which hinders their interest in language learning (see section 3.4.2). This could explain the questionnaire results where only 16.5% agree with the statement "It is possible to learn English by studying one lesson per week (22)" and 38.4% disagree with the statement "It is possible to learn a foreign language by studying one lesson per day (18). Students find themselves facing several challenges that hinder the effectiveness of language learning, including the classroom setting, the teaching methodology, and the lack of practicality of the content.

6.2.1.2   Socio-Affective Factors

Socio-affective factors are other challenges affecting students' language learning, hindering progress and encouraging negative beliefs, specifically the impact of negative experiences and emotions on language learning outcomes. The questionnaire results do not show a huge tendency towards anxiety and feelings of fear and shame, as only 30% of students agree with the statement "I feel self-conscious speaking the foreign language in front of other people" (item 23), while a much larger number (48.7%) disagree with the statement. However, the participants' experiences highlight the role of negative emotions, such as fear of making mistakes, feelings of shame, and loss of confidence, in language learning. This is in line with research conducted by Zhang (2013), which found that foreign language listening anxiety significantly influences listening performance.

For instance, Participant 7's struggle with understanding grammar concepts and the subsequent negative mindset towards learning French presents an example of the ways in which negative experiences can hinder language learning. He states: "In my case, in high

school, I remember I struggled to understand the grammar concepts being taught. The teacher moved at a fast pace, assuming that everyone had a solid foundation in French, but I felt left behind. I tried asking for clarification, but I was met with impatience. It created a negative mindset towards learning French." This aligns with the concept of the 'affective filter' proposed by Krashen (1982), which suggests that negative emotional states such as anxiety can act as a barrier to language acquisition. His statement also sheds light on an important aspect of language learning, which is the clash between students' and teachers' beliefs and its detrimental effects on language learning. This requires further investigation to understand the effects of language learning beliefs on students' investment or lack thereof in their English language classes.

Social pressure and peer criticism have also been found to be one of the socio-affective factors hindering progress and influencing students' future language learning practices. Participant 3's experience of being mocked for mispronunciations further underscores the role of negative emotions in language learning (MacIntyre & Vincze, 2017): "I remember when I first started learning English, I faced difficulties with pronunciation. I would often mispronounce words, and my classmates would laugh or correct me in a mocking way. It was disheartening and made me hesitant to speak in English. These negative experiences influenced my expectations and made me more self-conscious about making mistakes." This experience led to increased self-consciousness and hesitance to speak in English, demonstrating how negative experiences can affect language learning by increasing anxiety and reducing willingness to communicate, as suggested by MacIntyre & Vincze (2017). Similarly, Participants 6 and 4 reported a loss of confidence and feelings of shame respectively when they encountered a social situation where they failed to competently express themselves.

Participant 6: "Negative experiences can have a lasting impact. I recall a time when I had to give a presentation in French, and I was extremely nervous. As I stumbled through the presentation, I could sense the judgment and lack of understanding from my classmates. I can never forget the feeling I had that day, and it affected my confidence in using any language I'm not confident with."

Participant 4: "I had a similar experience when I was trying to have a conversation with a native English speaker through Facebook Live. I was struggling to express my thoughts fluently, and the person I was speaking to seemed impatient and uninterested in understanding me. It was a blow to my confidence and made me doubt my language skills". This aligns with the findings of Elkhafaifi (2005), who suggested that unfamiliar phonological systems and foreign cultural contexts might engender listening anxiety in students.

While negative experiences and emotions may indirectly affect language learning and confidence, the data primarily highlights factors such as language usage, proficiency, confidence, relevance of formal education, and societal expectations as influential in shaping individuals' perceptions of their own multilingualism and legitimacy as language speakers. However, it is worth noting that affective factors, including negative experiences and emotions, can play a role in language learning outcomes and individuals' willingness to communicate in the target language. These factors propose that negative emotions such as anxiety, self-doubt, or fear can hinder language acquisition and effective communication. While the participants' statements do not explicitly discuss these affective factors, they may be underlying influences on their perceptions of language proficiency, confidence, and legitimacy.

6.2.1.3   Language Use Outside the Classroom

A recurring theme in the participants' discussion is the lack of practical use of the target language, in this case, English, outside the classroom setting. Participants 1, 2, and 4 all express a similar sentiment. Participant 2 states, "The situation of English you know... we just learn it but no actual use." Participant 4 notes that English is "limited to non-existent usage outside the classroom," noting that their opportunities to use English in their daily lives are limited. This lack of practical application can create a sense of disconnect between the language learning experience and the learners' everyday realities. The absence of a tangible, immediate benefit from learning English can lead to a decrease in motivation, as articulated by Participant 1: "Sometimes it's hard to see the immediate benefits or relevance of learning English when I don't have regular chances to use it."

The issue of limited exposure to the target language outside the classroom also emerges as a significant challenge. The participants' experiences underscore the importance of immersion and regular interaction in the target language for effective language learning. However, in their current environment, such opportunities for immersion are scarce, which can hinder their language acquisition process. This is in line with Ahmad's (2014), Ahmed (2017) and Islam et al. (2022) where they reports that lack of exposure to the target language and opportunity to use it is one of the biggest challenges of language learning that students can face, which in turn hinders their investment into learning the language.

The participants also linked the opportunity to use English to investment in language learning. Participant 7 admits to not investing any time or effort in learning English due to its perceived lack of practicality in their environment: "I do not think that I am investing any time and effort in trying to learn the language. I never use it because let's be honest it is not a language that you can use in Algeria." This highlights the crucial role of personal investment and

motivation in language learning. Without a clear purpose or need for the language, learners may not feel compelled to invest their resources into learning it.

Finally, Participant 6's experience encapsulates the highs and lows of language learning, expressing the joy of understanding and communicating in a new language, but also the struggles and discouragement that can come with it. This duality signifies the importance of providing adequate support and encouragement to language learners to help them navigate the challenges of language acquisition.

6.2.1.4   Algerians as Un/Successful Language Learners

In this section, the construct of a successful language learner is explored based on students' perceptions about themselves and their learning journeys. It also touches on aspects related to students' positive beliefs about language learning and how these affected their investment inside or outside the classroom.

The questionnaire data reports that the students do not believe that Algerians are good language learners (item 5), with only 27.2% agreeing with the statement that they are good language learners. So, not only are they not considering Algerians as multilingual, but they also believe that they are not very successful/competent as language learners.

Surprisingly, despite the students' belief that they are not "multilingual," mainly because of their language proficiency level, most of them expressed that they view themselves as somewhat successful language learners, embracing the journey of language learning rather than focusing only on the negative aspects. Participant 1 negates that and states: "Personally, I don't see myself as a successful language learner yet. I've made progress, but I still struggle with fluency and pronunciation." Such a belief about oneself underscores the importance of self-perception in language learning success. This is similar to students' beliefs about themselves not being multilingual because of competence in productive skills. This aligns with the work of Dörnyei and Ushioda (2021), who suggest that self-perceptions and beliefs about language learning can significantly influence learning outcomes. Similarly, in the context of Algeria, Bouchareb and Saadi, (2016) in their study about Algerian university students claim that higher self-esteem correlates with better language performance.

The construct of a successful language learner extends beyond mere linguistic proficiency or fluency. It encompasses a range of factors including the ability to communicate effectively, understand written texts, express oneself, and make consistent progress in language learning (Davies, 2011; Dörnyei & Ushioda, 2021; Lightbown & Spada, 2021; Zhang, 2022). This broader understanding of language learning success is reflected in the participants' responses.

Participants 3 and 4 state: "I feel like I've been successful in learning languages. I've faced challenges, but I've managed to overcome them and make progress". Such statements highlight the importance of resilience and progress in language learning. This aligns with the work of Li, Hiver and Papi (2019), who emphasizes that successful language learners are not only those who achieve high levels of proficiency but also those who demonstrate resilience in overcoming challenges and making consistent progress in their language learning journey.

Participants 2 and 7 comment respectively: "I agree, it is about the journey, but it seems like still a very long ride for me (laughter)," and "Well, despite the challenges, I think I am trying to be [successful]. I think it is all about your level of confidence in using the language. I struggle with pronunciation and the 'right' accent. Also, similar to what participants 2 and 6 said. It is about the journey. Being able to use the learning of one language to help you learn another". This further highlights the notion of language learning as a journey and the role of confidence. This perspective resonates with the work of Csizér and Dörnyei (2005), who suggests that successful language learning involves sustained effort and engagement over time. It's not just about reaching a destination (i.e., achieving fluency), but also about the journey itself, including the progress made and the challenges overcome along the way.

Accordingly, these responses underscore a broader understanding of language learning success that includes not only linguistic proficiency but also progress, resilience, the ability to communicate effectively, and confidence in using the language. This understanding aligns with contemporary perspectives in applied linguistics, which emphasize the multifaceted nature of language learning success.

6.2.1.5   Transferable Skills

The participants' discussion about the transferability of language learning skills from one language to another provides further insight into their understanding of successful language learning. This concept, often referred to as cross-linguistic influence or language transfer, is a well-documented phenomenon in the field of applied linguistics (Odlin, 1989; 2005; 2008). Language transfer is the impact of a student's native language on their learning of a second language. It is a method of communication and language learning that leverages the student's pre-existing understanding of their primary language to facilitate the learning of a new language. Language transfer is not limited to the influence of a first language on a second language. It can also occur between any two languages that a person knows, regardless of the order in which they were learned (Jarvis and Pavlenko, 2008; Murphy 2021; Paramasivan, 2009).

Participant 2's scepticism: "Do you mean that learning Tamazight or Arabic will help me learn another language? I don't see how. I don't think learning Tamazight will help me learn

English. Maybe French but I don't know," reflects a common misconception that language transfer only occurs between languages that share similar vocabulary or grammar structures. However, research suggests that language transfer can occur across different language families and can involve various aspects of language, including learning strategies and metalinguistic awareness (Jessner, 2008).

Participant 4's response: "I think it does help you," and the subsequent elaboration: "Maybe you can learn the ways, the tricks of learning and apply them to English," highlight the idea that successful language learning involves not only mastering specific linguistic features but also developing effective learning strategies that can be applied across languages. This aligns with Oxford's (2016) model of strategic language learning, which emphasizes the role of learning strategies in promoting language learning success.

Participant 6's comment: "Umm... I think sharing a similar script will help but not completely different script," suggests a nuanced understanding of language transfer, acknowledging that while shared scripts can facilitate language learning, they are not the sole determinant of transferability.

In summary, the participants' responses reflect a nuanced understanding of successful/unsuccessful language learning that incorporates the concept of language transfer. This understanding aligns with contemporary perspectives in applied linguistics, which emphasize the multifaceted nature of language learning success and the role of transferable skills and strategies.

6.3   Conclusion

This chapter aimed to answer RQ2 through analyzing and discussing the students' beliefs about a variety of emerging themes, predominantly from the focus group data. In-depth discussion about the students' beliefs about multilingualism in Algeria and the construct of legitimate and illegitimate speakers served to enrich the understanding of legitimate speakers as part of investment theory. This chapter underscored the effects of language learning experiences on shaping beliefs about language learning in the Algerian context.

Furthermore, this chapter attempted to highlight the impact of negative language learning experiences on new language learning attempts and some of the challenges that students face inside and outside the classroom when attempting to learn a language, namely English. Then, this chapter discussed the concept of successful language learners in the context of Algeria, especially among Algerian university students, to elucidate who is considered a successful language learner and who is not considered a successful learner. As explained above, students

consider that there is no one measure for success, but more than not the journey of learning a language can be seen as a success in itself. Finally, the focus shifted to address the transferability of language learning skills, where previous knowledge or strategies used to learn one language could potentially be replicated in the process of learning a new language.

In conclusion, this chapter has provided valuable insights into the complex interplay between students' beliefs about language learning, their previous language learning experiences, and their current language learning practices. By exploring themes such as multilingualism, negative experiences, successful language learners, and transferable skills, the chapter has highlighted the multifaceted nature of language learning and the importance of considering learners' beliefs and experiences in shaping their language learning journeys. The findings underscore the need for language educators to be mindful of learners' beliefs and to create supportive and engaging learning environments that foster positive language learning experiences and promote successful language learning outcomes. By doing so, educators can help learners navigate the challenges of language learning and develop the resilience, confidence, and strategies necessary for long-term success.

Chapter 7 Perceived Opportunities for Language Learning and Language Use

7.1 Introduction

This chapter addresses the third research question: "In what ways are the perceived opportunities for using English related to students' investment in their English language classrooms?" It aims to provide insights into the ways in which Algerian students utilize English outside the classroom and the opportunities they actively seek or create to invest in their language learning. By integrating focus group data and questionnaire responses (see section 5.2). This chapter extracts valuable information regarding students' language usage in their immediate context and beyond and their perceptions of available opportunities, complementing the findings from the questionnaire.

The first section explores language use and the application of language skills in real-life contexts, outside the classroom, shedding light on how students engage with English in their daily lives and the extent to which they are aware of, or take advantage of the opportunities available to them. The focus group data provides insights into students' experiences, highlighting both limitations and efforts made to find occasions for language practice beyond formal instruction.

The second section delves into students' perceptions of language learning opportunities and their willingness to invest time and effort to achieve their language learning goals. By exploring questionnaire responses and focus group extracts, this section uncovers students' beliefs regarding the value of language learning and the social and cultural capital associated with language proficiency.

7.2 Language Use Outside the Classroom

The lack of language use opportunities within the students' immediate environment due to linguistic, social, or cultural constraints was highlighted as one of the negative learning experiences students reported in the previous chapter (see sections 6.2.1.1 and 6.2.1.3). This section investigates opportunities for using the English language outside of the classroom, as perceived by the participants, through focus group data and links them to questionnaire items

reported in Chapter 5 (See sections 5.2.3, 5.2.4 and 5.2.5). The elements of motivation and expectations, learning and communication strategies, and the nature of language learning share the common theme of opportunity. These elements are utilized to explore potential opportunities for learning and using English, as well as the opportunities that might emerge from learning English, as perceived by the students. Norton and Toohey (2011) suggest that: "For many learners, the target language community is not only a reconstruction of past communities and historically constituted relationships, but also a community of the imagination, a desired community that offers possibilities for an enhanced range of identity options in the future" (p. 415). This view is relevant to the current analysis as it highlights how students' perceptions of future opportunities in their imagined communities might shape their investment in English language learning.

The data reveals that many students focus on using English outside the Algerian context and with non-Algerians. This is mainly characterized by item 26, where only 35.6% of participants believe that English is important to use in their everyday life situations, which is at odds with the 57.9% of participants who agreed with item 28, "If I speak English very well, I will have many opportunities to use it." This suggests that students distinguish between the number of opportunities they perceive will be available to them if they learn English and the opportunities for using English in their everyday life inside the Algerian context. These students perceive opportunities for language learning and language use that extend beyond their immediate environment and can be accessed outside Algeria, either virtually or physically through travel and immersion in foreign settings and cultures. The virtual landscape, in particular, seems to offer a range of opportunities for students to engage with English, including social media, gaming, online English conversations, and communities.

7.2.1   Social Media and Gaming

The boom in entertainment services across the world has led to chatting on social media and gaming becoming ways for learners to engage with English language learning, providing access to native speakers or people from other cultures where English is a common means of communication (Toffoli, et al., 2023). Participants 3 and 7 discuss their experiences communicating with others through games or social media and reflect on their learning process. Participant 3 explains, "I only use it on Discord [a gaming chat app], you know, playing games, I have to communicate using very limited language, words or simple phrases and sentences to help me engage with others and get through the games...".

Participant 7 adds, "Ah! Me too! I use Discord, but also Facebook, Reddit and so on...so basically, I use it to chat, similar to you [participant 3]. Though I am very limited with the

sentence structure and vocabulary. Sometimes I use Google Translator to help me but quickly forget about what I translate." These participants show awareness of how language is used in these mediums, acknowledging that their language usage is often limited to familiar vocabulary and sentence structures. Translation is used in the moment for utilitarian purposes rather than as a learning strategy, implying that these platforms are primarily used for connection and interaction rather than deliberate language learning.

The belief that English is not generally spoken in daily life within the Algerian context and in the students' immediate environment, such as with friends and family, might be directly linked to students' under-investment in their learning. They do not yet see a valid reason or use for English within Algeria and their immediate environment. Additionally, the use of English in Algeria comes with its own set of challenges, including language conflict and language status (see sections 3.3.3 and 3.4). English might be used as a social class indicator, similar to French, but it is not yet mature enough to replace French in Algerians' everyday lives (Jacob, 2019a; 2019b), because English has not yet reached the same level of prevalence and acceptance that French, with its long history and established presence, has in Algerians' everyday lives. This could explain the limited use of English and reliance on familiar phrases and vocabulary observed in the participants' responses and the overarching theme of English as a global language as opposed to a local one.

7.2.2   Online English Conversations and Communities

When asked about their interest in joining English-speaking communities online or outside Algeria, students showed a positive attitude but agreed on the non-existence of these communities within Algeria. Participant 1 stated, "Well within Algeria, that is not realistic because there are no English-speaking communities to the best of my knowledge." This assumption highlights the lack of awareness of such communities within Algeria. Other participants mentioned the possibility of English major students building their own online communities, with Participant 4 saying, "I think English majors are trying to build such a community among themselves, but maybe because they have no other choice and they need to use the language, but not sure if there are others, how to access them or if we are even welcome to join." This quote raises the question of legitimate speakers and is directly related to investment theory, as discussed in the previous chapter.

Participants 3 and 4 focused less on such communities in Algeria and expressed the need to seek English-speaking communities outside Algeria, such as online conversation groups. Participant 3 stated, "Definitely. Being able to join an English-speaking community abroad is important, even if that meant online through chatting with foreigners in chatting groups as you

mentioned." This reinforces the general expectation that English is learned to be used outside Algeria, with non-Algerians.

Participants 5, 6, and 7 see being part of an English-speaking community as a motivator for learning English, believing that it would provide opportunities to practice the language and expose them to different ways of thinking, living, and cultures. This aligns with Dörnyei's L2 Motivational Self System (Csizér & Dörnyei, 2005), which suggests that the learner's vision of their future self can be a powerful motivator in language learning.

Only one participant (Participant 2) mentioned being part of an online language conversation group, stating, "Absolutely! It's about being proactive and seeking out opportunities to practice English beyond the classroom. Because I am thinking about applying for scholarships to conduct my master's degree abroad, I recently joined an English conversation group where we meet once a week to chat and practice speaking. It's been a game-changer for me in terms of building some confidence in using the language, which I was never able to have before... These experiences have a significant impact on my learning English within the classroom. They help me see the relevance and practicality of the language, and I feel more motivated to improve my skills." This participant's proactive approach demonstrates a high level of investment in learning English, aligning with Dörnyei's (2009) L2 Motivational Self System.

Participant 2's proactive approach to seeking out opportunities to practice English demonstrates a high level of investment in learning English. This participant sees the practical value of English for their future goals, such as studying abroad, and this motivates them to improve his English skills. It is worth mentioning that the participant's perceived benefits or investment returns of this approach have been clear, which allowed more engagement with the language. This also was clear in the way P2 was encouraging everyone to join during the group discussion. He explained: "I think you will benefit from meeting others online and speaking to others because there would be no opportunity outside the classroom in the streets of Algeria." Although, the general sentiment from this particular participant was that there is no possible opportunities to use the language within Algeria, their belief or imagined identity as a language learner outside of Algeria was a successful driver to their learning. P2 invited everyone in the group to join an online community, shared his experience and demonstrated how they can join. This aligns with the imagined identities, imagined communities and gained capital as discussed in Norton, (2013) and Darvin and Norton, (2023).

As mentioned in Chapter 6, students' inability to find appropriate platforms to communicate might hinder their motivation, while finding useful platforms can raise their motivation and, subsequently, their investment in language learning. However, there is a

contradiction between the need to use the language and the complaint that there is no way of using or practicing the language within the immediate environment, while the students themselves are not proactive in encouraging themselves and others within their close circle to practice the language with them. When asked about its use within family and friends, all participants mentioned that it is impossible and took the question sarcastically or humorously. However, participant 4, who has a family member who is proactive in using English because she is majoring in English language, stated that instead of taking the opportunity to practice and improve his language, he used the situation to discourage his sister's use of the language.

participant 4: In my case, my sister is majoring in English language, and she likes to use it at home from time to time. Everyone at home laughs at her because no one can understand. Most of the time, I say to her: "feet on the ground, you're only in Mila [a province in Algeria]" and sometimes I use some English words and expressions with her to tease her. She seems to be proud though being able to speak the language despite our comments. My mother always encourages her by saying: "your place is not here" [implying she deserves to be somewhere better, outside of Algeria].

This extract suggests that English is not necessarily important in their immediate context and is only relevant if another requirement is met, which is the existence of a foreigner, meaning a native speaker of English or a foreign person who does not understand French and understands English and they can communicate with. This belief, among others indicates the sense of absence that the students feel of English language from the daily life experiences of Algerians. Although the demand and appeal for a shift to globalisation through English is increasing, English is only occasionally heard in Algerian streets, and sometimes seen in store fronts and street graffiti (Jacob, 2019b). This view can somewhat explain the under-investment of students towards their English language learning within their immediate environment and especially in the classroom. There is a discrepancy here between the belief and practice which explains why although students are interested in English language learning and use, they are not taking steps to improve their situation.

The lack of immediate relevance and practical application of English in the students' daily lives can contribute to their under-investment in English language learning within their immediate environment, especially in the classroom. When students perceive that the language, they are learning has limited use or value in their everyday interactions and experiences, they may feel less motivated to actively engage in the learning process (Darvin & Norton, 2023). This is because the connection between their learning efforts and tangible outcomes or benefits is not readily apparent. As a result, students might not see the point in

investing significant time and energy into improving their English language skills when they believe that the language has little practical utility in their current context.

While students recognize the potential value of English for broader opportunities and global connectivity, the absence of immediate applications and the dominance of other languages in their daily lives create a disconnect between their interest and their actual investment in learning the language.

7.3 Perceived Opportunities for Language Learning

In line with item 28, 55.7% of students believe that they will be able to have a better job if they learn English successfully. Students believe that there are far more opportunities for them outside the Algerian context, whether for tourism, finding a good job outside Algeria, or completely leaving the country in search of a better future. Discourses of "English as the gatekeeper to dreams, goals, and living a better life outside Algeria" were a recurrent theme for the students within the focus group.

7.3.1 Global Language vs. Limiting Language

The data presents a dichotomy between the global and limiting aspects of language use in Algeria, particularly in relation to French and English. Despite the global prominence of English, the participants express frustration over the limited opportunities to use English in Algeria and the continued emphasis on French. They see French as a colonial legacy that is losing its relevance in the face of the rising global status of English.

Participant 3 states, "Well, all countries use English now. It is only us that stayed behind. The dream to get a better life is even harder because of the barrier of the language. You will need money and resources if you truly want to learn and leave the country". This statement highlights the high expectation of return attributed to learning English but also underscores the constant theme of opportunities beyond the context of Algeria. P3 here compares the development of English use around the world and exclaims that Algeria is behind its peers in this race. The language policy and the political landscape of Algeria has, in his view, created a barrier to a "better life".

Participant 7 adds, "Although French is a language in that sense, you know, but as participant 3 said, it is a colonial legacy that did not take us anywhere." This extract underlines the shift in how Algerians think about French and attempts to explain some controversial statements from the questionnaire, specifically items 5 and 22, in which a large number of

students claimed that Algerians cannot be considered multilingual nor are they good language learners.

Students also express the difficulty of finding academic resources in French and call for English to be the language of science, highlighting the challenges of learning English and leaving the country due to resource constraints. Participant 1 states "yes I am doing my Masters' dissertation and I struggle to find enough sources in French. Well, you do need to understand English so you can find information". The participants' views reflect the complex linguistic landscape of Algeria, where French, despite its declining global status, continues to hold significance in certain contexts. At the same time, the rising global status of English is creating a sense of urgency and desire among the participants to learn and use English, despite the social and political challenges. Participant 6 confirms: "It is a shame really that this is the situation. Years of learning but no actual improvement. English should take the role of French in the country but that would be really hard, politically and socially". These results align with Jacobs' (2019, 2020) research, where France is losing legitimacy, not only due to cultural and political tensions but because of its feasibility in connecting with the globe and seeking opportunities. English, on the other hand, is gaining popularity, and the participants acknowledge its global prominence. They see it as a language that can open doors to career opportunities and international connections, recognizing its widespread use worldwide. This global perspective aligns with the concept of English as a Lingua Franca (ELF), where English is used as a common means of communication between speakers of different native languages (McKenzie, 2019; House, 2022).

7.3.2   Social and Geographical Mobility

Participants view English as an international asset that holds the key to the world because of its international use and the perceived economic stability that comes with having opportunities outside the current "problematic" Algeria, where issues such as unemployment are on the rise and constantly influencing the ambitions of the young generation.

Participant 1: "I think it is very important, if we want better pay and better jobs, you have to either work in international companies here in Algeria or find jobs outside Algeria".

Participant 2: "Yeah, I agree it is very important for work opportunities. I think... I think if you have English and are lucky you go to the Gulf or the [Algerian] Sahara you work for companies there. Gulf countries have the money, and you can live a better life while in Companies in Algerian Sahara the pay is very high too".

The examples given by participants concerning gaining social capital inside Algeria (e.g., working for an international oil company in the Algerian Sahara) and outside Algeria (e.g., working as a flight attendant in Dubai) are recurrent examples of how English language learning and investment can enhance social and cultural capital. The important part in creating these imagined identities is that they might help improve the language learning experience and eventually the outcome; "If learners are successful in their bids for more powerful identities, their language acquisition may be enhanced" (Norton & Toohey, 2011, p. 415).

Participant 4: "I had a classmate who was taking English classes along with her degree. After finishing her Bachelor she disappeared, we knew later on that she applied to be a flight attendant in Dubai. Her English courses definitely served in her acceptance. They would not have someone without the language skills. She is now living the dream. I feel jealous when I see her social media account. She has been to lots of places and in high class hotels, yachts... you name it".

Participant 2: "My uncle works in one of the British Algerian Gas companies in Sahara. After finishing his studies in Engineering and working for almost 15 years in another job. He started learning English and developing his language skills. He succeeded to pass the job interview and he has been working there for almost 5 years now. His life completely changed because of the high pay and the money and efforts he put for learning did not go in. He has been to the UK several times with all paid flights and stay. He is motivating me really to learn while doing my course so I can apply hopefully in the future but he's a live proof for me on how English language can change your life".

Tourism was also mentioned by one participant as a reason for learning English, although resource and visa restrictions were noted as additional challenges. Participant 7: Although I would love to find a job overseas, but I do want to learn English for another reason, tourism, maybe I can travel to see the world. Maybe I can visit London, Big Ben Who knows. But even for this reason, it is not easy. money and visa are not easy to acquire in Algeria...".

Students put many expectations on the language classroom to help them achieve their desired level of competence (items 15 & 19). This could be construed as one of the reasons behind the finding that very few participants believe it is possible to learn English by studying one lesson per day (35.8%) or one lesson per week (16.4%). This presents a pessimistic view of the students' own learning environment, which builds from their previous learning experiences and can hinder their learning and investment in their English. This sentiment was echoed by most participants, who believe that learning English is not as important as studying other modules within their program (item 30). However, for those learning English for the specific goal of professional opportunities or mobility, which would increase their social and cultural capital,

it affected the ways they practice the language. In this case, students' interest in the wide range of resources gained by learning and using English makes them invest in learning it beyond the classroom. Pittaway (2003) argued that learners who are empowered with willingness and investment will potentially become included in their desired communities as legitimate members progressively. These learners continue to invest in their language learning because of their understanding that they will reach economic and social gains that enhance the variety of identities they can claim in their community (Norton, 2001).

7.4   Conclusion

The findings of this chapter highlight the complex interplay between students' perceptions of language learning opportunities, their investment in language learning, and the socio-cultural and political context of Algeria. The chapter underscores the importance of considering learners' beliefs, experiences, and aspirations in understanding their language learning trajectories and the factors that shape their investment in language learning.

The chapter also raises important questions about the role of language education policies and practices in Algeria in fostering or hindering students' investment in language learning. The findings suggest a need for a more strategic and learner-centered approach to language education that takes into account students' diverse needs, goals, and experiences, and provides them with meaningful opportunities for language use and development both within and beyond the classroom.

Chapter 8   Discussion of Findings

8.1   Introduction

This chapter sets out the contribution to knowledge and links the findings to major themes in the literature thereby enriching scholarly discourse on language learning beliefs and investment practices. Through the analysis of data collected from the Beliefs About Language Learning Inventory (BALLI) questionnaire and focus group discussions, several key themes emerged. These themes encompass the students' beliefs about the difficulty of language learning, foreign language aptitude, their preferred learning and communication strategies, their understanding of the nature of language learning, and their motivation and expectations.

This chapter aims to discuss the findings of the study by addressing the three main research questions. First, it seeks to identify the beliefs that non-English major students hold about their own language learning (RQ1). Second, it investigates the ways in which students' beliefs about their previous language learning experiences are related to their current language learning (RQ2). Finally, it examines how the perceived opportunities for using English are connected to students' investment in their university English language classrooms (RQ3).

By exploring these research questions, this chapter provides valuable insights into the complex interplay between language learning beliefs, experiences, and investment among non-English major students. The findings contribute to a deeper comprehension of the factors influencing students' approaches to English language learning, both within the broader theoretical framework of instructed language learning and within the specific context of higher education in Algeria. Consequently, this research contributes to advancing knowledge in the field, offering valuable implications for policy makers, educators and researchers not only within Algerian universities but also within the broader landscape of language education.

8.2   RQ1: What are the beliefs of non-English major students about their own language learning?

The findings related to the first research question, which underscore the active role of learners in constructing their own understanding and knowledge through experiences and reflection (see sections 5.3.1and 6.2.1), are consistent with contemporary constructivist perspectives (see section 1.2.1), such as those articulated by Alhamami (2019) and Gergen (1995). Furthermore, Mugambi (2018) discusses how constructivism emphasizes that learners actively construct their own understanding by connecting new experiences with prior knowledge, challenging or changing existing beliefs as necessary. This process is critical for learners to become creators of their own knowledge, which is fundamental in constructivist theory. In both instances, learning is perceived as an active and situated process of knowledge construction rather than passive acquisition. Individuals are seen engaging in a dynamic process of sense-making, leveraging their prior experiences and cultural backgrounds to interpret and construct knowledge within specific contexts (Fernandez-Ballesteros et al., 2020; Mwagni et al., 2021). This connection emphasizes the proactive involvement of learners in shaping their comprehension and expertise, with significant implications for both research and practice in language education.

8.2.1   Students' Interpretations of Their Language Learning Experiences

The study revealed that non-English major students' beliefs about language learning were largely correlated with their interpretations of their language learning experiences. This finding is consistent with research that highlights the importance of learners' interpretations of their experiences in shaping their beliefs about language learning, consistent with research highlighting the importance of learners' interpretations in shaping their beliefs (Aragão, 2011; Borg, 2018). Students who had positive previous experiences tended to hold more favourable beliefs about language learning. See the figure below:
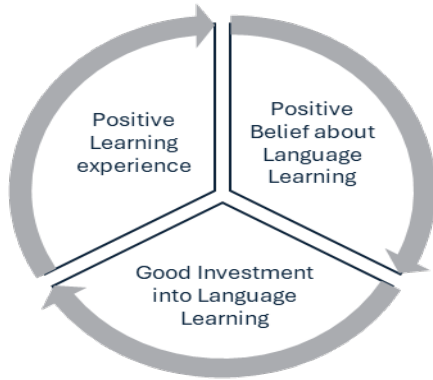
Figure 2 Cycle of Positive Experiences, Beliefs and Investment

While those with negative experiences often developed beliefs that hindered their learning progress (see section 6.3). See the figure below:
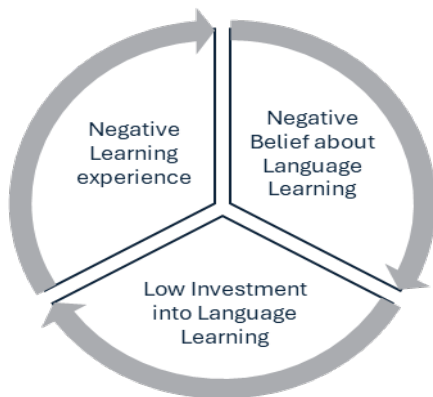
Figure 3 Cycle of Negative Experiences, Beliefs and Investment

This finding suggests that educators and policy makers should prioritize creating positive learning experiences to foster favourable beliefs about language learning.

One of the most salient beliefs was the perceived difficulty of language learning, especially in comparison to other languages. Many students believed that some languages are easier to learn than others, with a majority agreeing that learning English is easier than learning French. The perception of language difficulty, particularly when compared to other languages, is influenced not only by linguistic factors (Corder, 1981;

Blom et al., 2020) but also by societal and ideological considerations (Chayinska et al., 2022). This belief aligns with the concept of language distance (Corder, 1981), which suggests that the perceived similarity or difference between the learner's native language and the target language can influence learning difficulty (Blom et al., 2020). However, it's crucial to recognize that linguistic differences alone do not fully explain these perceptions. Ideological and societal factors such as nationalism, historical conflicts, identity politics, and power dynamics significantly shape language attitudes and policies (Chayinska et al., 2022).

In the Algerian context, where French occupies a complex historical and socio-political position (Benrabah, 2013), the preference for English over French can be attributed to complex historical and socio-political factors (Benrabah, 2013; Zaytoni, 2013; Jacobs, 2019). The history of colonization by France has likely created social and cultural tensions, impacting Algerians' perceptions of the French language, which led to associations with negative connotations (Zaytoni, 2013). This preference for English may arise from a desire to distance themselves from the former colonizer and embrace a more globally neutral language, reflecting both societal attitudes and language ideologies (Jacobs, 2019; 2020). This social aspect is evident in the historical and ideological factors linked to the preference for English over French, illustrating how social distance and language ideologies intertwine to shape language perceptions in terms of understanding difficulty and preferences. Accordingly, Educators should be aware of these contextual factors and their potential impact on learners' beliefs and attitudes.

Nevertheless, the belief itself that language is inherently difficult is considered one of the major barriers identified in this study. This finding is consistent with research that highlights the negative impact of such beliefs on learners' motivation and investment in language learning (e.g., Hismanoglu, 2016; Liu & Thompson, 2018). This belief is often correlated with decreased motivation and investment in language learning (see section 5.2.1).

Despite the perceived relative ease of learning English, many students expressed doubts about their own ability to successfully learn the language within the constraints of their university classes. This scepticism was associated with the limited class time, often just one lesson per week, and the perceived inadequacy of teaching methods.

Such beliefs about self-efficacy can potentially, significantly impact learners' investment in language learning (Genc, 2016). This finding highlights the importance of providing a positive learning environment and effective teaching methods to enhance learners' self-efficacy beliefs (Daemi et al., 2017). This means that if students are provided with effective teaching methods and increased classroom time and interaction, their self-efficacy beliefs are likely to increase and that in turn, positively affects investment. Therefore, teachers can consider adjusting and adapting their teaching methods to align with the learners' goals. Additionally, Educational institutions, ministries and institutions, should consider increasing contact hours and adapting teaching methods to align with learners' goals, particularly given the evolving role of English in Algerian universities (Ministry Website, 2023).

Another prevalent theme is the belief in foreign language aptitude, suggesting a special ability for language learning. This encompasses the conviction that one's capacity to learn a foreign language is fixed and unchangeable. Many students hold the view that certain individuals, particularly children, possess an inherent advantage in language acquisition compared to others. This belief implies a perceived limitation that language acquisition capabilities diminish with age. Rooted in essentialist perspectives (Horwitz, 1999; Wenden, 1998). This belief in fixed language learning ability can be problematic, as it may lead to a fixed language mindset (Dweck, 2006; Haimovitz and Dweck, 2017) and discourage investment in language learning (Lou et al., 2022; Bai and Wang, 2023).

A fixed language mindset implies the conviction that language learning ability is innate – one either possesses this skill or does not. In contrast, growth language mindsets assert that language proficiency can be cultivated through diligence and strategic approaches (Lou et al., 2022). If students harbour the belief that language learning abilities decline with age, it can discourage them from investing in improving their language skills (Lou et al., 2022; Bai and Wang, 2023). Therefore, Educators should work to foster a growth language mindset, emphasizing that language proficiency can be cultivated through effort and strategic approaches.

8.2.2 The Correlation Between Language Learning Beliefs and Learner Investment

The study found that students' beliefs about language learning are closely related to their investment into the language learning process. This finding is in line with

research that highlights the influence that beliefs might have on learners' investment, and eventually students' actions and strategies in the language learning process (e.g., Li, 2010; Li, 2013; Mohammadi at al., 2015; Nouioua, 2018; Wan et al., 2021). Students who believed that language learning was inherently difficult often approached learning tasks with apprehension or avoidance, while those who held positive beliefs were more likely to persist in the face of challenges (see section 7.3 and Figures 2 and 3). learner beliefs play a crucial role in shaping language learning experiences and outcomes (Barcelos, 2003; Kalaja & Barcelos, 2019). The correlation between language learning beliefs and learner investment found in this study further supports this notion. This finding emphasizes the importance of addressing learners' beliefs to enhance their investment and, ultimately, their learning outcomes.

Similarly, the students' beliefs about language learning influenced how they constructed their knowledge about English (see section 6.2). This finding aligns with recent research that emphasizes the role of beliefs in shaping learners' construction of knowledge in the language learning process (e.g., Adithepsathit & Wudthayagorn, 2018; Ballesteros et al, 2020; Özer & Yükselir, 2021). Students who believed that language learning is rewarding and achievable were more likely to invest time and effort in their language learning, leading to better learning outcomes. This finding is consistent with recent research that emphasizes the positive impact of such beliefs on learners' investment in language learning (e.g., Chen et.al, 2020; Jiang & Dewaele, 2019; Safdari & Maftoon, 2016). The students who portrayed higher levels of investment including engagement and persistence in their language learning are more likely to actively engage in learning activities and seek out opportunities to enhance their knowledge of English. In the case of Algerian non-English majors, those who held negative beliefs about learning languages in general and English in particular are found to be less likely to invest in their university English classes (see sections 5.2.3, 6.3, 7.2 & 7.3). Consequently, educators should focus on helping students develop positive beliefs about language learning by creating supportive learning environments, providing opportunities for success, and emphasizing the rewards and benefits of language learning (Adithepsathit & Wudthayagorn, 2018; Alrabai, 2016; Hiromori, 2023; Ryan & Mercer, 2011).

Under the theme of learning and communication strategies, it is found that the students placed a high value on interaction with native speakers and authentic

materials such as movies and music using them as valuable learning sources. However, they also acknowledged the limited opportunities for such interaction in their immediate environment. Factors such as limited exposure to authentic language use, lack of interaction with native speakers, or constraints in their environment may hinder their ability to practice and apply the language skills they are acquiring. This tension between the desired and the actual opportunities for language use might interfere with learners' investment in the language learning process (Darvin & Norton, 2023; Norton, 2013).

However, the expectation of opportunities for practice with native speakers and access to target culture resources does not necessarily indicate a strong emphasis on acquiring the target culture. Students' beliefs about the nature of language learning often prioritize vocabulary and grammar, with less attention given to the role of culture and context. This emphasis may reflect the traditional, form-focused approach to language teaching still prevalent in many Algerian classrooms (Mebitil, 2014). Moreover, ideological and societal factors may also contribute to the lack of interest in culture and the framing of English as a "decolonizing language". The preference for a neutral global language without ideological or historical connotations, as well as government efforts to diminish the influence of the colonizer language (French) to restore Algerian culture and values, could inhibit the exploration of new cultures and serve as a means to preserve Algerian values (Jacob, 2020). However, such a narrow view of language learning can restrict learners' ability to develop communicative competence and intercultural understanding (Tursunovich, 2022a; Tursunovich, 2022b). In this regard, Educators should strive to develop learners' communicative competence and intercultural understanding.

Finally, the students expressed a range of motivations and expectations for learning English, including career prospects, travel opportunities, and personal growth. These imagined identities and communities can be powerful drivers of language learning investment. However, a perceived mismatch between students' aspirations and classroom realities can lead to frustration and disengagement, which in turn is directly related to a perceived lack of investment from a large number of students (Norton, 2013).

The findings suggest that the concept of beliefs, as introduced by Horwitz in the 1980s, remains a valid starting point for understanding learners' contributions to their language learning progress. However, the study's approach of complementing the BALLI questionnaire with focus groups allows for a more nuanced exploration of beliefs and the potential for thinking to be changed and developed. This case serves as a starting point for other researchers to further investigate the dynamic nature of language learning beliefs and their implications for learner investment and outcomes.

In conclusion, the findings related to the first research question highlight the complex set of beliefs held by non-English major students about their language learning, shaped by socio-cultural context, previous learning experiences, and future aspirations. These beliefs significantly impact learning behaviours and outcomes, underscoring the need for language educators to understand and address learners' beliefs to facilitate more effective and engaging language learning experiences. By fostering positive beliefs and creating supportive learning environments, educators can enhance learners' motivation, engagement, and outcomes, ultimately contributing to more inclusive and successful language education.

8.3   RQ2: In what ways are beliefs about previous language learning experiences related to students' English language learning?

The analysis chapters shed light on the complex relationship between students' beliefs about their previous language learning experiences and their current language learning. The focus group discussions, in particular, provided rich insights into how these experiences shape students' perceptions of themselves as language learners and their approaches to learning English.

The findings related to the second research question can be understood through the lens of Bandura's social cognitive theory, which posits personal, behavioural and environmental processes interact intricately, influencing each other in various ways (Kutuk, 2023). In this section, I will discuss the relationship between individuals' beliefs about their abilities and their investment into language learning (see section 1.2.2 for a discussion of Bandura's social cognitive theory).

The study found that students' beliefs about their language learning abilities, which were largely shaped by their previous language learning experiences, had a

significant impact on their actions and learning outcomes in their current English language learning. This finding is consistent with recent research that highlights the influence of beliefs about abilities on learners' actions and outcomes in the language learning process (e.g., Agustina & Megawati, 2023; Busse & Walter, 2013; Woodrow, 2011). Students who believed in their ability to succeed in language learning were more likely to engage in learning activities and persist in the face of challenges.

8.3.1 Previous Language Learning Experiences Correlation with Self-Efficacy and Learning Strategies

One of the key themes that emerged was the impact of negative learning experiences on students' self-efficacy beliefs and language learning strategies. Many students reported struggling with grammar, pronunciation, and communication in their previous language classes, which can have far-reaching consequences beyond just academic performance. These challenges can significantly impact students' self-efficacy beliefs, which refer to their confidence in their ability to perform tasks and achieve goals in a particular domain, in this case, language learning (Bai & Wang, 2021). Constant struggles with language elements like grammar and pronunciation can gradually erode students' confidence in their linguistic abilities. As a result, they may develop feelings of frustration, anxiety, and self-doubt regarding their language learning skills.

Moreover, these negative emotions create what is known as an affective filter, a concept introduced by Krashen in 1982. This filter acts as a psychological barrier that impedes language acquisition. When learners are overwhelmed by negative emotions such as frustration and anxiety, their ability to absorb new linguistic input and engage effectively in language learning activities diminishes. Consequently, the process of language acquisition becomes less efficient, hindering the development of language skills (Moodie, 2016; Bai & Wang, 2021).

Furthermore, the impact extends to learners' willingness to communicate. Moodie (2016) and Bai & Wang (2021) emphasize that when students experience persistent difficulties and negative emotions in language learning, they become less inclined to engage in communicative activities. This reluctance to communicate stems from a fear of making mistakes, being judged by others, or facing further frustration. Consequently,

opportunities for meaningful language practice and interaction are missed, further impeding language acquisition and proficiency development.

Moreover, the students' previous learning experiences seemed to have a strong influence on their beliefs about effective language learning strategies. This insight is especially crucial for grasping how learners' previous interactions with language instruction impact their views on what constitutes effective learning methodologies (Bai & Wang, 2021; Getie & Popescu, 2020). Specifically, students who have been exposed to pedagogical approaches characterized by a heavy emphasis on grammar and translation, such as those encountered in French language classes, tend to replicate these methods in their English language learning endeavours. This persistence in prioritizing grammar and translation, despite recognizing their limitations, underscores the enduring impact of past learning experiences on learners' beliefs and behaviours. This finding aligns with the theoretical framework proposed by Barcelos (2003), which conceptualizes language learning beliefs as "situated" and "contextually grounded." According to this perspective, learners' beliefs about language learning are not formed in isolation but are intricately tied to their socio-cultural and educational backgrounds. Therefore, students' tendencies to prioritize certain language learning strategies, such as grammar-focused approaches, can be understood as manifestations of their past learning environments and instructional experiences (Sato & Storch, 2022).

8.3.2   Positive Transfer and Adaptation of Language Learning Strategies

The analysis also revealed instances of positive transfer and adaptation. Some students spoke about how they could apply the learning strategies and skills acquired in one language to the learning of another, such as using memorization techniques or seeking out authentic materials. This ability to transfer learning strategies across languages is a key component of multilingual competence (Jessner, 2008) and can facilitate the language learning process.

Recent studies on language acquisition support the idea of positive transfer and adaptation among language learners can involve various aspects of language, including learning strategies and metalinguistic awareness. For instance, Hawkins (2018) and Lai & Zheng (2017) both illustrate cases where learners effectively utilize skills acquired in one language to aid in learning another.

Hawkins (2018) discovered that learners who had developed strong self-directed learning methods in their native language could successfully apply these techniques to learning a second language. Similarly, Lai & Zheng (2017) observed how learners proficient in using mobile devices for language learning seamlessly transfer these self-directed learning strategies across languages, enriching their learning experience through personalization and social connections.

Another important theme was the role of language status and identity in shaping students' beliefs and investments. The focus group discussions highlighted the complex linguistic landscape of Algeria, marked by the legacy of French colonialism and the rising prominence of English as a language of globalization, which continues to shape students' language beliefs and investment in language learning. Recent research provides a deeper understanding of how language status and identity influence language learning motivations and attitudes. For instance, Moratinos-Johnston et al. (2018) explored how students' first language influences their motivation and attitudes towards learning English in a bilingual region. They found slight differences in attitudes and motivation between Spanish and Catalan speakers, suggesting other factors like cultural interest and perceived capital also play a role in shaping those attitudes.

The dynamics surrounding these languages can significantly influence learners' beliefs and investment. Some students may strongly favour English over French, viewing it as more advantageous for their prospects. This perception aligns with return on investment or capital gained concept proposed by Norton (2013), where individuals are ready to invest time, money and effort based on their perceived return on investment. This also aligns with the instrumental value of language learning theory proposed by Gardner and Lambert in 1972, where individuals are motivated to learn languages based on their perceived practical benefits.

8.3.3 The Role of Language Status and Identity in Shaping Students' Beliefs and Investments

The push-pull perspective introduced by Mustafa and Hamdan Alghamdi in their 2020 study about the factors affecting Saudi women's investment in English language learning provides a useful framework for understanding the complex role of language status and identity in shaping Algerian students' beliefs and investments in language learning. The focus group discussions highlighted the intricate linguistic landscape of

Algeria, marked by the legacy of French colonialism and the rising prominence of English as a language of globalization. These socio-political dynamics create a unique set of push and pull factors that influence students' attitudes towards different languages and their motivation to learn them.

The push factors, which are the internal conditions moving individuals to pursue language studies (Mustafa and Hamdan Alghamdi, 2020), can be seen in some students' strong preference for English over French. They may view English as more advantageous for their future prospects, aligning with their imagined identities and imagined communities and overall instrumental value of English (Kubota, 2016; Lydia & Vighnarajah, 2021; Ushioda, 2020) in the Algerian context. This perception of English as a language of opportunity and globalization where students can perceive a return on their investment in learning English in the form of social, economic and mobility capital (Jacob, 2020) can be a powerful motivator for investing in English language learning.

However, the instrumental view of language learning may overlook the broader cultural and social dimensions of language (Bagea, 2023; Kim, 2020). By solely focusing on the economic or professional advantages of a language like English, students may miss out on the rich cultural experiences and insights that come from engaging with different languages and their associated communities. Bagea (2023) emphasized that culture plays a significant role in language learning in the era of globalization and that the learning process is also a journey into cultural understanding, which is often neglected when language learning is viewed solely as a tool for pragmatic purposes. Therefore, in the context of Algeria, the view of a pragmatic language devoid from culture (English), as opposed to a culturally charged language (French) is found to be detrimental to language learning in the long term, because it ignores essential elements of language learning related to the socio-political and cultural environment in the context of Algeria.(See sections 5.2 and 5.3.2 for more context about the beliefs of students about importance of culture)

On the other hand, the pull factors, which are the external conditions drawing individuals to learn a language in a specific context (Mustafa and Hamdan Alghamdi, 2020), can be observed in the challenges students face in developing a multilingual identity in societies that prioritize certain languages over others. In contexts where Arabic and French are privileged, the use of other languages may be stigmatized or

undervalued (Jacob, 2019b), reflecting students' limited use of the language outside the classroom in different social contexts (see sections 6.2.1.1 and 6.2.1.3), which can create psychological barriers for learners. This often leads to a reluctance to use these languages in public or within personal circles, which, in turn, restricts their language practice and hinders communication fluency.

The issue at hand underscores the profound impact of societal attitudes towards different languages on an individual's ability to form a multilingual identity. When students feel self-conscious or apprehensive about using languages that are less recognized or appreciated in their society, it not only affects their confidence but also limits their linguistic and cultural competence (Csata & Maracz, 2021).

Recognizing these push-pull factors highlights the importance of creating a supportive and inclusive language learning environment that recognizes and values the diverse linguistic and cultural backgrounds of learners. Drawing on the work of Cummins (2000), fostering such an environment involves not only acknowledging the linguistic diversity within a community but also actively promoting the development of multilingual identities and skills. This can include providing opportunities for students to use and celebrate their languages, incorporating diverse cultural perspectives into the curriculum, and encouraging respectful engagement with languages and cultures different from one's own. This could be achieved through, firstly, leveraging the diverse linguistic and cultural landscape of educational institutions to cultivate competitive multilingual identities (Kozhevnikova & Repina, 2019). Secondly, a key approach is to equip educators with the necessary skills to navigate multilingual classrooms, including understanding bilingualism and creating inclusive learning environments (Brisk & Kaveh, 2019). finally, using storytelling and picture books has emerged as a valuable tool for promoting intercultural understanding and translanguaging practices, encouraging students to engage with diverse linguistic and cultural backgrounds (Hernández-Castillo & Pujol-Valls, 2019). These strategies highlight ongoing efforts to integrate multilingual and multicultural elements into educational frameworks, creating environments that celebrate linguistic and cultural diversity while supporting students' development.

The push-pull perspective introduced by Mustafa and Hamdan Alghamdi (2020) provides a valuable framework for understanding the complex role of language status

and identity in shaping Algerian students' beliefs and investments in language learning. The findings of this study highlight the importance of considering both the individual motivations and beliefs that drive students to invest in language learning and the broader contextual factors that may facilitate or hinder their efforts to develop multilingual identities and skills.

The application of the push-pull perspective in this study serves as a contribution for other researchers to take from this research. By examining the data through the lens of push-pull factors, this study demonstrates how educators and policymakers can gain a more nuanced understanding of the complex language learning dynamics in the Algerian context. This perspective allows for a comprehensive analysis of the interplay between learners' beliefs, societal pressures, and language status, offering valuable insights into the factors influencing language learning choices and experiences.

Future research in various contexts can benefit from adopting the push-pull perspective as a framework for investigating the role of language status and identity in shaping learners' beliefs and investments. By considering the specific push and pull factors relevant to their contexts, researchers can uncover the unique dynamics and challenges learners face in developing multilingual identities and skills. This approach can lead to a more contextualized understanding of language learning beliefs and experiences, informing the development of tailored strategies and interventions to support learners in navigating the complexities of language and identity.

Moreover, the application of the push-pull perspective in this study highlights the importance of creating supportive and inclusive language learning environments that value linguistic and cultural diversity. This implication extends beyond the Algerian context and serves as a call to action for researchers and educators worldwide to prioritize the development of such environments. By embracing linguistic diversity, promoting multilingualism, and addressing the push-pull dynamics, educators can empower students to navigate the complexities of language and identity in a globalized world.

8.4 RQ3: In what ways are the perceived opportunities of use of English related to students' investment in their university English language classrooms?

The previous section has provided valuable insights into the nexus between students' learning experiences and their current language learning. Similarly, this section discusses the connection between students' perceived opportunities for using English and their investment in their English language classrooms. The findings suggest a complex interplay between students' beliefs, expectations, and the socio-cultural context in relation to their language learning. Furthermore, as Norton's concept of investment in language learning is closely related to identity, ideology, and capital (Norton, 1995, 2013; Darvin and Norton, 2023). The findings of this study contribute to the ongoing conceptual development of investment in language learning, particularly in the Algerian context.

One of the most salient themes that emerged from the study was the profound belief among students in the global status and instrumental value of English. Many participants articulated the perspective that English serves as a gateway to enhanced opportunities, including access to better jobs, international mobility, and personal growth. This perception resonates deeply with the notion of English as a global lingua franca (Jenkins, 2015) and the associated discourses highlighting English as a language of empowerment and success (Lydia & Vighnarajah, 2021; Graddol, 2006). As Graddol's arguments underscore, English language proficiency has evolved into a fundamental commodity in the global labour market, prompting numerous governments worldwide to underscore the economic imperative for their citizens to acquire English skills and invest in English language education (2006). In today's interconnected society, the consensus on the indispensable utility of English proficiency for facilitating social and economic mobility, as well as access to coveted resources and opportunities, is undeniable. However, as Lo Bianco (2014) remarks in response to Graddol's analysis, language education is increasingly framed within a dichotomy: on one hand, as a means to serve narrowly defined economic interests, and on the other, as a vehicle for broader humanistic, cultural, and intellectual goals. This dichotomy reflects the current discourse surrounding language learning, particularly English, which emphasizes human capital development (Ennebati & Lenba, 2020) in the globalized knowledge

economy shaped by potent neoliberal ideologies (Kubota, 2016; Lydia & Vighnarajah, 2021; Ushioda, 2020). Most importantly, this dichotomy aligns with Norton's theory of investment (1995), which emphasizes language learners invest in their language learning based on imagined identities and access to social, economic, and symbolic resources (capital). In this study, the learners perceive learning English as an opportunity to expand their access to economic capital, seeking better job prospects and economic opportunities. This aligns with the narrow economic interests mentioned, where language proficiency is viewed primarily as a tool for enhancing individual economic success in the global market, reflecting neoliberal ideologies.

Conversely, Norton's framework posits that learners invest in language learning classes not only for instrumental purposes but also for symbolic and identity-related reasons. This aligns with the desire expressed by some students to learn English for personal growth, intercultural relations and integration in imagined communities, indicating the existence of perceived opportunities to broaden cultural and social capital, mainly outside of their immediate environment.

Despite the students' acknowledgement of the difficulties and barriers to access to certain opportunities, they continue to have aspirations to connect with English-speakers, travel to new places, and expand their worldview, which reflects their interest in broader humanistic and cultural goals that exceed the narrow economic interests. Similarly, Khouni and Boudjelal (2019), in their study on introducing the target language culture to enhance sociocultural competence among Algerian EFL learners, found similar results to those expressed in this study. The students' desire to engage with English-speakers and broaden their horizons demonstrates a pursuit of cultural and personal enrichment beyond mere economic gain, showcasing the perceived return on investment underlying their readiness to invest or lack thereof into their English language classes. Furthermore, El Ouali (2020), in her study investigating The Impact of English Language on Algerian EFL learners, found similar results to those expressed in this study. The students' desire to engage with English-speakers and broaden their horizons demonstrates a pursuit of cultural and personal enrichment beyond mere economic gain, showcasing the perceived return on investment underlying their readiness to invest or lack thereof into their English language classes.

This finding therefore provides a unique juxtaposition in the way students interact with the cultural aspects of language learning. On one hand, students prefer learning English over French due to the perceived absence of cultural ties and historical and socio-political struggles associated with the latter language and their previous language learning experiences (as discussed in section 8.3.3). This preference of a pragmatic language, however, ultimately may lead to missed opportunities for learning about a rich and varied culture and in gaining symbolic capital in the form of multicultural participation and understanding.

On the other hand, students imagined identities and imagined communities are portrayed as integrative and multicultural with perceived opportunities that extend beyond the instrumental value or economic capital of learning a language, but towards gaining social, cultural and humanistic capital as well.

The apparent inconsistency in beliefs about the importance of cultural aspects in language learning may stem from the fact that beliefs are often vague and emergent, only becoming clear through conversation and deeper exploration. The study's mixed-methods approach, combining the BALLI questionnaire with focus group discussions, allowed for a more nuanced understanding of students' beliefs, revealing their complex and sometimes contradictory nature.

The focus group discussions provided a platform for students to articulate and clarify their beliefs, which may not have been fully captured by the questionnaire alone. Through these conversations, it became evident that students' beliefs about the outcomes and processes of successful English learning varied considerably. While some students emphasized the practical benefits of learning English, such as improved job prospects and global mobility, others recognized the importance of engaging with the cultural and social aspects of language learning.

This variation in beliefs about the outcomes and strategies of successful English learning is a significant contribution of this research. It highlights the diverse perspectives and expectations that students bring to their language learning experiences and underscores the need for educators to acknowledge and address these differences in their teaching practices.

Moreover, the way language learning is often presented and structured in educational settings, as well as the emphasis placed on the practical benefits of learning English in official statements about language planning and policy, may contribute to the apparent inconsistency in students' beliefs. By focusing primarily on the instrumental value of English, these narratives may overshadow the cultural and social benefits of language learning, leading students to prioritize practical considerations over deeper, more idealistic aspirations.

However, the study's methodology, which allowed for a more in-depth exploration of students' beliefs, revealed that many students do recognize the importance of cultural and social aspects of language learning, even if these beliefs are not always explicitly articulated or consistently held. This finding suggests that by creating opportunities for students to reflect on and discuss their beliefs about language learning, educators can help them navigate the complex interplay between practical considerations and broader cultural and social goals.

In conclusion, the apparent inconsistency in students' beliefs about the importance of cultural aspects in language learning can be seen as a reflection of the vague and emergent nature of beliefs, as well as the influence of educational narratives and language policies that prioritize the practical benefits of learning English. The study's mixed-methods approach, which allowed for a more nuanced understanding of students' beliefs, is a significant contribution to the field, highlighting the importance of exploring the variation in beliefs about the outcomes and processes of successful English learning. By acknowledging and addressing this variation, educators can develop more inclusive and effective language teaching practices that support students in navigating the complex landscape of language learning in the Algerian context.

8.4.1 Limited Learning opportunities and investment

Norton's investment theory (1995) posits that learners' investment in a target language is multifaceted, influenced by various factors such as perceived opportunities for social interaction and identity construction within that language community. In this study students also acknowledged the limited opportunities for using English in their immediate environment, both inside and outside the classroom (see sections 6.2.1, 6.2.3 and 7.2). Accordingly, the tension between the perceived global value of English and the limited local opportunity for its use resonates with Norton's theory. Learners'

investment in English may falter when they perceive a disconnect between the language's global prestige and its practical utility within their immediate environment. This dissonance can evoke feelings of disconnection and frustration, affecting their self-efficacy and hampering their motivation to engage with the language and eventually their investment into their language learning classes.

8.4.1.1 Inside the classroom

In this study, the students articulated the lack of authentic communication practice in their university classes, which often focused on grammar and translation rather than communicative skills. However, participants reacted positively to classes that incorporated authentic materials, communicative activities, and cultural content into their lessons, as these practices made the language learning experience more engaging and relevant to their lives. The role of teachers in shaping students' perceptions and experiences of language learning highlights the social aspect of language investment. Teachers who integrate authentic materials, communicative activities, and cultural content into their lessons contribute to creating a supportive learning environment that enhances students' engagement and motivation. This positive classroom experience encourages learners to invest further in their language learning journey, reinforcing the notion of investment in language learning as a social practice (Gómez Garcia, 2022; Kiely, 2014). Teachers who adopt communicative teaching methods not only facilitate language learning but also instil confidence in students' ability to use the language in real-world contexts. This confidence strengthens learners' investment in language learning as they perceive themselves as capable language users, thereby contributing to their language learning identity.

However, if students perceive that their classroom learning does not adequately prepare them for real-world language use or align with their imagined identities and communities, they may become less invested in the language learning classes (Moodie, 2016; Bai & Wang, 2021). The frustration experienced by students due to the lack of authentic communication practice in their university classes reflects this discrepancy. English language classes, in which, grammar and translation are prioritized over communicative skills inadvertently undermine students' sense of investment in English learning, as their experiences fail to resonate with learners' language learning goals and imagined identities.

In this study, students express a disconnect with their university English classes, not only with what is said, but also with what is not said by the students. Across the questionnaire and focus group data, students have expressed beliefs about the ideal classroom learning experiences, but indicated these ideals are far from their actual English classes at university. On the other hand, much of what the students articulated in terms of language learning has been specific to imagined identities, imagined communities, gain of capital symbolic or instrumental and investment in contexts that are beyond learning in their English classrooms and sometimes beyond learning in the Algerian context. Little if any of what the students expressed has referenced successful language learning happening in their current English classrooms (see sections 7.2 and 6.3.3). To this effect, learning in class is often seen as important, but when put in the context of their English classes is discounted as either not enough or misaligned with their imagined identities and communities.

8.4.1.2   Outside the classroom

The analysis revealed that when faced with limited opportunities for English practice outside the classroom and in their immediate environment, students took proactive steps to create or seek out their own language-learning spaces. While some opted for passive learning activities such as watching English movies or TV shows, others actively participated in online language exchange programs or English-language social media groups. These actions exemplify the concept of learner agency, where students assert control over their language acquisition paths by aligning resources with their individual objectives and interests (Mercer, 2011).

This proactive approach aligns well with Norton's investment theory, which posits that learners invest in language learning based on their perceived opportunities for social interaction and identity construction within that language (Norton, 1995). By actively engaging in these language-learning environments, students strategically invest in their language proficiency to navigate their social worlds and construct their identities within the English-speaking community.

However, it's important to note that the emphasis was primarily on interactions with native speakers rather than fostering communities of practice within their immediate environment. This contrasts with Al Ouali's (2021) findings, which depicted students creating local communities of practice, even without interactions with native

speakers. This discrepancy highlights the nuanced manner in which learners navigate between passive and active language learning strategies.

In the Algerian context, students' beliefs about language learning seem to be correlated with their imagined identities and investment in learning English outside of the classroom. Those who envision themselves as successful English speakers and perceive value in mastering the language are likely to exhibit proactive learning behaviours, such as seeking out opportunities for language practice and engaging with English-speaking communities. Conversely, learners who lack confidence in their language abilities or perceive limited value in English proficiency may demonstrate less readiness to invest in language learning activities.

Overall, the interplay between imagined identities and investment underscores the complex dynamics influencing language learning beliefs within the Algerian socio-cultural context. These factors interact with broader socio-cultural norms, educational practices, and individual experiences to shape learners' attitudes, motivations, and approaches to language learning.

8.5   Conclusion

This chapter has discussed the findings of the study in relation to the three main research questions and the broader themes underpinning each question, providing valuable insights into the complex beliefs of non-English major students about their language learning experiences, the impact of previous language learning experiences on their current beliefs, their beliefs about opportunities for English use within their immediate context and beyond and the connection between such beliefs and their current investment in university English language classrooms.

The study makes significant contributions to knowledge in both theoretical and methodological domains. From a theoretical perspective, the findings contribute to the ongoing conceptual development of investment in language learning, particularly in the Algerian context. By examining the complex interplay between students' beliefs, expectations, and the socio-cultural context in relation to their language learning investment, this study supports the need for a more comprehensive approach to understanding language learning that goes beyond individual motivation and takes into

account the broader social, cultural, and political factors influencing learners' investment.

Moreover, the study highlights the dynamic and emergent nature of language learning beliefs, challenging the notion of beliefs as fixed and stable entities. The findings demonstrate that beliefs are shaped by a complex interplay of factors, including previous language learning experiences, socio-cultural context, and individual differences. By recognizing the vague and emergent nature of beliefs, which often become clearer through conversation and deeper exploration, this study contributes to a more nuanced understanding of the role of beliefs in shaping language learning experiences and outcomes.

Another key theoretical contribution of this research is the identification of the variation in beliefs about the outcomes and processes of successful English learning among Algerian non-English major students. This finding underscores the diverse perspectives and expectations that students bring to their language learning experiences and highlights the need for educators to acknowledge and address these differences in their teaching practices.

From a methodological perspective, this study makes a significant contribution by demonstrating the value of complementing questionnaire data, such as that obtained from the BALLI, with more conversational accounts of practices through focus group discussions. Although this study acknowledges the need for more qualitative insights that would help better understand the situation, the mixed-methods approach adopted in this study allowed for a more comprehensive and nuanced understanding of learners' beliefs and experiences, addressing some of the limitations of relying solely on quantitative methods.

The focus group discussions provided a platform for students to articulate and clarify their beliefs, revealing the complex and sometimes contradictory nature of their perspectives on language learning. By capturing these conversational accounts of practices, the study offers a richer and more contextualized understanding of the factors influencing students' language learning beliefs and investment.

Furthermore, the study's mixed-methods approach serves as a valuable methodological contribution for researchers investigating language learning beliefs and

investment. By combining the BALLI questionnaire with focus group discussions, this study demonstrates how researchers can gain a more comprehensive understanding of learners' beliefs and experiences, addressing the limitations of relying solely on one method.

In conclusion, this study makes significant contributions to both theoretical and methodological knowledge in the field of language learning. By examining the beliefs of non-English major students about their language learning experiences, the relationship between their beliefs and previous language learning experiences, and the connection between perceived opportunities for using English and their investment in university English language classrooms, this study contributes to a more comprehensive understanding of the complex factors influencing language learning beliefs and investment in the Algerian context.

Chapter 9   Conclusion

9.1   Overview of the Study

This study aimed to explore the language learning beliefs of non-English major Algerian university students and to investigate how these beliefs relate to their investment in English language education. The research was guided by three main questions: (1) What beliefs do non-English major Algerian university students hold about English language learning? (2) How are students' beliefs about language learning influenced by their past language learning experiences? and (3) In what ways do students' perceptions of the opportunities for English language use shape their investment in English learning?

To address these questions, the study employed a mixed-methods approach, combining questionnaire data with focus group interviews. The questionnaire, adapted from the Beliefs About Language Learning Inventory (BALLI) (Horwitz, 1999), was administered to a sample of 489 non-English major students from five Algerian universities. The questionnaire data was analyzed using descriptive statistics, exploratory factor analysis, and correlational analyses. Additionally, a focus group interview was conducted with seven students to gain deeper insights into their language learning beliefs, experiences, and perceptions of language use opportunities. The focus group data was analyzed using thematic analysis.

9.2   Summary of Key Findings

This study has provided valuable insights into the complex beliefs about language learning held by non-English major students in Algerian universities and how these beliefs relate to their investment in English language classes. Through a mixed-methods approach combining remodelled BALLI questionnaires and focus group discussions, the study has explored the multifaceted nature of students' language learning beliefs and their impact on learning behaviours and outcomes.

Research Question 1: What are the beliefs of non-English major students about their own language learning?

The findings related to the first research question reveal a diverse range of beliefs held by non-English major students about their own language learning. These beliefs are shaped by various factors, including the students' socio-cultural context, previous learning experiences, and future aspirations. Key themes that emerged include:

1. The perceived difficulty of language learning: Many students believed that some languages are inherently easier to learn than others. For example, a majority of participants agreed that learning English is easier than learning French, which could be attributed to the complex historical and socio-political relationship between Algeria and France.

2. The existence of a special ability for language learning: Some students held the belief that certain individuals, particularly children, possess an innate talent for language acquisition.

3. The role of learning and communication strategies: Students emphasized the importance of interacting with native speakers and using authentic materials, such as movies and music, as valuable learning resources. However, they also acknowledged the limited opportunities for such interactions in their immediate environment.

4. The nature of language learning: Students' beliefs about the nature of language learning often prioritized vocabulary and grammar, with less emphasis on the role of culture and context.

5. Motivations and expectations: Students expressed various motivations for learning English, including career prospects, travel opportunities, and personal growth. However, the perceived mismatch between these aspirations and the realities of their classroom experiences often led to frustration and disengagement.

These beliefs were found to significantly influence students' learning behaviours and outcomes. For instance, students who held positive beliefs about their language learning abilities were more likely to actively seek opportunities for learning, engage in learning activities and persist in the face of challenges present in their immediate context. Conversely, those with negative beliefs often approached learning tasks inside and outside the classroom with apprehension or avoidance (see section 8.2).

Research Question 2: In what ways are beliefs about previous language learning experiences related to students' English language learning?

The findings related to the second research question highlight the complex relationship between students' beliefs about their previous language learning experiences and their current English language learning. The study revealed that negative learning experiences, such as struggles with grammar and pronunciation, can erode students' self-efficacy beliefs and create affective barriers to language learning. Such experiences are documented to lead to increased self-consciousness, anxiety, and reluctance to communicate in the target language (Dong, 2023; Woodrow, 2011; Zhang, 2022).

However, the study also found instances of positive transfer and adaptation. Some students discussed how they could apply learning strategies and skills acquired in one language to the learning of another, in this case, transfer from French to English or Tamazight to English.

This ability to transfer learning strategies across languages demonstrates the potential benefits of multilingualism and highlights the importance of fostering students' metacognitive awareness and strategic learning skills. If students are encouraged to have a positive view about the cultural context of the target language and given culturally inclusive learning material that highlights the importance of cultural aspects, students then are less likely to actively avoid the cultural aspects of language. This should allow them to take full advantage of their learning opportunities (see section 8.3).

Research Question 3: In what ways are the perceived opportunities of use of English related to students' investment in their university English language classrooms?

The findings related to the third research question underscore the complex interplay between students' perceived opportunities for using English and their investment in English language classes. Despite recognizing the global status and instrumental value of English, many students expressed frustration with the limited opportunities for authentic language use in their immediate environment (see section 8.2 and 8.4 for a discussion of students' beliefs about opportunities of language use in their immediate environment).

This tension between global aspirations and local realities was found to be positively correlated with students' investment in English language learning. When students perceived a disconnect between their language learning goals and the practices of their university classrooms, they often experienced a lack of engagement and investment.

On the other hand, students who proactively pursued English learning opportunities primarily focused on external resources, such as online language exchange programs and English-language social media groups. This emphasis on outside-the-classroom activities not only reflects their high level of investment in learning the language but also highlights their tendency to overlook or undervalue the learning opportunities available within the classroom itself.

Overall, the study reveals that non-English major students in Algerian universities hold diverse and complex beliefs about language learning, shaped by their socio-cultural context, previous experiences, and future aspirations, which significantly influence their investment in English language classes, highlighting the need for language education practices that consider and harness learners' beliefs and experiences to create more engaging and effective learning environments. It also highlights the importance of creating meaningful opportunities for

language use and identity construction both within and beyond the classroom to foster students' investment in language learning.

9.3 Theoretical and Practical Implications

The findings of this study contribute to the theoretical understanding of language learning beliefs and investment in several ways. Firstly, they underscore the importance of considering learners' beliefs and experiences in shaping their language learning trajectories, aligning with contemporary constructivist perspectives (e.g., Gergen, 1995; Mugambi, 2018). Secondly, the study highlights the complex interplay between personal, behavioural, and environmental factors in influencing language learning beliefs and outcomes, resonating with Bandura's social cognitive theory (Kutuk, 2023). Thirdly, the findings support and extend Norton's investment theory (1995, 2013) by illustrating how students' perceived opportunities for social interaction and identity construction within the English-speaking community shape their investment in language learning.

From a practical perspective, the study offers valuable insights for language educators and policymakers in Algeria and similar contexts. The findings emphasize the need for creating supportive and engaging learning environments that cater to students' diverse beliefs, experiences, and aspirations. This may involve incorporating authentic materials, communicative activities, and cultural content into language classes to enhance relevance and engagement. Additionally, the study highlights the importance of addressing students' affective barriers and fostering positive self-efficacy beliefs through constructive feedback, scaffolding, and opportunities for success.

Moreover, the findings suggest a need for a more strategic and learner-centered approach to language education that acknowledges students' multilingual identities and provides meaningful opportunities for language use and development both within and beyond the classroom. This may involve promoting translanguaging practices, encouraging participation in online language communities, and facilitating intercultural exchanges. By recognizing and valuing students' linguistic and cultural resources, educators can create more inclusive and empowering language learning experiences.

Moreover, the implications for this study are divided into three main sections:

9.3.1 Policy Implications

The findings of this study have significant implications for language education policy in Algeria and similar contexts. Firstly, the study highlights the need for policies that recognize and

value students' diverse linguistic and cultural backgrounds. This may involve implementing language education policies that promote multilingualism and intercultural understanding, destigmatising the learning and use of languages such as Tamazight and French that usually happen naturally, depending on the immediate environment of the learner to be more spread across Algeria. Furthermore, avoiding the prioritization of a single language or culture at the expense of others. English should be a language that complements and enriches the cultural environment rather than a language that will replace other languages and cultures.

Secondly, the study underscores the importance of creating supportive and engaging learning environments that cater to students' diverse needs and aspirations. Policymakers should consider allocating resources to improve language learning infrastructure, such as language labs, libraries, and technology-enhanced classrooms, to facilitate authentic language use and interactive learning experiences.

Thirdly, the findings suggest a need for policies that support the professional development of language educators. This may include providing training opportunities for teachers to enhance their pedagogical skills, cultural competence, and ability to create inclusive learning environments. This could be done either through a change of recruitment policy for tutors as well as the inclusion of cultural sensitivity trainings. Moreover, policies should encourage collaboration between language educators and other stakeholders, such as researchers and community organizations, to develop context-specific language learning resources and initiatives that benefit not only the students but extend to the larger public.

9.3.2 Teaching Implications

The study offers several implications for language teaching practice in Algerian universities and beyond. Firstly, the findings emphasize the importance of incorporating authentic materials, communicative activities, and cultural content into language classes to enhance relevance and engagement. Language educators should strive to create learning experiences that mirror real-world language use and provide opportunities for meaningful interaction and self-expression.

Secondly, the study highlights the need for language educators to be sensitive to students' affective states and to foster positive self-efficacy beliefs. This may involve providing constructive feedback, scaffolding learning tasks, and creating a safe and supportive classroom environment that encourages risk-taking and learning from mistakes. The educators should be aware of the students' previous language learning experiences and able to address students' affective barriers and promote a growth mindset. Educators should strive to help learners develop resilience and confidence in their language learning abilities.

Thirdly, the findings underscore the value of adopting a learner-centered approach that acknowledges students' multilingual identities and learning strategies. Language educators should consider incorporating translanguaging practices, which involve drawing on students' full linguistic repertoires to facilitate comprehension and expression. Additionally, teachers can help students develop metacognitive awareness and strategic learning skills by explicitly modelling and discussing effective language learning strategies.

9.3.3 Research Implications

The study contributes to the growing body of research on language learning beliefs and investment, while also highlighting avenues for further investigation. Firstly, the findings support and extend existing theoretical frameworks, such as constructivism, social cognitive theory, and investment theory, by providing empirical evidence of their applicability in the Algerian context. Future research could further explore the interplay between these theoretical perspectives and their implications for language learning in diverse settings.

Secondly, the study demonstrates the value of mixed-methods research designs in capturing the complexity and nuances of language learning beliefs and experiences. Future studies could employ a wider range of data collection methods, such as classroom observations, learning journals, or stimulated recall interviews, to gain a more comprehensive understanding of students' beliefs and practices. Additionally, longitudinal research designs could shed light on the dynamic and evolving nature of language learning beliefs and investment over time.

Thirdly, the findings raise important questions about the role of socio-political factors, such as language ideologies and power relations, in shaping language learning beliefs and students' investment into their language classroom. Future research could delve deeper into these issues, drawing on critical perspectives in applied linguistics to examine how societal discourses and institutional practices influence students' language learning experiences and outcomes.

Finally, the study highlights the need for more context-specific research on language learning beliefs and investment in Algeria and other post-colonial settings. By conducting studies that are grounded in local realities and responsive to community needs, researchers can generate insights that inform policy and practice and contribute to more equitable and effective language education.

9.4   Limitations of the Study

While this study provides valuable insights into the language learning beliefs and investment of non-English major students in Algerian universities, it is important to acknowledge its limitations. Firstly, one of the main limitations of this study is the severe shortage of empirical research in the context of Algeria, particularly in the field of language learning beliefs and investment. While this study contributes to the growing body of knowledge in this area, it is important to acknowledge that much of the emerging research in the Algerian context is currently in the form of theses and dissertations. This limitation highlights the need for more published empirical studies to provide a more comprehensive understanding of language learning beliefs and investment in Algeria. As more research is conducted and published, it will become possible to compare and synthesize findings across different studies, providing a more robust and nuanced picture of language learning beliefs and investment in the Algerian context. This, in turn, will help inform the development of more effective and context-specific language education policies and practices that cater to the diverse needs and aspirations of Algerian learners. To illustrate this major limitation, I quote an email exchange with an esteemed Algerian Scholar based in the UK, in reply for a request to signpost any relevant empirical research and factual pedagogical information in the Algerian context. She replied: "This is the major reason why I had to give up the idea of writing a book for Palgrave Macmillan... This is also the problem that all our research students will encounter... You can also just come out clear and say that unlike other countries who gather this type of info, Algeria does not. This is actually what the 1988 thesis said in her introduction! can you imagine, 3 decades later & we still haven't got this type of info".

Secondly, the study relied primarily on self-reported data from questionnaires and focus group discussions. While these methods provide valuable insights into students' perspectives and experiences, they may be subject to social desirability bias or limited by participants' ability to articulate their beliefs and experiences accurately. Additionally, the data collected represents students' beliefs and perceptions at a specific point in time and may not fully capture the dynamic and evolving nature of these constructs. It is important to note that this study did not aim to collect data on actual English language achievement, such as test results, as it was beyond the scope of the research objectives. Future research could employ additional data collection methods, such as classroom observations, learning journals, or stimulated recall interviews, to triangulate findings and provide a more nuanced picture of students' language learning beliefs and practices.

Thirdly, the cross-sectional design of the study offers a snapshot of students' beliefs and investment at a particular point in their language learning journeys. While this approach

provides valuable insights into the current state of these constructs, it does not capture how beliefs and investment may change and interact over time. Longitudinal studies that track students' beliefs and investment over an extended period could offer a more comprehensive understanding of the dynamic and reciprocal relationship between these constructs and their impact on language learning outcomes.

Finally, while the study explored the relationship between students' perceived opportunities for using English and their investment in language classes, it did not delve deeply into the specific socio-political and ideological factors shaping these perceptions and experiences. The complex linguistic landscape of Algeria, characterized by the legacies of colonialism, the ongoing influence of globalization, and the competing roles of Arabic, French, and English, may have significant implications for students' language learning beliefs and investment. In addition to quantitative data, extensive collection of qualitative data through classroom observation, longitudinal studies, narrative inquiries and diaries...etc, could help investigate these factors more explicitly and insightfully.

9.5   Future Research Directions

The findings and limitations of this study point to several promising avenues for future research on language learning beliefs, investment, and their relationship. Firstly, future studies could explore these constructs among more diverse learner populations, including students in different academic disciplines, educational levels, and cultural contexts. Comparative studies across various settings could provide insights into the commonalities and differences in language learning beliefs and investment, contributing to a more comprehensive understanding of these phenomena.

Secondly, future research could employ a wider range of methodological approaches to investigate language learning beliefs and investment. Innovative research methods, such as narrative inquiry, ethnography, or participatory action research, could offer new insights into the complex and situated nature of language learning beliefs and students' investment into their language classes.

Thirdly, longitudinal research designs could provide valuable insights into the development and interaction of language learning beliefs and investment over time. Studies that track students' beliefs and investment from the beginning to the end of their language learning journeys could shed light on how these constructs evolve in response to various individual, social, and contextual factors. Such research could also examine the long-term impact of beliefs and investment on language learning outcomes, such as proficiency, intercultural competence, or identity development.

Fourthly, future research could explore the role of technology and digital learning environments in shaping language learning beliefs and investment. With the rapid growth of online language learning platforms, mobile applications, and virtual exchange programs, it is crucial to understand how these new contexts influence students' beliefs, attitudes, and investment into language learning. Studies could investigate how digital tools and resources shape students' beliefs about language learning and their opportunities for authentic language use and intercultural interaction. Additionally, research could examine how students' digital literacies and online identities intersect with their language learning beliefs and investment, and how educators can leverage these connections to create more engaging and effective learning experiences.

Finally, future research could delve deeper into the socio-political and ideological dimensions of language learning beliefs and investment, particularly in post-colonial and multilingual contexts like Algeria. Drawing on critical perspectives in applied linguistics, studies could examine how language ideologies, power relations, and institutional practices shape students' language learning experiences and outcomes. Research could also investigate how students navigate and resist these forces through their language learning beliefs and possible links to their overall investment, and how educators can create more equitable and empowering learning environments that validate students' linguistic and cultural identities.

In conclusion, the limitations and future research directions highlighted above underscore the importance of continued exploration into language learning beliefs and investment. Starting with established frameworks such as the Beliefs About Language Learning Inventory (BALLI) provides a solid foundation. However, to deepen our understanding of these complex phenomena, future studies should also incorporate diverse methodological approaches, explore new learning contexts, and integrate critical perspectives. Such expansive research could offer more nuanced insights and drive transformative changes in language education policies and practices. By addressing learners' diverse needs, experiences, and aspirations, this research can effectively support their success and well-being in our increasingly multilingual and interconnected world.

9.6   Concluding Remarks

Reflecting on my research journey, I've encountered significant challenges that have profoundly shaped my approach and outlook, both professionally and personally. From logistical difficulties in securing travel and funding to the global disruptions brought on by the pandemic and more, these hurdles have deeply impacted the way I conducted this research and its eventual outcomes. Throughout this process, I have experienced personal trials and

triumphs—I have faced setbacks, embraced growth, become a parent, dealt with loss, endured loneliness, and cultivated resilience and adaptability. This journey has not only taught me invaluable lessons about mental health and my own beliefs but has also enriched my understanding of research as a dynamic and deeply human endeavour.

This study has shed light on the complex and multifaceted nature of language learning beliefs and investment among non-English major students in Algerian universities. By exploring students' beliefs about their own language learning, the impact of previous learning experiences, and the role of perceived opportunities for language use, the study has contributed to a more nuanced understanding of the factors shaping students' engagement and success in English language classes.

The findings underscore the importance of recognizing and valuing students' diverse linguistic and cultural resources, creating supportive and engaging learning environments, and providing meaningful opportunities for authentic language use and identity construction. By adopting a learner-centered approach that acknowledges students' beliefs, experiences, and aspirations, educators and policymakers can foster more inclusive and empowering language learning experiences that enable students to navigate the complexities of language and identity in a globalized world.

As the field of language education continues to evolve, it is crucial to build on the insights gained from this study and explore new avenues for research and practice. By engaging in ongoing dialogue and collaboration among researchers, educators, and learners, we can work towards a more equitable and transformative vision of language education that celebrates linguistic diversity, promotes intercultural understanding, and empowers students to become confident and competent language users in an increasingly interconnected world.

Appendix A   Algerian Students' Beliefs about English Language Learning

Q1. Gender:

- ☐ **Male**
- ☐ **Female**
- ☐ **Prefer not to say**

Q2. Age:
- ☐ **16-18**
- ☐ **19-21**
- ☐ **21-24**
- ☐ **24+**

Q3. Education:

Year of Study:
- ☐ **First year**
- ☐ **Second year**
- ☐ **Third year**
- ☐ **Masters**

Years learning English:
- ☐ **Less than 8 years**
- ☐ **8 years**
- ☐ **9 years**
- ☐ **10 years**
- ☐ **10+ years**

	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly Disagree
1-It is easier for children than adults to learn a foreign language					
2-Some people are born with a special ability which helps them learn a foreign language					

3-Some languages are easier to learn than others					
4- Learning English is easier than learning French					
5- Algerians are generally good language learners					
6- I believe I will ultimately learn to speak English very well.					
7- It is important to speak a foreign language with a native-speaker.					
8- I prefer to watch movies in English instead of French					
9- It is necessary to know the foreign culture in order to speak the foreign language					
10- You should not say anything in the foreign language until you can say it correctly.					
11- If you are speaking to a foreigner on social media, you are more likely to use English					
12- If you speak more than one language, (Arabic, French, Tamazight…etc) it is easier to learn a foreign language.					
13- learning English is easier for those who already know French					
14- It is better to learn a foreign language in the foreign country.					
15- I have the opportunity to use English in everyday life, either outside the classroom or on social media.					
16- If I heard a native speaker speaking English, I would go up to them so that I could practice speaking the language					
17- It is ok to guess if you do not know a word in the foreign language					

18- It is possible to learn a foreign language by studying one lesson per day					
19- It is important to repeat and practice often in the classroom					
20- Algerians are generally multilingual					
21- Learning a foreign language mostly a matter of learning many new vocabulary words					
22- It is possible to learn English by studying one lesson per week.					
23- I feel self-conscious speaking the foreign language in front of other people					
24- If you are allowed to make mistakes in the beginning, it will be harder to get rid of them later on					
25- Learning a foreign language is mostly a matter of translating from French					
26- It is important to use English in everyday life situations					
27- Women are better than men in learning foreign languages					
28- If I speak English very well, I will have many opportunities to use it.					
29- It is easier to speak than to understand a foreign language					
30- Learning a foreign language is similar to studying other subjects in my curriculum					
31- Learning a foreign language is mostly a matter of translating from Arabic					
32- Learning a foreign language is mainly a matter of learning as many of grammar rules					

33- If I learn to speak English very well, it will help me get a good job					
34- People who are good at math and sciences are generally not good at learning foreign languages					
35- Algerians think that it is important to speak a foreign language other than French					
36- I would like to learn English so that I can get to know its speakers better					
37- People who speak more than one language are very intelligent					

Appendix B   Algerian Students' Beliefs about English language learning- Arabic Version

إستبيان إعتقادات الطلبة حول تعلم اللغة الإنجليزية

السؤال الأول: هل أنت؟

☐ ذكر
☐ أنثى
☐ أفضل عدم الإجابة

السؤال الثاني: كم عمرك؟

☐ 16-18
☐ 19-21
☐ 22-24
☐ +24

السؤال الثالث: ما هو مستواك الدراسي؟

☐ السنة الأولى
☐ السنة الثانية
☐ السنة الثالثة
☐ ماستر

السؤال الرابع: عدد سنوات دراسة الإنجليزية

☐ أقل من 8 سنوات
☐ 8 سنوات
☐ 9 سنوات
☐ 10 سنوات
☐ أكثر من 10 سنوات

السؤال الخامس:

	أوافق بشدة	أوافق	لست متأكدا	لا أوافق	لا أوافق أبدا
1. إن تعلم لغة أجنبية يكون أسهل عند الأطفال منه عند البالغين					
2. بعض الأشخاص لديهم قابلية خاصة تساعدهم على تعلم لغة أجنبية					

					3. تعلم بعض اللغات أسهل من تعلم لغات أخرى
					4. تعلم اللغة الإنجليزية أسهل من تعلم اللغة الفرنسية
					5. الجزائريون عموما متعلمون جيدون للغات
					6. أنا متأكد أنني سأتعلم الحديث بالإنجليزية جيدا يوما ما
					7. من المهم التحدث اللغة الأجنبية مع الناطقين الأصليين باللغة
					8. أفضل مشاهدة الأفلام الناطقة بالإنجليزية عن تلك الناطقة بالفرنسية
					9. من المهم التعرف على الثقافة الأجنبية من أجل تعلم لغتها
					10. يجب ألا تتكلم باللغة الأجنبية حتى تتأكد من صحة كلامك
					11. عند حديثك مع أجنبي عبر وسائل التواصل الاجتماعي ستميل إلى استعمال اللغة الإنجليزية أكثر من غيرها
					12. إذا كنت تتحدث بأكثر من لغة (عربية – فرنسية – أمازيغية...) فإنه من السهل تعلم لغة أجنبية أخرى
					13. تعلم الإنجليزية يكون أسهل عند أولئك الذين يتقنون الفرنسية
					14. من الأفضل تعلم اللغة الأجنبية في بلدها الأم
					15. لدي الفرصة لاستعمال اللغة الإنجليزية سواء في الجامعة أو عبر وسائل التواصل الاجتماعي
					16. إذا سمعت شخصا ما يتكلم اللغة الإنجليزية فإنني سأحاول محادثته لأتمرن على استعمال اللغة
					17. لا بأس بتوظيف كلمة ما تخمينا، ولو كنت لا أعرف مدلولها
					18. يمكن أن أتعلم اللغة الإنجليزية عن طريق تلقي درس واحد في اليوم
					19. من المهم كثرة الممارسة داخل القسم
					20. الجزائريون عموما متعددو اللغات
					21. تعلم اللغة الإنجليزية يعتمد أساسا على تعلم أكبر قدر من الكلمات
					22. يمكن أن أتعلم اللغة الإنجليزية عن طريق تلقي درس واحد في الأسبوع
					23. أشعر بالارتباك عندما أتكلم اللغة الإنجليزية أمام الآخرين

					24. التغاضي عن الأخطاء المرتكبة في بداية التعلم يؤدي إلى صعوبة التخلص منها لاحقا
					25. تعلم اللغة الإنجليزية يعتمد أساسا على الترجمة من الفرنسية
					26. من المهم استعمال اللغة الإنجليزية خلال حياتك اليومية
					27. النساء عموما أفضل من الرجال في تعلم اللغات
					28. إذا أجدت الإنجليزية فإنني أملك العديد من المجالات لاستخدامها
					29. التحدث بالإنجليزية أسهل من فهمها
					30. بالنسبة لي مادة الإنجليزية لها نفس أهمية باقي مواد التخصص
					31. تعلم اللغة الإنجليزية يعتمد أساسا على الترجمة من العربية
					32. تعلم اللغة الإنجليزية يعتمد أساسا على إتقان قواعد اللغة
					33. إتقان اللغة الإنجليزية سيفتح لي أبواب الحصول على عمل جيد
					34. الأشخاص المتفوقون في الرياضيات والعلوم، عموما ليسوا متفوقين في تعلم اللغات الأجنبية
					35. الجزائريون يعتقدون أنه من المهم التحدث بلغة أجنبية أخرى غير الفرنسية
					36. أود تعلم الإنجليزية كي أتمكن من التعرف أكثر على المتحدثين بها
					37. الأشخاص الذين يتحدثون بأكثر من لغة هم أشخاص أذكياء جدا

Appendix C   Students' BALLI Consent Form

Students' Beliefs about Language Learning in Algerian Universities- Consent Form

Please read this information carefully before deciding whether to take part in this research. You will need to indicate that you have understood this information before you can continue. You must also be aged over 16 to participate. By ticking the box at the bottom of this page and clicking 'Continue', you are indicating that you are aged over 16, and you are consenting to participate in this survey.

- I have tried to ensure that the questions in this study do not cause any distress. However, it is not uncommon to experience some anxieties or concerns when completing questionnaires about Beliefs about language learning, and support is available. If participating in this study raises any issues for you, we recommend that you contact one of the following resources: contact Jennifer Burnell, the Administrator of the Ethics Committee, Faculty of Humanities, University of Southampton, SO17 1BJ, UK. Email:J.C.Burnell@soton.ac.uk

- I have read and understood the information about this study. In consenting, I understand that my legal rights are not affected. I also understand that data collected as part of this research will be kept confidential and that published results will maintain that confidentiality. I finally understand that if I have any questions about my rights as a participant in this research, or if I feel that I have been placed at risk, I may contact Jennifer Burnell, the Administrator of the Ethics Committee, Faculty of Humanities, University of Southampton, SO17 1BJ, UK.

  Email: J.C.Burnell@soton.ac.uk

  - I certify that I am 16 years or older. I have read the above consent form and I give consent to participate in the above-described research.

☐ Please tick (check) this box to indicate that you consent to taking part in this survey

Appendix D   Remodelled BALLI items justification table

	Remodelled BALLI items		Horwitz's BALLI items	Justification
1	It is easier for children than adults to learn a foreign language	1	It is easier for children than adults to learn a foreign language	Same item
2	Some people are born with a special ability which helps them learn a foreign language	2	Some people are born with a special ability which helps them learn a foreign language	Same item
3	Some languages are easier to learn than others	3	Some languages are easier to learn than others	Same item
4	Learning English is easier than learning French	4	The language I am trying to learn is: 1) a very difficult language. 2) a difficult language. 3) a language of medium difficulty. 4) an easy language. 5) A very easy language.	Context specific: The statements has changed according to the languages found in Algeria (French) and in relation to the language studied (English)
5	Algerians are generally good language learners	5		*Context specific*: The notion of national identity was not in the original BALLI
6	I believe I will ultimately learn to speak English very well.	6	I believe that I will ultimately learn this language very well	Same item
7	It is important to speak a foreign language with a native speaker.	7		
8	I prefer to watch movies in English instead of French	8	It is necessary to know the foreign culture to speak the foreign language	Ways of learning the culture of the target language are not included in the original BALLI

	Remodelled BALLI items		Horwitz's BALLI items	Justification
9	It is necessary to know the foreign culture in order to speak the foreign language	9		
10	You should not say anything in the foreign language until you can say it correctly.	10	You shouldn't say anything in the foreign language until you can say it correctly	Same item
11	If you are speaking to a foreigner on social media, you are more likely to use English			Ways of learning the culture are not included in the original BALLI
12	learning English is easier for those who already know French	11	It is easier for someone who already speaks a foreign language to learn another one.	Context specific: The statements has changed according to languages in Algeria (French) and in relation to the language studied (English). Different numbering
13	It is better to learn a foreign language in the foreign country.	12	It is better to learn a foreign language in the foreign country	Same item, different numbering
14	I have the opportunity to use English in everyday life, either outside the classroom or on social media.			Context specific: added statement to understand the nature of English language use in Algeria.
15	If I heard a native speaker speaking English, I would go up to them so that I could practice speaking the language	13	If I heard someone speaking the language I'm trying to learn, I would go up to them so that I can practice the language.	Context specific: English language Different numbering.
16	It is ok to guess if you do not know a word in the foreign language	14	It's OK to guess if you don't know a word in the foreign language	Same item, different numbering.

	Remodelled BALLI items		Horwitz's BALLI items	Justification
17	It is possible to learn a foreign language by studying one lesson per day	15	If someone spent one hour a day learning a language, how long will it take him/her to become fluent? : 1) Less than a year. 2) 1-2 years. 3) 3-5 years. 4) 5-10 years. 5) you can't learn a language in 1 hour a day.	different structure, different numbering.
18	If you speak more than one language, (Arabic, French, Tamazight…etc.) it is easier to learn a foreign language.			Context specific: added statement to accommodate the languages spoken in Algeria.
19	It is important to repeat and practice often in the classroom	18	It is important to repeat and practice a lot	Same statement with different wording different numbering
		22	It is important to practice in the language laboratory	
20	Algerians are generally multilingual			Context specific: The notion of national identity was not in the original BALLI
21	Learning a foreign language mostly a matter of learning many new vocabulary words	17	Learning a foreign language is mostly a matter of learning a lot of new vocabulary words	Same item, different numbering
22	It is possible to learn English by studying one lesson per week.			Context specific: non-major students study one lesson of English module weekly
23	I feel self-conscious speaking the foreign language in front of other people	19	I feel self-conscious speaking the foreign language in front of other people	Same item, different numbering

	Remodelled BALLI items		**Horwitz's BALLI items**	**Justification**
24	If you are allowed to make mistakes in the beginning, it will be harder to get rid of them later on	20	If you're allowed to make mistakes in the beginning it will be hard to get rid of them later on	Same item, different numbering
25	Learning a foreign language is mostly a matter of translating from French	27	Learning a foreign language is mostly a matter of translating from English	Context specific: English being a 2nd foreign language after French in Algeria
26	It is important to use English in everyday life situations			Context specific: added statement to understand the nature of English language use in Algeria
27	Women are better than men in learning foreign languages	23	Women are better than men at learning foreign languages	Same item, different numbering
28	If I speak English very well, I will have many opportunities to use it.	24	If I get to speak this language very well, I will have many opportunities to use it.	Same statement, Context specific: English language, different numbering
29	It is easier to speak than to understand a foreign language	25	It is easier to speak than understand a foreign language	Same item, different numbering
		29	It is easier to read and write this language rather than speak and understand it	Not included
30	Learning a foreign language is similar to studying other subjects in my curriculum	26	Learning a foreign language is different from learning other school subjects	Same item, different wording and numbering
31	Learning a foreign language is mostly a matter of translating from Arabic	27	Learning a foreign language is mostly a matter of translating from English	Context specific: Arabic being the national language in Algeria

	Remodelled BALLI items		Horwitz's BALLI items	Justification
32	Learning a foreign language is mainly a matter of learning as many of grammar rules	21	Learning a foreign language is mostly a matter of learning a lot of grammar rules	Same item, different numbering
33	If I learn to speak English very well, it will help me get a good job	28	If I learn to speak this language very well, it will help me get a good job	Same item, Context specific: English language, Different numbering
34	People who are good at math and sciences are generally not good at learning foreign languages	30	People who are good at Math and science are not good at learning foreign languages	Same item, different numbering
35	Algerians think that it is important to speak a foreign language other than French	31	Americans think that it is important to speak a foreign language	Context specific: specifying the language because Algeria has another foreign language
36	I would like to learn English so that I can get to know its speakers better	32	I would like to learn this language so that I can get to know its speakers better	Same item, Context specific: English language Different numbering
37	People who speak more than one language are very intelligent	33	People who speak more than one language well are very intelligent	Same item, different numbering
		7	It is important to speak the foreign language with an excellent accent	
		16	I have foreign language aptitude	

	Remodelled BALLI items		Horwitz's BALLI items	Justification
		35	Everyone can learn to speak a foreign language	Not included

Appendix E   Focus Group Planning

	Task	Time allocated
1. First section	The students were given the topic of discussion in advance, which is reflections about previous language learning experiences and the experience of learning English at university level as well as its potential uses if they learn it successfully. The students were allowed to communicate and argue freely with each other about issues of English language learning in Algeria for the first section of the focus group	20 mns
2. Second Section	Questions related to RQ2: 3. Can you share your experiences with previous language learning? How do you feel those experiences have influenced your current language learning journey? • _Languages and dialects (varieties) they speak • _ Which of these languages do you use the most? • Do you consider yourself multilingual? 4. Do you think your language learning experience has been mostly positive or negative? and why? 5. Do you believe that past language learning successes or failures have influenced your expectations and attitudes towards learning a new language? If so, how? 6. Have you ever encountered situations where negative beliefs about previous language learning experiences hindered your progress in acquiring a new language? Can you provide specific examples? 7. Do you think positive beliefs about previous language learning experiences can enhance your language learning outcomes? How do they influence your willingness to engage with language learning tasks? 8. Do you think that you are a successful language learner? Why? _how did you overcome those challenges? 9. Can you identify any strategies or techniques that have helped you overcome negative beliefs or utilize positive beliefs about previous language learning experiences to support your language learning? 10. How do you think educators or language instructors can address and support students' beliefs about previous language learning	30 mns

	experiences to facilitate their language learning journey?	
11. Third section	12. Questions related to RQ3: 13. 14. What opportunities do you have to use English outside of the classroom? Do you feel that these opportunities impact your investment in learning English within the classroom? 15. Can you describe any instances where you had real-life or practical opportunities to use English outside of the classroom 16. Can you provide examples of how connecting with English speakers, either in person or online, has affected your interest and commitment to learning English within the classroom? 17. Are you or do you want to be part of an English speaking community (inside or outside Algeria) 18. How important do you believe English language is for future career opportunities in your desired field or industry? 19. Can you share any personal experiences or stories of individuals who have benefited from their English language skills in terms of career advancement or finding employment in other countries? 20. Can you identify any specific challenges or benefits that you may face in relation to future career opportunities, migration, or romantic relationships based on your English language?	20 mns

Appendix F   Focus Group Participant's Information Sheet

Participant Information Sheet (Face to Face)

Study Title: An investigation of Students' and teachers Beliefs about English language learning in Algerian universities

Researcher: Rami Benyoucef   **Ethics number**: 24006

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.

What is the research about?

I am a PhD student in Modern Languages. The study seeks to investigate the beliefs of both teachers and students in Algerian universities. The aim is to understand the beliefs and to analyse the effects of these beliefs on the classroom practices and the actual language learning process.

Why have I been chosen?

You have been chosen because you are either a university English language teacher or a university student who is currently undertaking a compulsory English session as part of your course.

What will happen to me if I take part?

If you choose to take part in the study, you will be invited to an interview (approx. 30 minutes) in which general thoughts, beliefs and experiences about language learning among non-English majors as well as English majors are shared. Then (on another day) you will be a part of a focus group involving other participants and I . The duration of the session is from one to two hours maximum in which the topics emerged in the interviews will be discussed in a greater detail. Both, the interview and the group discussion will be audio-recorded and the ONLY person to have access to these records is the researcher.

Are there any benefits in my taking part?

Your participation may add to the current knowledge in the relatively unexplored area of beliefs about language learning in the Algerian context. Moreover, you may benefit from the study in terms of better understanding of your own beliefs and drawing back on your practices in the classroom.

Are there any risks involved?

There is a very low possibility of risks. The discussion may be tiring due to the length of the session, and the focus required in engaging during both the interview and the follow up focus group. There may be possible discomfort if you feel uncomfortable discussing your beliefs and/or possible practices in the classroom.

Will my participation be confidential?

Any name of a person will be given a pseudo name in the study and any name of an institution connected with person's past will remain anonymous.

What happens if I change my mind?

You have the right to withdraw at any time during the study with no consequences at all.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact the Administration of the Ethics Committee, Humanities, University of Southampton. SO17 1BJ, UK.

Phone: +44(0)2380594663.

Email: B.Trezise@soton.ac.uk

Where can I get more information?

In the need of further information, please do not hesitate to contact Rami Benyoucef, email: rb9g14@soton.ac.uk

Appendix G   Emerging Themes from BALLI

Emerging Themes from the BALLI questionnaire

Difficulty of Language learning	Foreign language aptitude	Learning and communication strategies	Nature of Language Learning	Motivation & Expectation
	1			
	2			
3				
4				
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		26		
	27			
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29				
			30	
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			32	
				33
	34			
				35
				36
	37			
N 5	10	10	7	5

1) Difficulty of language learning
2) Language learning aptitude
3) Nature of language learning
4) Learning & communication strategies
5) Motivations & expectation

Questions from My version of BALLI

1. It is easier for children than adults to learn a foreign language
2. Some people are born with a special ability which helps them learn a foreign language
3. Some languages are easier to learn than others
4. Learning English is easier than learning French
5. Algerians are generally good language learners
6. I believe I will ultimately learn to speak English very well.
7. It is important to speak a foreign language with a native speaker.
8. I prefer to watch movies in English instead of French
9. It is necessary to know the foreign culture in order to speak the foreign language
10. You should not say anything in the foreign language until you can say it correctly.
11. If you are speaking to a foreigner on social media, you are more likely to use English
12. If you speak more than one language, (Arabic, French, Tamazight…etc) it is easier to learn a foreign language.
13. learning English is easier for those who already know French
14. It is better to learn a foreign language in the foreign country.
15. I have the opportunity to use English in everyday life, either outside the classroom or on social media.
16. If I heard a native speaker speaking English, I would go up to them so that I could practice speaking the language
17. It is ok to guess if you do not know a word in the foreign language
18. It is possible to learn a foreign language by studying one lesson per day
19. It is important to repeat and practice often in the classroom
20. Algerians are generally multilingual
21. Learning a foreign language mostly a matter of learning many new vocabulary words
22. It is possible to learn English by studying one lesson per week.
23. I feel self-conscious speaking the foreign language in front of other people
24. If you are allowed to make mistakes in the beginning, it will be harder to get rid of them later on
25. Learning a foreign language is mostly a matter of translating from French
26. It is important to use English in everyday life situations
27. Women are better than men in learning foreign languages
28. If I speak English very well, I will have many opportunities to use it.
29. It is easier to speak than to understand a foreign language
30. Learning a foreign language is similar to studying other subjects in my curriculum

31. Learning a foreign language is mostly a matter of translating from Arabic
32. Learning a foreign language is mainly a matter of learning as many of grammar rules

33. If I learn to speak English very well, it will help me get a good job
34. People who are good at math and sciences are generally not good at learning foreign languages
35. Algerians think that it is important to speak a foreign language other than French
36. I would like to learn English so that I can get to know its speakers better

People who speak more than one language are very intelligent

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