The Effect of Attitudes towardsForeign Languageson the Speaking Skill - Case Study: Moroccan Students Learning English

Zakaria Bziker – Ph.D. Candidate
Department of English, Faculty of Letters and Human Sciences, IbnTofail University, Kenitra, Morocco
Corresponding Author: Zakaria Bziker

Abstract:
This quantitative study is based on a one-month internship at Mohamed V high school (Kenitra, Morocco) and it seeks to investigate Moroccan students' attitudes towards the English language; specifically, it investigates the relationship between attitudes and the speaking skill. The survey research depends on two questionnaires, one for teachers and one for students as to approach the problem from two perspectives, that of students and that of teachers. Since this is a quantitative research, the questionnaire questions are mostly multiple-choice questions and the results are presented in numerical data with the exception of a few qualitative questions.
Keywords: EFL Learners, Attitudes, Speaking Skill, 2nd Language, Culture, Sociolinguistics, Language Acquisition

---

"Attitude is a little thing that makes a big difference." – Winston Churchill

I.   I.UNDERSTANDING ATTITUDES

It is fairly clear that embarking on this research requires the definition of the most relevant concept. The word 'attitude' is a flimsy one. Its meaning is evasive. The word is used in different contexts interchangeably with other words such as 'motivation', 'beliefs', or 'impression'. If we were to pin down the one single meaning of the word, we may find ourselves talking about perception, culture, past experiences, assumptions, beliefs, impressions and so on and so forth. All these concepts undoubtedly have a strong tie with the word. Although it is not an easy one to define, some definitions seem to be more favored than others. One of the most cited definitions for the word is that of Sarnoff. He defines it as "a disposition to react favourably or unfavourably to a class of objects" (1970: 279). Based on this definition, attitudes can have two directions: positive and a negative one."An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour." (Eagley and Chaiken 1998: 269). Sarnoff, Eagley, and Chaiken in their definitions of attitudes recognize the binary nature of attitudes; that they either have to be positive or negative. However, that is not the end of the matter. There is more to attitudes than just two dichotomic inclinations."The concept of attitudes is central to explaining our thoughts, feelings, and actions with regard to other people, situations, and ideas." (Bordens and Horowitz – 2013 158). According to Bordens and Horowitz, attitudes are at the heart of mental processes. They are the key concept to understanding personal and subjective experiences. Yet, this definition seems vague and does not render the concept into a graspable and unambiguous meaning. It could be that the ambiguity of the word is what makes it enjoy a sort of flexibility in its use. A more elaborate definition is in order: Attitudes are:"A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response towards all subjects and situations with which it is related." Allport (1954: 45). Allport relates attitudes to personal past experiences. He makes attitudes seem like a repository of impressions accumulated through experience. These impressions filter one's subjective perception as well as one's external practices. Although attitudes per se may seem passive and have nothing to do with decision-making, they can have huge influence on one's behaviors. Pioneered by LaPiere (1934), 'the relationship between attitudes and behaviors' triggered a wide range of research in different fields and language teaching/learning makes no exception.

In general, the given definitions capture the most prevailing feature consisting attitudes, if not just the most acknowledged ones. Conventionally, an attitude is a permanent value judgment (Eagly and Chaiken, 1993, 2007) responsive to any given situation.Now, if pinning down the concept of attitudes may not be achievable, let us then try to break it down into constituents. Baker (1992) divides the concept into three constituents: affective, cognitive and conative. The first constituent has to do with feeling and emotions, the second with thoughts and beliefs, and the third with behavioral intentions. Tension between these components can take place, stresses

---

Baker. For example, somebody may have an inclination to learn English although they may not like the learning process. However, these components unify themselves at a higher lever to represent the larger concept of attitude. In general, this division is very well appreciated in social psychology (Rosenberg and Hovland 1960; Ajzen 1988; Oppenheim 1992; Böhner 2001) although the importance of each constituent may vary from one scholar to another (Bartram, 2010:36).

After having divided the concept into three major parts that may or may not overlap, now we move into differentiating attitudes from motivation which is relevant to the scope of this research. "Research into motivation and foreign language learning reflects some difficulty with the distinction between motivation and attitude." Chambers (1999: 26).There is no dividing line between the two concepts. Most studies regard motivation as being encompassed by attitude (Bartram, 2010:37). However, this is not to say that there is no uncertainty about the nature of the relationship between the two. Schiefele (1963) defines motivation as a mixture of motives and attitudes. Baker (1992) on the other hand differentiates between the two concepts by making attitudes object-specific and motivation goal-oriented. In other words, Baker relates attitudes to the referent object, a foreign language for example; whereas motivation is related to a broader goal, going abroad for example. Nevertheless, this may just be another way of distinguishing between the cognitive and affective components of attitudes themselves (Bartram, 2010:38), and thus motivation is still encompassed by attitudes in this sense.

II. UNDERSTANDING ATTITUDES IN RELATION TO LANGUAGE LEARNING

Attitudes play a major role in language teaching and learning. The relationship between the two is very intricate."Interest in attitude research can also be explained by wide acknowledgement of the relationship between attitudes and successful learning" (Bartram, 2010:33). Before proceeding to subsequent details, it is of necessity to provide a definition to the linguistic attitude concept. The linguistic attitudes construct is operationalized in the Longman Dictionary of Language Teaching and Applied Linguistics (1992) as follows:Linguistic attitudes are:

> "the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language" (p:198)

Understanding the effect of attitudes on L2 and foreign languages is not an unexplored area in language teaching enquiries (Bartram, 2010:33). There is certainly a relationship between language proficiency and attitudes towards the language, but the question is: how can we be sure that we are dealing with attitudes but not something else. Can we isolate attitudes from all other possible variables? Oller and Perkins (1980) for example found that there is zero correlation between second-language proficiency and attitudes.

> "In spite of the generally acknowledged importance of attitudes, however, there is much disagreement on their precise nature, their constituent components, classification and their status as a 'free-standing' concept in the field of language learning." (Bartram, 2010:33)

Could not it be possible that the presence of attitudes is merely being assumed for the practical use they provide, that of holding them accountable for behaviors we do not know or understand where they come from?

After having previously approached the concept of attitudes from different sides, it is clear by now that attitudes are not observable behaviors. We only wish to isolate the possible behaviors or inactions that are somehow supposed to be caused by something we call attitudes.

> "Attitudes are related to behaviour, though not necessarily directly" (Gardner 1985: 9)

Fazio (1990) and Tesser and Shaffer (1990) disapprove of the association between behaviors and attitudes and their use in explaining learning attitudes. Baker (1992), too, refuses to have behaviors as a window to observing language attitudes."To ignore the accumulated experiences that are captured in attitudes and concentrate solely on external behavior is unjustified" (baker, 1992:16). The cognitive endeavor is by nature always filled with uncertainties like these for the human mind was and still is a black box despite the recent advancement in psychology, neurology and other cognitive disciplines.

Attitudes in relation to language learning is defined in details in Chambers' quote:

> "Attitude is taken to mean the set of values which a pupil brings to the fllexperience. It is shaped by the pay-offs that she expects; the advantages that she sees in language learning. The values which a pupil has may be determined by different variables, such as the experience of learning the target language, of the target language community, experience of travel, the influence of parents and friends, and the attitudes which they may demonstrate and articulate."(1999: 27)

Most of time pupils or students do not know the cause of their disapproval with a language. It could be that the work of attitudes is probably the most subconscious and complex factor in determining students' stand

on a language. Chambers definition is relevant to the present enquiry since it gives a definition of attitudes in a loose sense and in relation to language learning and it enlists the different variables that will be scrutinized in the practical part.

Some scholars, on the other hand, tried to identify types of attitudes towards foreign language. Gardner and Lambert (1972), who are regarded as the leaders in modern foreign language learning, differentiate between three sorts of language attitudes. The first concerns itself with the target language community. The second concerns itself with the language per se. The third concerns itself with learning foreign languages in general. This classification seems useful and there is relatively a general agreement about it; however, they are far from being uncontroversial (Bartram, 2010:39). Young (1994b) for example disapproves of classifying attitudes because it is too simplistic and that there is more to attitudes than just three categories (p: 31).

Gardner (1985) thinks that motivation can play a decisive role in determining the nature of attitudes. According to him, attitudes are of two types: those of instrumentality and those of integrativeness. The latter can give the learner a strong desire to learn the language without expecting any reward. The reward is in the process itself. Instrumentality attitudes can generate positive attitudes as well but not as strong as the integrativeness ones. This type is more of a means than an end in itself (e.g. learning a language to ensure having a job). Integrativeness is an individual factor and has nothing to do with sociocultural. Young (1994b) highlights some of the individual factors such as personality, intelligence, cognitive style, age, and aptitudes. These factors are as important as the sociocultural and educational ones. For example the inability to do something can generate negative attitudes.

> "The considerable divergence between very positive, enthusiastic pupils and the more reluctant, sometimes negative pupils seems to correspond largely to ability." (clark and trafford 1995: 316)

However, this latter point cannot escape the causality conundrum (Bartram, 2010:41). Do negative attitudes cause personal inability or that inability gives rise to positive attitudes? Crookes and Schmidt (1991), for example, discuss this dilemma and conclude: "achievement might actually be the cause instead of the effect of attitude" (1991: 474). On the other hand Baker (1992) thinks that external factor are the main determinants of attitudes.

> "Attitude appears more strongly connected with the environmental variables than individual attributes." (baker 1992: 68)

In general, attitudes play a major role in the process of language learning whether one recognizes their existence or not.

II.1 Learners' Attitudes Related to the Educational Sphere
The Teacher
In this part we are going to investigate some of the external variables that may have causal or correlative relation with attitudes. Like other external factors, the educational environment is not an unimportant one. The main important part in the educational system is the teacher. Anyone, at some point in their past, must have been influenced by one teacher or another. Many teachers must have changed the course of some students' life either in a good or a bad way, consciously or unconsciously. The teacher's influence is undeniable. It follows that the teacher can have influence on students' attitudes.

> "Again and again, the teacher is named as the reason, for example, why they like/dislike German, why their learning experience has improved/ deteriorated. The teaching methodology, the textbook, the computers available count for little if the teacher-pupil relationship is lacking" (chambers 1999: 137)

This view is not only recurrent among students but among teachers as well. Clark and Trafford see that teachers consider themselves "the most significant variable affecting pupils' attitudes towards languages" (1995:318)

The Use of the Target Language
Another aspect that can play a significant role in determining students' attitudes in language classrooms is the use of the target language. It is no easy task to make students use the target language because with that comes reluctance and embracement from their part. This is mainly due to students' self-images, unfamiliarity with the language, and maybe even gender issues. Some students may not even appreciate the teacher speaking in the target language (Phillips and Filmer-Sankey,1993: 93) let alone pushing them to speak. Vasseur and Grandcolas (1997) see that these attitudes are originally caused by communication difficulties. If there were not any difficulties for students to speak or understand, then why would they abstain from speaking or listening to their teacher? Here again the teacher's role is crucial in having the ability to maintain a down-to-earth communication with students (Bartram, 2010:46). This shows the vital role the teacher has vis-à-vis students' attitudes.

Teaching Methods and Students' Attitudes

There is a debate concerning the significant effect pedagogy has on students' attitudes (Bartram, 2010:46). Some views state that there is no important relation between the two especially when students already have negative attitudes (De Pietro 1994: 90). These views are challenged by other views such as those of Nikolov (1998), Clark, Trafford (1995) and Dörnyei (1998). They study the relation between classroom dynamics and pupil motivation and expose classroom specific motives. One cannot deny that there actually is an influence. Despite the fact that students' attitudes are stronger than the favorable or unfavorable classroom environment, there is still a degree of influence that can, in some cases, be decisive.

> "Study after study demonstrates that although students bring some motivational baggage – beliefs, expectations and habits – to class, the immediate instructional context strongly affects their motivation. Decisions about the nature of the tasks, how performance is evaluated, how rewards are used, how much autonomy students have, and myriad other variables under a teacher's control largely determine student motivation."(Stipek 1996: 85)

Students may find some activities boring or may not feel comfortable practicing oral activities and this can play a negative effect on attitudes. Some students were reported to have experienced panic and embarrassment experiences because of oral activities (Bartram, 2010:48). Gender related issues were also explored. Male pupils may experience the fear of being embarrassed in front of their female classmates or visa versa (Court 2001: 28–9). Rehearsal and repetition can also be frustrating to students. Further, test grades can also have a direct influence on attitudes (Bartram, 2010:132), but not necessarily since it is unclear whether attitudes influence grades or visa verse.

The Language Difficulty

The language difficulty can be decisive in regards to language attitudes. In general, and according to Bartram, language difficulty can be perceived in two levels. The first is individual's own opinion about the language; the second is what the society thinks of the language (2010:90). If the language is perceived to be difficult, then one may be more reluctant to learn it.

II.2 Learners' Attitudes outside the Educational Sphere
Parents

Undoubtedly students' immediate environment has a great influence on their attitudes if not the greatest. Like the teacher, parents shape their children. A great deal of their own attitudes passes on to their children coloring their perception of life.

> "a child's attitudes are largely shaped by its own experience with the world, but this is usually accomplished by explicit teaching and implicit modelling of parental attitudes". (Oskamp and Schultz, 2005: 126)

The role of parents in influencing their children's attitudes towards a foreign language is important; however, it seems there is uncertainty surrounding the extent of significance the role parents have in determining their students' attitudes as well as in influencing their attitudes towards foreign languages (Chambers 1998; Barton 1997; Phillips and Filmer-Sankey 1993; Court 2001: 36).

There are different ways by which parents may pass on their attitudes towards a foreign language to their children, but in general there are two categories that we generally can agree upon, either positive or negative attitudes (Bartram, 2010:66). Besides, these attitudes may be handed down either in a passive or an active way. The passive way would involve the general negative attitudes parents have towards the foreign-language community that may not be shown explicitly. The active way would mean the parents monitoring their children's language learning. The active role would also apply at the level of beliefs and confidence that can be instilled in the learner; that is to "nurture a feel good and can-do attitude towards language learning in general" (Marsh, 2000:10).

Parents cannot escape the responsibility of influencing their children's language proficiency. Gardner (1975) goes to the extent of suggesting that there is a correlation between parents' attitudes towards a foreign language and their children's language proficiency in that foreign language (Gardner 1975: 239).

Peers and Friends

Right after the parents come friends and peers. While Oskamp, Schultz (2005) and Bartram (2006c) think that friends and peers play a major role in shaping students' attitudes; Wright thinks friends and peers are to be considered a very minor factor. Their influence however may become greater when learners reach adolescence. It is the age when children break apart from their parents and start building a personality of their own. Friends and peers at this stage become a major factor. For example male adolescent students may express their independence and self-image to female students by appearing disinterested in the course or neglecting their

homework in order to boast about it as a sign of adulthood and strength (Barton 1997:12). This sort of attitude is contagious and can affect other students who may be having positive attitudes towards the language.

> "Learner perceptions and experience of peer attitudes concerning school, education, foreign language learning in general or the learning of a particular language in question may exert considerable influence on the individual's own FLL orientation, attitudes and motivation."(Young 1994b: 86)

Peers share lot of things among which we find attitudes. If the majority of peers exhibit negative attitudes among themselves, an individual student may have to comply to the group influence willingly or unwillingly, consciously or unconsciously, in order to identify themselves with the group and to maintain their group belongingness (Young 1994b: 47).

The Target-Language Speakers and Communities

Students' attitudes towards the target language community are studied thoroughly by Gardner and Lambert (1972). They think that no foreign language to be acquired if the student holds ethnocentric views and hostile attitudes towards the target-language speakers (1972: 134). The student perception of the target language community is mainly influenced by the sociocultural factor which is omnipresent and immersive. The socioeconomic factor has seniority over other factors and may be considered as the main factor (Salters 1991, Gardner 1975, 1985). A foreign language reputation is highly impacted by this factor for it is the "salient characteristic of another culture" (Gardner 1985: 146). Therefore, from this perspective, positive attitudes towards the foreign language community are a prerequisite for language acquisition (Bartram, 2010:71). They are prior to classroom environment and the teacher.

Within the sociocultural dimension we have the social status of the foreign language. For example, in Morocco, French is held in high esteem. It is seen as the language of the bourgeois and intellectuals. Thus this social status can play in favor of its acquisition and the learner's attitudes. English, however, is considered a foreign language in Morocco and it occupies the 4th position after French (L3), Standard Arabic (L2), and finally the Moroccan Arabic, if not Berber (L1). This, of-course, is not without exceptions but it should hold for the majority of cases. Despite being a foreign language, English is gaining grounds in Morocco nowadays. Teenagers in particular are using more often English words in their daily life. This phenomenon is more noticed on the on-line social networks in what is known as 'Trolls'. For example "R.I.P", "Nothing to do here", "Please", "Like a Boss", "True Story" and the like are being used in local pages and this indicates the growing popularity of the English language use in the Moroccan context. However, does this popularity stem from the educational system and how English is taught in Morocco or from the view of society as a whole?

> "the causality conundrum rears its head: are attitudes towards MFLL and its place in the education system influenced more by the wider views of society on language learning, or does the education system itself mold these social views through the status it grants languages via the school curriculum?" (Bartram, 2010:18)

Phillipson (1992) attributes positive attitudes towards English to outside forces like economics and politics that maintain the global status of English which is a sort of linguistic imperialism. This, according to Pennycook, can lead to the marginalization of local languages (1995). In general both languages have good social status in Morocco.

Media

> "By selecting, emphasising and interpreting . . . they (media) help to structure the nature of 'reality', . . . which in turn impels the public to form attitudes." Oskamp and Schultz (2005: 133)

At a global level, the media is playing a major role in the growing popularity of English as well as spreading positive attitudes towards it. The idolizing of popular music artists and movie stars is a common phenomenon among adolescents. Given that many of these stars are from the English-speaking countries, a positive association between the celebrity and the language spoken or sung may take place, which may, in turn, influence attitudes towards the learning of English as a foreign language (Young 1994b: 247). Woodward (2002) and Gosse (1997) draw attention to the internet influence on language attitude since it enjoys the English-language bias and appeal (Gosse, 1997: 158) for the internet is par excellence American.

Pragmatic Motives

The given state of the world nowadays and the increasing need for multilingual citizens oblige people to learn foreign languages in order to meet the job market's needs and to acquire a window to social integration in a globalized world. Morocco is no exception in the world's current state of affair. If French is considered the prestigious language in Morocco, English is seen as a practical language and a lingua franca. As will be seen in

the practical part, there is a growing awareness of the usefulness of the English language in the professional lives and this in turn shape learners' attitudes.

III. STUDENTS' ATTITUDES IMPACTING THESPEAKING SKILL

Attitudes are the silent thoughts, the deep unconscious beliefs. Their shadow is present in every moment of judgment. Yet, we do not know the nature of attitudes and there is no unit of measurement with which to measure their strength or variation. Maybe attitude after all is just a word we use to refer to an unknown mental phenomenon; or a state of mind whose raison d'être is unclear. Given that it is impractical to pin down attitudes, we tried in the previous sections to approach the concept from different angles. All these perspectives are relevant to the present study since they are the only windows from which we can inspect attitudes. In the present section we are going to zoom in on how attitudes influence the speaking skill on the light of what has previously been presented.

Because learner's motivation, attitudes and self-confidence can contribute to L2 proficiency (Gordon, 1980; Lett & O'Mara, 1990; Lett & O'Mara, 1990; Clément, Gardner, & Smythe, 1977, 1980; Clément, Major, Gardner, & Smythe, 1977; Laine, 1977; Sison, 1991), it is safe to assume that learners' attitudes can also contribute to the learner's speaking skill in different ways. For example, a learner with negative attitudes may deem themselves weak and possibly give up verbalizing their thoughts or improving their speaking skill.

> "When compared with the students who hold positive attitude towards speaking, a significantly greater proportion of students with negative attitude perceived their levels of oral proficiency as average or lower." (ThucBui,2013:02)

In general, language learners with positive attitudes would be more involved in speaking activities (Tuc Bui, 2013:01).

> "Living with a positive bent of mind is the first requisite for acquisition of effective speaking skills in English." (Gangal, 2012:38)

Previous researches noticed that speaking was the most important skill for beginning and intermediate levels foreign L2 learners (Frey &Sadek, 1971; Harlow &Muyskens, 1994; Houston, 2005; Rivera & Matsuzawa, 2007; Tse, 2000; Walker, 1973). Nevertheless, no previous research has investigated, in particular, students' attitudes towards speaking activities in class (Carlo, 2008).

One of the most noticeable features of speech is accent. It is "the phonetic habits of the speaker"(Ben Said, 2005:03). It is also the "way of speaking typical of a particular group of people and especially of the natives or residents of a region"(Merriam-Webster Dictionary). From the sociolinguistic perspective, accent is seen as a badge of social identity (Ben Said, 2005:03). Social identity can affect the way people speak and judge a certain accent since "some accents, for instance, are believed to be more attractive than others."(Ben Said, 2005:03). This value judgment is embedded in the attitudes language learners have towards a certain way of speaking. Consequently, the objective of most English learners becomes to speak like native speakers as well as to communicate with them (C. L. Chen, 2003; C. P. Chen, 2002; Chou, 2004; Chuang, 2002; Liao, 2004; Wei, 2003; Yo, 2003). Cook (1999) saw that, in students' opinion, non-native accents are a sign of failure in learning the English language. Most of the time foreign language learners are unsatisfied with their accent and that is mainly because they keep comparing their accent to natives' (Derwing 2003). This sort of attitudes may consist an impediment for EFL learners.

The obsession with speech and especially with accent among young EFL learners may prove to be unhealthy for language learning process as well as for communication intelligibility. In a study carried out by Derwing al. (1998), three groups of language learners were given three different language classes. The first focused heavily on accent and pronunciation, the second did not focus on accent and pronunciation at all, and the third focused on higher or macro aspects of speech such as volume, stress, tone, and rhythm. After 12 weeks, an English-native speaking jury evaluated these groups based on the task of narrating a story. The results showed that the jury favored the group that had the macro aspect of speech than the one with the focus on pronunciation and accent or the one with no focus at all on the speaking skill. Fluency and comprehensibility were observed in the favored group that focused on meta-linguistic features.

Another study, carried by Johnson and Frederick (1994), examined the American native speakers' attitudes towards non-natives' speech in terms of grammatical and pronunciation errors. Surprisingly, their findings showed that pronunciation inaccuracy were judged less positively than grammatical ones. Although grammar errors can be crucial to communication, American natives considered them of less importance when compared with errors at the level of speech. A further study by Munro and Derwing (1995) explored native Canadian English speakers' attitudes towards EFL learners' speech. The results revealed that prosodic inaccuracy affects intelligibility more than phonetic ones. These three studies show that discrepancies at the level of accent and speech are harmful to communication and to one's speaking skill when they are given more attention than they actually require. These discrepancies might not only be the result of learner's obsession with foreign speech, but also the result of teacher's attitudes.

> "For decades, traditional language instruction held up native-like pronunciation as the ideal" (Paul, 2012)

Murray J. Munro, a professor of linguistics at Simon Fraser University in Canada and the linguist Tracy Derwing insist that this idea, of holding native like speech as ideal, is unrealistic and may possibly impose some difficulties like disappointment and frustration among foreign language learners. However, attaining native likeness is not unrealistic after all and in this regard we cannot help but talk about the Critical Period Hypothesissince the subjects of this study are English learners beyond the age of puberty.

The popularity of the Critical Period Hypothesis stem from the observable fact that language acquisition that takes place after the critical period almost never identical to L1 acquisition (Seel, 2012:1722). The statistical high improbability of attaining a full mastery of a language after the critical period seems to be the strongest evidence in favor of the hypothesis. However, the hypothesis does not completely exclude the possibility of acquiring language after the mentioned period, but it just may be less successful. Many scholars think that native likeness is still possible even after the age of puberty except in pronunciation (Scovel 1988 Paraphrased in Bot, 2005:65). Some think that it is rather the mother tongue interference that prevents learners from becoming native-like speakers (Flege 1999 paraphrased in Herschensohn 2000:43). Finally, Bongaerts, Bialystok, and Herschensohn see that it is still possible to achieve native likeness at all levels (Bongaerts, 1999:155; Bialystok, 1997:116; Herschensohn, 2000:43). So assuming that native likeness at the level of speech is possible, the focal question then is: should it be the main goal for EFL learners?

> "New research suggests that we would make better progress, and be understood more easily by our conversational partners, if we abandoned a perfect accent as our goal in the language learning process." (Paul, 2012)
> "students of language should be guided by the 'intelligibility principle', not the old 'nativeness principle'." (Paul,2012)

The urge to be identified with the target language community may be so strong that the only thing that would matter to the learner is to sound native regardless of the intelligibility and comprehensibility of one's speech. An important point to be mentioned here about attitudes is that positive attitudes are not the main engine that drives students towards language proficiency. Positive attitudes are not all that it takes to acquire a foreign language efficiently but the way these positive attitudes are implemented, exploited, or directed is what matters most. Having good attitudes with nativeness principle may not be the perfect match.Here again we come back to the issue of culture. It is probably the case that students may experience this admiration for a culture that is not theirs. As a result they tend to imitate what they like which is, as a matter of fact, part of human nature.

Class streams can have an effect on attitudes and thus we sought having two different streams. The questionnaire consists of bi-polar adjective scale, likert scale, open-ended questions, and closed-ended questions. Another questionnaire was designed for teachers. This questionnaire serves to provide insights from the perspective of teachers. It consists of bi-polar scale questions, likert scale, closed-ended questions (multiple choice questions), and open-ended questions. The students' questionnaire was administered on May the 19th and 20th, 2014, starting from 3 P.M. on both days at Mohamed V high school in Kénitra. With the help of the host teacher and one of my classmates, we were able to fill in 31 questionnaires the first day. Then in the second, we were able to fill in 29 questionnaires. Students were enthusiastic about filling in the questionnaires. Many volunteered that we could not have them all participate in the study.

IV. RESEARCH VARIABLES

Many variables have been considered so as to observe and understand their role as well as to ensure having different perspectives to our dependent variables, namely oral proficiency. It is imperative that at this point to state the complex nature of the research problem. We have two main variables, an independent and a dependent one. Oral proficiency is the dependent variable. Attitudes are the independent variable. However, our independent variable (attitudes) is in itself dependent when we consider some other sub-independent variables such as age, sex, motivation, teachers' influence, media influence, self-image, culture, and so on and so forth. So we have three layers of variables. First, we have the various independent variables that shape the general concept of attitudes students have towards English. Second, we have attitudes towards English as an agent in itself, which can be seen as dependent and independent variable depending on which lenses one choses to look from. Third, we have the ultimate dependent variable which is the speaking skill or oral proficiency. The goal is to, hopefully, relate the speaking skill proficiency to personal attitudes and to relate the personal attitudes to what determines their nature.

Given the scientific-inexactitude nature of this research, we tried to make it representative in other regards. For this particular study we opted for the 1st year BAC. The BAC final exam can have huge repercussions on students' attitudes towards English although attitudes could still be relative to the wider circumstances students are in. The reason behind this choice is that 2nd year BAC students are more preoccupied with the final BAC exam. This in itself is a variable that should be eliminated. 1st years BAC students'

contributions to this study should be more spontaneous, instinctive, natural, transparent, reliable, unaffected, uninfluenced and mostly undisturbed as much as possible. We also tried to avoid subjects' selection bias by having two different classes instead of one in order to avoid any preexisting similarities between students belonging to one class and to ensure a normal distribution of data. This would, hopefully, strengthen the internal validity of the research.

V. RESEARCH DESIGN

A true experimental study in cognitive and social sciences is a fictitious concept. Researchers in these fields try their best to approach the ideal or laboratory conditions. Attitudes, being a mental phenomenon, are not easy to study for they are vulnerable to almost anything and their operational definition is fluid. Student's mood can be a factor affecting their judgment and attitudes in the moment of filling the questionnaires. Random selection was possible for teachers' questionnaires given that the number of English teachers at Mohamed 5 high school is very limited, so we resorted to other high schools in the Gharb-Chrarda-BéniHssen region. For this particular research, the research design we opted for is the Ex Post Facto design. It follows that the research endeavor is but to find relations and correlations between the dependent and independent variables. Proving causal relationships is beyond reach. However, the direction and strength of the correlation between variables are possible in this research design and they provide significant explanations. Also, this design does not experiment attitudes but simply reads facts and makes associations. The variables are not controlled but filtered. The data drawn from the research is mostly numerical and relies on frequency distribution, and thus this is a quantitative research (only 2 open questions in student's questionnaire and 3 open ones in teacher's questionnaire) and descriptive in its type.

VI. DATA ANALYSIS

VI.1 Attitudes towards Western Culture

Students' attitudes towards the Western culture are relatively balanced (positive 38%, negative 23%, indifferent 38%). This seems to suggest that Moroccan students have mixed feelings about Western culture. Parents do hold relatively similar attitudes (positive 30%, negative 32%, indifferent 38%). This indicates that students, to some extent, inherit their parents' attitudes towards Western culture. For example, all parents that hold negative attitudes towards Western culture (13 parents) have children (students) who hold either negative or indifferent attitudes towards Western culture and they consist 92% (12 out of 13). Therefore, the influence of parents is observed. However, students appear to have more positive attitudes and less negative ones compared to their parents. This suggests that the younger generation is more accepting of foreign cultures than their parents. This observation is backed up with peers and friends' attitudes. 58% Participants think that their friends and peers have positive attitudes in contrast with their parents (30%) and themselves (38%). Only 22% think their friends and peers have negative attitudes in contrast with parents (32%) and themselves (23%). This is a clear indication that the younger generation is more open to Western culture.

VI.2 Attitudes towards the English Language

With respect to the language, students, parents, and students' peers and friends seem to agree on having more positive attitudes towards the English language than towards Western culture (students: 65%, parents: 62%, peers and friends: 72%). This suggests that Moroccans are more accepting of the language than of the Western culture despite the late appearance of English teaching in Moroccan schools. It is further noticed in this study that the stream of math science has 0% negative attitudes towards English and the same goes for their parents. This is probably due to the growing awareness of hardworking students towards the importance and the practical use of English as a lingua franca of the world. This is also seen in the fact that majority of the sample students learn English because they feel they need it (41%) whereas the rest learn it because either they like it or simply because it is in the curriculum. Students learn English also because of their intrinsic motivation. 40% learn it because they like it.

In addition to that, less students, parents, and friends and peers have negative attitudes towards the language compared to the high percentage of those who hold negative attitudes towards Western culture (Students: 10%, parents: 17%, peers and friends: 18%). This openness towards the English language might be a local characteristic belonging to the inhabitants of Kénitra due to the presence of Americans in the middle of the 20th century. In 1942, the U.S. government made the military airport in Kénitra its military base. By 1950, nearly 10,000 Americans occupied the base making it one of the largest overseas aggregations of Americans at the time (NARA).

VI.3 Social Status of English Language in Morocco

English enjoys a high social status in Morocco. It is invading all aspects of life. According to the present findings, 17% of the teacher population think that students' main motivation stems only from the social

status of English in morocco. Besides, a great deal of sample students in their turn feels proud when they utter phrases and words in English when with their friends. 68% like to learn English in particular as being a foreign language. All this makes English a privileged language in a country where French is an official one. 50% of students prefer learning French instead of English among whom 97% (30 out of 31) either have an average level or good level in French. It is unclear whether this means that they like learning French because they are good at it or they are good at it because they like learning it? Some of them explain that they like learning French "because I have studied French for 14 years." or because "its weighing is greater than that of English."

We also have the other 50% of students who like learning English instead of French. 50% is not bad for a language that is considered 'foreign'. The participants present different sorts of reasons. Some of them are:

> "English is an international language."
> "english is easier."
> "i am not good at french"
> "i lack basics in french."
> "french is difficult."

This has huge implications. The English language seems to have different advantages over French. The majority of students seem to agree that English is easier than French which explains the modern tendency towards English among Moroccan students, and those who claim that French is easier generally have negative attitudes towards English and they consist 84% (5 out of 6) of the remaining 37%. So, do they have negative attitudes because they think English is difficult or they think it is difficult because they have negative attitudes? In addition to that, students who prefer to learn English instead of French seem to have a low level in French. Filtering the results shows that 100% of students who claim their French is no good are the same ones that claim their bad experience with French is what, as a result, pushed them to give more importance to English.

In general, 28% of students give more importance to English as a result of their traumatic experience with French. So why is it the case that almost one quarter of the sample students seek refuge in English? Could this be a matter of methods and approach to language teaching? Using outdated and mechanical methods can generate frustration among students that may lead to giving up learning the language. Given that most of the teaching literature and the latest researches in the domain are published in English, English teachers seem to have access to the latest theories and approaches to teaching whereas French teachers have to look for translated works. So maybe English teachers are well situated and more up-to-date. On the other hand, those students who have had a good experience with the French language feel that French helped them understand English more since the two languages are close in vocabulary. This segment consists 53% of the sample population whereas those who think that their French is good and suffices them English consist only a minority of 12%. This indicates that English is appreciated among those students that are good at French and those who are not. In general, English is well reputed in Morocco and that in itself is a source of positive attitude.

VI.4 The Teacher
The evidence suggests that the role of the teacher is decisive in determining students' attitudes towards the language. 88% of sample students claim they have had a teacher that influenced their attitudes towards English. This emphasizes the central role teachers have in learning the language. The evidence also suggests that the majority of these teachers have had a positive influence on their students. It seems that three quarters of English teachers are doing a good job at influencing their students' attitudes in a positive way for only a quarter that have a had negative influence on their students. This could also be due to the way English teachers teach English, for example the frequent use of the communicative approach, which is something the findings support. According to the findings, most teachers, in teaching the speaking skill, use the communicative approach and here are some of their responses to the question: 'how do you go about teaching speaking?':

> "Motivate students to speak at random occasion."
> "student to student interaction."
> "communicating within a context."
> "free communication practices that is preceded by setting the scene."
> "activities that allow students to speak their mind freely."
> "stimulating them to randomly speak in class."

The use of the communicative approach is less monotonous and less boring unlike the direct or audio-lingual method.

> "Among criticisms of the audio-lingual method have been the slowness and monotony of oral drills and the overemphasis on memorization and mimicry." (Lawrence, 1966:48)

In general, and based on the results, the Moroccan English teacher, in their turn, participates in giving positive attitudes to students by their savoir-faire (managerial/management skills) and savoir-être (interpersonal skills).

VI.5 Peers and Friends

Peers and friends have huge influence in affecting students' attitudes. The findings show that almost one quarter of students would utter phrases and words in English just because their friends and peers do so. This indicates that students' behaviors are unconsciously driven by the inclination towards being identified and assimilated with the group regardless of one's intrinsic inclinations. In social psychology, this phenomenon is called assimilation and it is, according to Bogardus, the "process whereby attitudes of many persons are united and thus develop into a unified group." (quoted in R. K. Sharma and R. Sharma 1997:230). As seen earlier, 72% of students think their friends and peers have positive attitudes towards English. This, probably, would eventually make the minority fuse within the majority.

All in all, the present data show that students' attitudes towards the English language are positive. The data also show that the socials status of English in Morocco, the influence of teachers, the influence of the media, and that of peers and friends have a relatively positive influence on students' attitudes towards the language. This makes English an appreciated language along with its native-speakers' community.

VI.6 Students' Attitudes and the Speaking Skill

The rest of the data interpretation is devoted to the influence of attitudes on the speaking skill. Following the inductive approach to research, it is safe to assume, based on the previous findings, that Moroccans, in general, have positive attitudes towards the English language. It follows that they also have positive attitudes towards the speaking skill in particular. As seen earlier in the literature review, the most important skill for the learner is the speaking skill (Frey &Sadek, 1971; Harlow &Muyskens, 1994; Houston, 2005; Rivera & Matsuzawa, 2007; Tse, 2000; Walker, 1973). The case of Moroccan students is no exception. The survey shows that the majority (48%) of teachers' participants see that speaking activities are the most enjoyed by students whereas only 39% enjoy listening, 13% enjoy reading, and 0% writing.

Thus, the findings seem to confirm previous studies and researches in this regard. The positive attitudes towards speaking among Moroccan students is partially due to media influence since, according to the present study, the majority of teachers think that the main source of motivation in learning English is Media (49%). This is highly probable since this study shows that students are exposed to a high number of American movies per week; 50% watch between 6 and 20 movies weekly. Moreover, in learning a foreign language, students think that the speaking skill is more crucial than writing. Only 17% think that writing is crucial to language learning. This 17% watch no more than 5, if not 0 movies weekly. 100% of those who watch between 6 and 20 movies a week claim that speaking is vital to language learning (after filtering the data). This confirms the high importance given to speaking and its correlation with media influence. This also supports the literature review; that speech is the most salient feature of a language and thus the learner may be more concerned with being able to make themselves noticed orally than in the written form.

Given that speaking is highly appreciated among students, what is then the concern of students when they speak in class? 64% of teachers think that their students do not listen in order to understand but only to give a quick response and be the first to participate or give answers. This is very significant for it implies that students' main concern is to please the teacher. It appears that speaking just for the sake of speaking, in students' view, is a sign of successful language learner, and thus it does not matter what students speak as much as they are able to speak. This is not surprising seeing that the majority think that speaking is crucial to language learning.

Another concern of students when they speak is to impress the teacher. The present study shows that no teacher claims that their students do not try to impress them when they speak (0%). All of the teachers claim that they get the impression of their students trying to impress them but they do, however, differ in frequency. 34% claim their students try to impress them either 'usually' or 'always'. 65% (with 1% missing) claim their students try to impress them 'sometimes'. Although the majority of teachers think their students do not frequently try to impress them; nevertheless, this concern is not nonexistent among students. Another thing to be mentioned here is that how can they impress their teachers if they are not good at English? Had students had a good level in English, which the present data does not indicate (The mean= 3.55 which is just a little above average), the frequency of impressing the teacher would have been higher.

The findings also show another concern of students. Clean language is one of students' main preoccupations when speaking in class. The survey shows that 82% of students experience uneasiness with making mistakes when speaking in class. Additionally, in question 8 (see appendix) some teachers attribute students' uneasiness with speaking to their preoccupation with language accuracy. Here are some of their responses:

"One should encourage students not to worry about grammatical mistakes or communication breakdown."
"the problem with speaking is that students are reluctant to speak due to fear."
"students are shy. Some are afraid of making mistakes."

"students do not dare to speak for their lack of vocabulary and making mistakes."
"students are afraid of making mistakes." "some students refuse to speak in public. It takes me time to lower their affective filter. I try to choose a topic that matches their interests. I never interrupt them when they speak. I don't correct their mistakes."
"students fear their peers to laugh at their mistakes. Make them aware that mistakes are the first step in learning."

Additionally, and still with teachers' responses, students give more importance to accuracy than to sounding native. In a scale from -3 to 3, in which -3 means too much emphasis on sounding native and 3 means too much emphasis on accuracy and 0 is equal emphasis for both. The mean is 0.95 which is inclined towards accuracy. Therefore, and based on the above responses, it seems that the concern of accuracy is muffling students, especially female ones. Those who are bothered with mistakes just 'little' or 'not at all' (after filtering the data) are mostly males and they consist 65% (20 out of 31). This suggests that females are more vulnerable to mistakes than males due to, maybe, their self-esteem and fear of embracement in front of their male peers. In general, this could be due to students' unawareness of the natural and gradual order of the process of learning. This may make them impatient to speak correctly and thus they may not see the vital role mistakes play in the process of learning and may deem them harmful. For a healthy language learning process in terms of speaking proficiency, accuracy should not be a central focus for students and teachers.

According to the (Irish) National Council for Curriculum and Assessment, accuracy in speaking is appreciated but it should not be the objective. The main motivator for students in speaking is not accuracy but the achievement of communication at any cost, even using gestures if necessary, for that matter. Accuracy should be reinforced along without actually putting students off communication. Here comes the role of writing in doing the reinforcement of structure such as sequencing and tenses (NCCA, 2004:13). Prioritizing communication and making accuracy secondary is an acquired attitude that teachers can teach and instill in their students.

Another interesting concern of students is meaning and content. According to the present study, students show interest in making themselves understood. They seem to be aware of the importance of content and meaning in speaking. When contrasting content and meaning with accuracy, students divide themselves into two relatively equal halves. The goal of 48% students is to get their message out and be understood, whereas 52% see that uttering clean language is their main goal. This indicates that students are not neglecting the content and meaning when they speak although some may have the goal to impress their teachers. The survey also shows that teachers are aware of content-based instruction.

As seen earlier in how teachers influence their students' attitudes, question 6 (see appendix) supports the use of both the communicative approach and content-based instruction. The mentioned responses clearly show that teachers, too, have the concern of prioritizing the content over the language. Unlike students' concern with accuracy, having meaning and content as a goal is healthy for language learning and the literature supports that. According to Krashen & Terrell's acquisition-learning hypothesis, language is a *means* and not a *goal* or an *end* in itself. It is best learnt when it is regarded by the learner as a tool to carry meaning but not a focus (1983:19).

Further, content-based instruction is of paramount importance in language learning (Brinton, Snow, &Wesche, 1989). It increases students' motivation since students are highly influence by teaching instruments (Gardner, R.C. &MacIntyre, P.D.,1991). It also makes learning meaningful. According to (Ausubel 1968), leaning is meaningful when it is related to what we already know and thus new knowledge is easily inserted and fitted within the already existing cognitive structure. This notion, which is derived from cognitive psychology, is further elaborated in relation to language learning (Asher, 1982; Ellis, 1990; Krashen & Terrell, 1983; Lewis, 1993; Richards & Rodgers, 1986; Savignon, 1983; Wilkins, 1976).

Giving high priority to speech over other skills and to impressing the teacher is not without costs. Speech in general has always had priority over writing although "the traditional grammarian tended to assume that the spoken language is inferior to and in some sense dependent upon the standard written language." (Lyons, 1968:38). The written language is but a symbolic representation of speech and it is a real loss of meaning if one follows Derrida's line of thought. Moreover, speech is older and widespread (ibid).

"All languages are primarily spoken and only secondarily written down, that the real life of language is in the mouth and ear and not in the pen and eye" (Jespersen 1922:23)

Nevertheless, the concern of this study is not to undermine in any way the importance of speech but to expose the intricate relation between (positive) attitudes and the speaking skill. Speaking is undoubtedly important and it is pointless to argue otherwise, but if it is given more importance than it actually deserves, the process of learning this skill may go off course and becomes disoriented. Having positive attitude towards the language is favorable, having positive attitudes towards the speaking skill is favorable as well, but how these positive attitudes are *implemented* is equally important, and if the learner forgets how much important communication strategies, prosodic features, and paralinguistic features of speech are, they become insensitive to the

intelligibility of communication which is of very great importance as seen in the literature review. Teachers are equally responsible for this inattention. One of the teachers expresses that:

> "Teachers are not competent in teaching communication strategies and they do not speak fluent english since they are not natives"

In going about teaching speaking, no teacher, according to current findings, mentions teaching sub-skills like the mentioned above. Some teachers even think that they do not even have time to teach speaking since the program of high school is tight and speaking is not tested in the final BAC exam, which (the exam) is the main objective of students and teachers alike. Additionally, No one mentions the use of fun stories, rhyme, poems, or songs in teaching their students speaking when this sort of activities are vital for teaching students the speaking sub-skills. The use of these activities is, however, questionable with the 1st year BAC since students might be considered 'too old' for this sort of activities. This is a call to rethink at what age should the English language be introduced to students in Moroccan public schools.

As seen in the literature review, accent is of paramount importance to students. Regardless of their English level, students are able to distinguish between a native and a none-native accent (Kelch& Santana-Williamson) and of course they show preference for native accent (C. L. Chen, 2003; C. P. Chen, 2002; Chou, 2004; Chuang, 2002; Liao, 2004; Wei, 2003; Yo, 2003). The issue of accent and communication intelligibility, which is the heart of this research, is explored in 3 questions in teachers' questionnaire and 2 question in students' questionnaire appearing at the end of both questionnaires. As seen earlier, the sample population gives importance to accuracy, content and meaning, and accent and pronunciation. We also saw that teachers think that their students focus more on accuracy (A) than accent and pronunciation (B) and when it comes to content (C) and accuracy, students focus on content more. So if A is more important than B, and C is more important than A, is then C more important than B? Following formal logic, yes it is. But is it really the case? Is accent and pronunciation more important than meaning and content for students? Question 17 divides students into three segments. Surprisingly, C is not after all more important than B. It appears that C and B have equal percentages. This seems to suggest that, for students, accent and pronunciation are not less important than content and meaning. Accuracy seems to be students' least concern when it is contrasted with content and meaning plus accent and pronunciation.

VI.7 The Distribution of Accuracy, Content and Meaning, and Accent and Pronunciation

It is unclear, on one hand, as to why teachers think that students give more importance to accuracy as opposed to sounding native. This mismatch between students' responses and teachers' may hint at other factors. It could be evidence for teachers not knowing their students well enough. Or maybe it is a matter of perspective. On the other hand, teachers' responses to questions 9 seem to highlight the difficulty teachers encounter when it comes to accent. Only 4% claim they never experience misunderstandings with their students caused by accent, and only 9% claim they 'rarely' do. This indicates that it is a rarity for accent not to get in the way of communication. Accent not only *can* get in the way of communication but it actually *does*. The majority of responses aggregate in the frequencies of 'always', 'usually', 'often' and 'sometimes'.

Now, seeing that students hold speaking in high regard, and that accent and pronunciation are important to students, as important as content and meaning, it probably is the case that students harm meaning by their manufactured accent which is a faded attempt to simulate natives. If accent can distort meanings to cause misunderstandings it means that accent is wrongly practiced. It may lack the phonemic features that help escort meaning. One thing to be mentioned here is that this phenomenon does not hold for all students. It should represent only the 30% of students that think accent and pronunciation should be the goal. That 30% is still uncertain given that misunderstandings do always occur and they are not always attributed to accent. Some misunderstandings may even be caused by students' *accentless* speech. Another aspect of speech that harms communication is pronunciation. If words are not pronounced the way they should, that may worsen the accent. However, pronunciation seems less of an issue compared with accent. Teachers experience misunderstandings caused by pronunciation less frequently.

This confirms the crucial role of accent over pronunciation in conveying meaning. Now, is it possible that B is more important than C? The last question in the teacher questionnaire settles this matter. The question is as follow: *do you think students prioritize sounding native over content and meaning?* 61% say yes and 39% say no. The percentages seem to support the claim that accented speech interferes with communication intelligibility as seen earlier in the literature review. Moreover, the last question in students' questionnaire asks students to rate the importance of sounding native-like. No student rates its importance as 'not at all important'. Only 12% and 14% think it is 'quite unimportant' and 'less important' respectively. It appears that only the minority deem sounding native-like as unimportant whereas the majority consider it as important (27%), quite important (20%), and very important (27%).

VII.   DISCUSSION OF THE FINDINGS

The observed impact of attitudes on the speaking proficiency in the data is in the expected direction. The rates that have been observed seem to be consistent with previous studies. However, it has been noticed that there is an attraction towards positive attitudes but those with positive attitudes are neither consistent with good nor low level of English. 28% (17 out of 60) of students with positive attitudes that have a low level in English (Levels 1, 2, and 3) and 36% (22 out of 60) have high levelin English. In contrast, 13% (8 out of 60) of students with negative or indifferent attitudes do actually have good level in English and 22% (13 out of 60) of the same category have low level of English. This indicates that there is not a strong impact of attitudes on students' level though a slight correlation might be noticed in the percentages.

Moreover, we have seen that prioritizing content is vital to communication, and, surprisingly, students with either negative or indifferent attitudes, that claim that content should be prioritized, are greater in number than those who claim accuracy or accent and pronunciation should be prioritized (17% (A) for content whereas accuracy 7% and accent and pronunciation 7%). This seems to support the view that positive attitudes are not all it takes to be a good speaker. Those with positive attitudes exhibit an interesting fact. They seem to prioritize accent and pronunciation over the message and accuracy (27% (B) in favor of accent and pronunciation, 17% in favor of accuracy, and 22% in favor of the message). Similarly, 58% of students with positive attitudes think that sounding native is importantwhereas those with negative or indifferent attitudes (17%) think sounding native is not important. This is significant for it shows how attitudes influence students' vision of what should be prioritized in language learning and speaking.

The majority of those who have either negative or indifferent attitudes towards English prefer focusing on content and meaning which is paradoxically vital to the speaking skill whereas the majority of those with positive attitudes prefer to focus on accent and pronunciation which is of minor importance in terms of oral proficiency and speech intelligibility and comprehensibility. Concerning teachers' responses, it is noticed that there is a sort of correlation between students who prefer the speaking skill and those who prioritize sounding native over content and meaning. 79% of students who enjoy the speaking skill prioritize sounding native over content and meaning which may indicate that having (excessive) positive attitudes towards the speaking skill may turn out to be harmful to oral proficiency. In that sense, there is a sort of impact of attitudes on the speaking skill but not strong enough to reject the null hypothesis. The null hypothesis is still valid, but the alternative hypothesis is also valid for a population of 44% (A+B) of students' population and 48%of teachers' population and it does actually represent a significant portion of the population and speaks of an existing phenomenon. The observed impact is not all altogether directional however; it is both positive and negative since we have a two-tailed hypothesis.

VIII.   IMPLICATIONS OF THE STUDY

Speaking is not having a native-like accent or pronunciation. Speaking is tone, rhythm, pitch, intonation, stress, fluency, pausing, articulation, rate, and loudness. These features carry the emotional state from the speaker's mouth to the ears of the listener. They are what make communication human and alive. Teachers and students alike should recognize the importance of these prosodic features and teach them along other aspects of language equally. The rationale behind this call is that writing will always remain secondary to speaking for language is more used in its spoken form, which is natural, than its written from, which is artificial. Therefore, a shift from the writing-centered instruction to the speaking-centered instruction should take place. Learners are into this shift already and they are in a desperate need for guidance. In addition to that, in teacher trainings, attention should be paid to the macro aspects of speech. Teachers should also be warned against the "charlatanism and quackery" of the "accent reduction industry" (Derwing and Munro 2009) in order to generate competent teachers that would generate proficient speakers for the long run. Moreover, attitudes can be taught. If teachers recognize their (attitudes) importance, and recognize that they (teachers) can lead students astray from social tuning and instill harmless attitudes towards the spoken language, then students would acquire speaking more naturally and even less painfully.

REFERENCES

[1]. Accent. (n.d.). Merriam-Webster. Retrieved June 17, 2014, from http://www.merriam-webster.com/dictionary/accent

[2]. Ajzen, I. (1988). *Attitudes, personality, and behavior (U.S. ed.)*. Chicago, IL: Dorsey Press.

[3]. Allport, G. W. (1954). *The Nature of Prejudice.* London: Addison-Wesley.

[4]. Asher, J. 1977. Learning Another Language through Actions: The Complete Teacher's Guide Book. Los Gatos, CA: Sky Oaks Productions. 2nd edn. 1982

[5]. Baker, C. (1992). *Attitudes and Languages*. Clevedon: Multilingual Matters.

[6]. Barton, A. (1997). Boys' under-achievement in GCSE modern languages: reviewing the reasons. *Language Learning Journal*, 16: 11– 16.

[7].   Bartram, B. (2010). *Attitudes to modern foreign language learning insights from comparative education*. London: Continuum International Pub. Group.

[8].   Birdsong, D. (1999*). Second language acquisition and the critical period hypothesis*. Mahwah, N.J.: Erlbuam.

[9].   Bogardus, E. S. (1923). *Essentials of social psychology, (4th ed.)*. Los Angeles: J.R. Miller.

[10].   Böhner, G. (2001). *Attitudes. In Hewstone, M. and Stroebe, W. (eds) Introduction to Social Psychology*. Oxford: Blackwell.

[11].   Bordens, K. S., & Horowitz, I. A. (2001). *Social psychology* (2nd ed.). Mahwah, N.J.: L. Erlbaum.

[12].   Bot, K., & Makoni, S. (2005). *Language and aging in multilingual contexts.*Clevedon: Multilingual Matters Ltd..

[13].   Brinton, D., Snow, M. A., &Wesche, M. B. (1989). *Content-based second language instruction*. New York: Newbury House Publishers.

[14].   Carlo, M. J. (2008). *Enhancing the oral proficiency of Spanish majors: An examination of the attitudes of L1 English -speaking Spanish majors of non -Hispanic heritage toward oral communication activities and instructional practices*. Parkway: Purdue University.

[15].   Chambers, G. (1994). A snapshot in motivation at 10 plus, 13 plus, and 16 plus. *Language Learning Journal*, 9: 14–18.

[16].   Chambers, G. (1998*). Pupils' perceptions of the foreign language learning experience. *Language Teaching Research*, 2(3): 231–59.

[17].   Chambers, G. (1999). *Motivating Language Learners.*Clevedon: Multilingual Matters.

[18].   Chen, C. L. (2003). American culture and teaching American English. In W. Y. Dai (Ed.), *Language and Culture* (pp. 241-256). Taipei: The Crane Publishing company.

[19].   Chen, C. P. (2002). Culture and EFL teaching. Paper presented at the Eleventh International Symposium on English Teaching/The fourth Pan-Asian Conference, Taipei.

[20].   Chou, M. C. (2004). Teaching EIL to English learners in Taiwan. Hwa Kang Journal of English. *Language and Literature*, 10, 71-91.

[21].   Chuang, K. L. (2002). The politics of locality: globalization, postcolonial English, and the cultural reconsideration of English teaching and learning. *English Teaching and Learning*, 27(2), 1-16.

[22].   Clark, A. and Trafford, J. (1995). Boys into modern languages: an investigation of the discrepancy in attitudes and performance between boys and girls in modern languages. *Gender and Education*, 7(3): 315–25.

[23].   Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of francophones learning English. *Canadian Journal of Behavioural Science*, 9, 123-133.

[24].   Clément, R., Gardner, R. C., & Smythe, P. C. (1980). Social and individual factors in second language acquisition. *Canadian Journal of Behavioural Science*, 12, 293-302.

[25].   Clément, R., Major, L. J., Gardner, R. C. & Smythe, P. C. (1977). Attitudes and motivation in second language acquisition: An investigation of Ontario francophones. *Working papers on Bilingualism,* 12, 1-20.

[26].   Clément, R., Smythe, P. C. & Gardner, R. C. (1978). Persistence in second language study: Motivational considerations. *Canadian Modern Language Review*, 34, 688-694.

[27].   Cook, V. 1999. Going beyond the native speaker in language teaching. *TESOL Quarterly* 33(2). 185-209

[28].   Court, K. (2001). Why Are Boys Opting Out? A Study of Situated Masculinities and Foreign Language Learning. *The Modern Language Journal,* Vol. 92, No. 3

[29].   Crookes, G. and Schmidt, R. W. (1991). Motivation: reopening the *research agenda. Language Learning,* 41(4): 469–512.

[30].   De Pietro, J. (1994). Une variable négligée: les attitudes. *Education et Recherche* 1: 89–111.

[31].   Derwing, T. M., & Munro, M. J. (1998). *Evidence in favor of a broad framework for pronunciation instruction.* University of Michigan.

[32].   Derwing, T. M., & Munro, M. J. (2009). Putting accent in its place: Rethinking obstacles to communication. *Language Teaching*, 42, 476-490.

[33].   Derwing, T.M. (2003). What do ESL students say about their accents? *Canadian Modern Language Review,* 59, 545-564.

[34].   Derwing, T.M. & Rossiter, M.J. (2003). The effects of pronunciation instruction on the accuracy, fluency and complexity of L2 accented speech. *Applied Language Learning*, 13, 1-18.

[35].   Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching,* 31(3): 117–35.

[36]. Eagley, A.H. and Chaiken, S. (1998). *Attitude change: multiple roles for persuasion variables.* In: Gilbert, D.T., Fiske, S.T. and Lindzey, G. (eds) The Handbook of Social Psychology 2. New York: McGraw-Hill

[37]. Ellis, R. (1990). *Instructed Second Language Acquisition*. Oxford: Blackwell.

[38]. Fazio, R. H. (1990). Multiple processes by which attitudes guide behavior. *Advances in Experimental Psychology*, 23: 75–109.

[39]. Flege, J. E. (1999). Age of learning and second language speech. In D. Birdsong (Ed.), *Second language acquisition and the critical period hypothesis (pp. 101-131).* Mahwah, NJ: Lawrence Erlbaum Associates.

[40]. Frey, H. J., &Sadek, C. (1971). A study of attitudes among elementary Spanish students at UCLA. *Hispania,* 54(3), 428-438.

[41]. Gangal, J. (2012). *A practical course in effective English speaking skills*. New Delhi: Phi Learning Private Limited.

[42]. Gardner, R. C. (1975). *Attitudes and motivation: their role in second language acquisition*. In Oller, J. W. and Richards, J. C. (eds) Focus on the Learner: Pragmatic Perspectives for the Language Teacher. Rowley MA: Newbury House.

[43]. Gardner, R. C. (1985). *Social Psychology and Second Language Learning*. London: Edward Arnold.

[44]. Gardner, R. C. and Lambert, T. W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley MA: Newbury House.

[45]. Gardner, R. C. and MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning* 43: 157–94.

[46]. Gardner, R. C. and Smythe, P. (1975). Motivation and second language acquisition. *Canadian Modern Languages Review*, 31: 218– 320.

[47]. Gardner, R. C., &MacIntyre, P. D. (1991). An Instrumental Motivation In Language Study. *Studies in Second Language Acquisition*, 13(01), 57.

[48]. Gordon, M.E. (1980). *Attitudes and motivation in second language achievement: A study of primary school students learning English in Belize, Central Am*erica. Unpublished doctoral dissertation, University of Toronto, Canada.

[49]. Gosse, N. (1997). L'enseignement des langues: un enjeueuropéen que se partagentessentiellementl'anglais et le français. In Matthey, M. (ed.) *Les Langues et leurs Images*. Neuchâtel: IRDP. Guidebook. Los Gatos, CA: Sky Oak.

[50]. Harlow, Linda L., &Muyskens, Judith A. (1994). Priorities for intermediate-level language instruction. *The Modern Language Journal,* 78(2), 141-154.

[51]. Hatch, E. M., &Lazaraton, A. (1991). *The research manual: design and statistics for applied linguistics*. New York, NY: Newbury House Publishers.

[52]. Herschensohn, J. R. (2000). *The second time around minimalism and L2 acquisition*. Amsterdam: J. Benjamins Pub.

[53]. Houston, T. (2005) Outcomes assessment for beginning and intermediate Spanish: One program's process and results. *Foreign Language Annals,* 38(3), 366-374.

[54]. Hubbard, D. W. (2010). *How to measure anything finding the value of "intangibles" in business (2nd ed.).* Hoboken, N.J.: Wiley.

[55]. Integrate Ireland Language and Training: English as a Second Language The productive skills: Speaking and writing. (n.d.). National Council for Curriculum and Assessment. Retrieved June 20, 2014, from http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/Productive_skills.pdf

[56]. Jespersen, O. (1922). *Language: its nature, development and origin*. London: G. Allen & Unwin

[57]. Johnson, R., & Frederick, L. (1994). *Native speakers' perceptions of nonnative speakers. Paper presented at the annual meeting of the Teachers of English to speakers of other languages*. Baltimore, Maryland.

[58]. Kasper, L. F. (2000). *Content-based college ESL instruction*. Mahwah, N.J.: Lawrence Erlbaum Associates.

[59]. Kelch, K., & Santana-Williamson, E. (2002). ESL students' attitudes toward native- and non-native-speaking instructors' accents. *CATESOL Journal, 14* (1), 57–72.

[60]. Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: language acquisition in the classroom*. Oxford Oxfordshire: Pergamon Press ;.

[61]. Laine, E. (1977). *Foreign language learning motivation in Finland*. Turku: Turku University Press.

[62]. LaPiere, R. T. (1934). *Attitudes vs. actions*. North Carolina: University of North Carolina Press.

[63]. Lett, J., & O'Mara, F. (1990). *Predictors of success in an intensive foreign language context: Correlates of language learning at Defense Language Institute Foreign Language Center*. In T. Perry & C. Stansfield (Eds.), Language aptitude reconsidered. Englewood Cliffs, NJ: Prentice Hall.

[64]. Lewis, M. y J. Hill (1993). *Source Book for Teaching English as a Foreign Language*. Bath: Heinemann.
[65]. Liao, P. (2004). English as a global language and its effect on Taiwan's English education. *English Teaching and Learning*, 29(1), 107-121.
[66]. Lyons, J. (1974-1968*). Introduction to theoretical linguistics*. Cambridge, En: Cambridge University Press.
[67]. Marsh, D.: 2000, *Using Languages to Learn and Learning to Use Languages*, Finland, University of Jyväskylä.
[68]. Munro, M.J. &Derwing, T.M. (1995b). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. *Language Learning*, 45, 73-97.
[69]. Munro, M.J., &Derwing, T. (1995a). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language & Speech*, 38, 289-306.
[70]. Nikolov, M. (1998). Hungarian children's motivation to learn EFL. Novelty: *A Journal of ELT and Cultural Studies in Hungary*, 5(1): 41–51.
[71]. Oller, J. and Perkins, K. (1980). *Research in Language Testing*. Rowley MA: Newbury House.
[72]. Oppenheim, A.N. (1992) *Questionnaire design, interviewing and attitude measurement*. London: Pinter Publishers.
[73]. Oskamp, S. and Schultz P. W. (2005). *Attitudes and Opinions*. Englewood Cliffs NJ: Prentice-Hall.
[74]. Paul, . M. (2012, April 4). Ideas.TIME.com. How To Speak Like A Native. Retrieved June 3, 2014, from http://ideas.time.com/2012/04/04/how-to-speak-like-a-native/
[75]. Pennycook, A. (1995). *The Cultural Politics of English as an International Language*. London: Longman
[76]. D. and Filmer-Sankey, C. (1993). *Diversification in Modern Language Teaching*. London: Routledge.
[77]. Phillipson, R. (1992). *Linguistic imperialism*. Oxford [England: Oxford University Press.
[78]. Richards, J. C., Platt, J. T., & Platt, H. K. (1992). *Longman dictionary of language teaching and applied linguistics (2nd ed.)*. Essex, England: Longman.
[79]. Richards, J. y T. Rodgers (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
[80]. Rivera, G. M., & C. Matsuzawa, (2007). Multiple-language program assessment: learners' perspectives on first- and second-year college foreign language programs and their implications for program improvement. *Foreign Language Annals*, 40 (4), 569-583.
[81]. Rosenberg, M. J., Hovland, C. I., McGuire, W. J., Abelson, R. P., & Brehm, J. W. (1960). *Attitudes organization and change. An analysis of consistency among attitude components.* New Haven: Yale University Press.
[82]. Sadiqi, F. (1988). *The spread of English in Morocco*. In A. Zaki, A. Boumoussa, M. Najbi, & S. Mehdi (Eds.), ELT in Morocco: Directions for the nineties: Proceedings of the eighth national conference. Rabat, Morocco. March. (pp. 69-79). Retrieved June 15, 2014, from http://mate.ma/index.php?option=com_content&view=category&layo ut=blog&id=2&Itemid=5
[83]. Said, S. (2006). *Attitudes towards accented speech: a comparative study of native and non-native speakers of American English. Carbondale*: Southern Illinois University Carbondale.
[84]. Salters, J. (1991). *Graded Objectives in Northern Ireland: What Teachers and Pupils Think*. In Pritchard, R. M. O. (ed.) Motivating the Majority. Belfast: University of Ulster/CILT.
[85]. Sarnoff, I. (1970). *Social Attitudes and the Resolution of Motivational Conflict*, Harmondsworth: Penguin.
[86]. Savignon, S. (1983). *Communicative Competence: Theory and Classroom Practice*. Reading, Mass.: Addison-Wesley.
[87]. Schiefele, H. (1963*). Motivation imUnterricht*. Munich: Franz Ehrenwirth Verlag KG.
[88]. Scovel, T. (2000). A Critical Review Of The Critical Period Research. *Annual Review of Applied Linguistics*, 20, 213-223.
[89]. Sharma, R. K., & Sharma, R. (1997). *Social Psychology* (Rev. ed.). New Delhi: Atlantic Publishers & Dist.
[90]. Seel, N. M. (2012). *Encyclopedia of the sciences of learning*. S.l.: Springer.
[91]. Sison, M. P. A. (1991). *The relationship of college student attitudes, motivation, and anxiety to second language achievement: A test of Gardner's model*. Unpublished doctoral dissertation, University of Southern California, Los Angeles.
[92]. Stipek, D. J. (1996). *Motivation and Instruction*. In Berliner, D. C. and Calfee, R. C. (eds) Handbook of Educational Psychology. New York: MacMillan
[93]. Suprasegmental. (n.d.). Encyclopedia Britannica Online. Retrieved June 23, 2014, from http://www.britannica.com/

[94].   Tahaineh, Y. and Daana, H. (2013). Jordanian undergraduates' motivations and attitudes towards learning English in EFL context. *International Review of Social Sciences and Humanities*, 4 (2), 159-180.

[95].   Taub, M. B. (2012). *Visual diagnosis and care of the patient with special needs*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

[96].   Tesser, A. and Shaffer, D. R. (1990). Attitude and attitude change. In Rosenzweig, M. R. and Poerter, L. W. (eds) *Annual Review of Psychology*. Palo Alto CA: Annual Reviews.

[97].   The Education digest. (1980). Ann Arbor, Mich.: Prakken. The Effects of Attitude towards Speaking English and Exposure to Oral Communication in English on Use of Communication Strategies by English Majors in Vietnam. *International Journal of Scientific and Research Publications*, 3(2), 2250-3153. Retrieved May 7, 2013, from http://www.ijsrp.org/research-paper-0213/ijsrp-p14139.pdf

[98].   Thuc Bui, Q. T., &Intaraprasert, C. (2013). The Effects of Attitude towards Speaking English and Exposure to Oral Communication in English on Use of Communication Strategies by English Majors in Vietnam. *International Journal of Scientific and Research Publications*, 3(2), 2. Retrieved May 30, 2014, from http://www.ijsrp.org/research-paper-0213/ijsrp-p14139.pdf

[99].   Tse, L. (2000). Student perceptions of foreign language study: A qualitative analysis of foreign language autobiographies. *The Modern Language Journal*, 84 (1), 69-84.

[100].   U. S. Naval Air Station, Port Lyautey, Kenitra, Morocco: History of Port Lyautey. Retrieved from: National Archives and Records Administration, from: http://www.portlyautey.com/Port%20Lyautey%20History.htm

[101].   Vasseur, M. T. and Grandcolas, B. (1997). *Regards croisés*. In Matthey, M (ed.) Les Langues et leurs Images.

[102].   Neuchâtel: IRDP. Walker, J. L. (1973). Opinions of university students about language teaching. *Foreign Language Annals*, 7, 102–105.

[103].   Wei, S. L. (2003). *Cultural background and idiomatic expressions in English language teaching*. In W. Y. Dai (Ed.), Language and Culture (pp. 257-270). Taipei: The Crane Publishing Company.

[104].   Wilkins, D. (1976). *Notional Syllabuses*. Oxford: Oxford University Press. Woodward, G. (2002). Tongue tied. The Guardian.

[105].   Yo, Y. L. (2003). *Culture and language learning*. In W. Y. Dai (Ed.), Language and Culture (pp. 147-160). Taipei: The Crane Publishing Company.

[106].   Young, A. S. (1994a). Language in a changing Europe. *British Studies in Applied Linguistics*, 9: 112–22.

[107].   Young, A. S. (1994b). *Motivational State and Process within the Socio-linguistic Context* (unpublished PhD thesis). Birmingham: Aston University.