Attitudes of First Secondary School Students towards Learning Foreign Languages (French and English Model) (The Case of the Elaborate Martyr Shaabani Abbas in Debila)

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Abstract

The study aimed to identify the attitudes of students of the first secondary school towards learning the foreign languages French and English model, based on the descriptive analytical approach and the questionnaire of attitudes designed for this study. After presenting it to a group of arbitrators and calculating its honesty and consistency, it was applied to a sample of 50 students selected randomly from the common scientific and literary stem, and the statistical program SPSS was used. The results of the study showed that the attitudes of first-year secondary school students towards learning French and English foreign languages are positive, the repetition variable in favour of repeaters, and the common stem variable in favour of literary.

Keywords: Attitudes; Learning; Foreign Languages

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1. Introduction

There are many people and nations, and from there, their languages are many, so each of them has its own mother tongue, which distinguishes it from the rest of the countries, as it represents its civilizational vessel, reflects its customs and

traditions, crystallizes its culture, and facilitates communication with others.

Notably that language is the means entrusted with these functions, especially with the need for openness and coexistence with the world; it has become necessary for every nation and people to learn other languages besides the native language in light of globalization and accelerated technological development based on multilingualism. Algeria, like other countries, has been interested in teaching foreign languages, so it has included them in its educational curricula at various academic levels.

Moreover, it has expanded its field and included English in primary education along with the native Arabic and French languages, which indicates the value of foreign languages not only as educational material taught in the classroom but also as a means of opening up from the outside world.

Owing to its importance in learning foreign languages, the field of scientific studies and research was opened by interested parties and researchers by linking them with multiple variables in an attempt to highlight the value of their acquisition. Therefore, the steps of this study are as follows:

1-Statement of the Problem:

An individual learns from birth the skills that facilitate the process of communicating with members of their environment or others, such as learning a second language besides his native language or what is known as the term foreign language, which he receives and learns most often within an interactive framework or a pedagogical system of education in schools and academies of foreign languages.

As is the case in the Algerian educational system today, which is keen, like others, to give importance to the crisis in teaching foreign languages to students engaged in study to keep pace with the accelerated developments in educational fields. Teaching foreign languages is one of the most important topics

that has received attention and seeks to apply it to keep pace with changes and developments in various fields and to keep pace with the rapid transition from closure to openness. It has become necessary and imperative to follow this path, so it began to generalize its teaching at all educational levels at the primary, middle, and secondary levels, and was included in the curricula along with the native language because it has become conquering all fields of knowledge and a tool used in all communication between nations and people.

However, this interest in teaching foreign languages is not sufficient unless there is a learner who has the desire and full readiness to learn foreign languages, that is, the need for an interrelated relationship between what the system seeks and the readiness of the learner who receives the second language because it generates what is known as the formation of attitudes by the student towards learning foreign languages.

This is what many researchers and scholars have been interested in regarding this relationship, and therefore, the diversity and multiplicity of studies to find out because knowing it and standing on its nature is an indicator that makes us expect the behavior of the learner towards it, and this will only be through field research studies that enable us to stand on its nature either by acceptance or rejection, positive or negative. The study of the attitudes of students studying in secondary education, in particular, is one of the most important topics studied by those interested in educational affairs in the Algerian educational system, which is teeming with many phenomena, so this study came to investigate and reach the nature of the attitudes of students of the first secondary school towards learning foreign languages, the French and English languages were:

A-The General Question of the Study: What is the nature of the attitudes of students of the first secondary school towards learning French and English foreign languages?

B-Partial Questions of the Study:

- Are there any significant statistical differences in the attitudes of first-secondary school students towards learning foreign languages (French and English) attributable to the repetition variable?

- Are there any significant statistical differences in the attitudes of first-secondary school students towards learning foreign languages (French and English) attributable to the common stem variable scientific-literary?

2- Study Hypotheses :

2-1-The General Hypothesis:

- The nature of students' attitudes in the first secondary school towards learning French and English foreign languages is positive.

2-2-Partial Hypotheses:

-There are significant statistical differences in the attitudes of first-secondary school students towards learning foreign languages attributable to the repetition variable.

- There are significant statistical differences in the attitudes of first-secondary school students towards learning foreign languages, attributed to the variable of the common stem scientific-literary.

3. The Importance of the Study:

- Knowledge of the nature of the attitudes of Secondary School students towards learning foreign languages (French and English)

- The current study emphasizes the importance of learning foreign languages in the secondary education stage.

4. Aim of the Study:

 - The desire to discover the attitudes of pupils of the first secondary school towards learning the foreign language French-English as a model.

- Opening the field for future studies on interest in the topic of attitudes and learning foreign languages.

5. Definition of Study Concepts:

5.1. Procedural Definition of Study Concepts:

5.1.1. Attitude: It is the sum of the responses of Secondary School students to the phrases of the attitudes scale through the three dimensions of the behavioral, cognitive, and emotional dimensions towards learning foreign languages.

5.1.2. Learning: From the study's procedural perspective, it is the acquisition and attainment of two foreign languages, French and English.

5.1.3. Foreign Languages: It is every language that is not an official or national, and it is also the languages adopted in the Algerian educational system, and as the French and English languages.

5.2. Terminological Definition of Study Concepts:

5.2.1. Definition of Attitude: We define it through two theoretical points of view in line with the current study, namely:

The First Theoretical Perspective: defined it from its three components (Cognitive, emotional and behavioral) in their interrelated form, an attitude is a system and format that has cognitive, emotional and behavioral components, and it is represented by the degrees of acceptance and rejection of a subject.the first component represents the individual's thoughts and beliefs and the extent to which he has information about the subject of the attitudeand perceptions. The second component is what reflects the individual's feelings and emotions towards the subject. And the third component, it represents the extent to which

a person is ready to respond, as well as his reactions to a particular topic in line with the attitude towards it.

The Second Theoretical Perspective: interpreted the attitude from the three components (cognitive, emotional and Behavioral) in its separate form, and in light of this, we find three categories, the first category sees the cognitive component as the embodiment of the attitude cognitively. As for the second category, it made the emotional component separate from the previous one because it is based on the extent of love and hate and not on guessing and weighting in dealing with knowledge, and the third category interpreted it from the behavioral component, which is based on beliefs, intentions and actual behavior. (Abdullatif, 2006, 8-16).

3. Sana Hassan defines that attitude as an innate and acquired predisposition at the same time; it also represents a relationship between the individual and the multiple subjects that are in his surroundings and thus makes his attitudes towards them multiple and different between Agreement and consistency, specific or general rejection or acceptance in his positive or negative image, clarity and ambiguity, and relative stability and change (Sana Hassan, 2010, p. 20).

5.2.2. Definition of Learning:

Learning in psychology is "almost any permanent behavior change caused by experience." (Abbas, 2015, P163**).**

Learning: it is a dynamic process that takes the form of relatively constant changes in cognitive processes and behavioral patterns that occur to the individual as a result of interaction between the individual, his surroundings, his social and physical environment. (Emad, 2010, 36)

5.2.3. Conditions of Learning:

- The desire to learn, which is the main engine for it, as well as motivation and reinforcement, as physical and psychological readiness and preparation makes the individual able to learn, in addition to experience and training, besides awareness and

maturity, the individual can learn and acquire skills" (**Abbas, 2015, 164)**

6-Theories of Language Learning: We will focus on the most important theories related to the current study, including:

6-1-Behavioral Theory: Its pioneer (Pavlov) learning is through

the stimulus that the individual receives from external sources, so a certain response comes from him about that stimulus, and from there learning occurs, and there are other new theories, including the educational behavioral theory, which emphasizes the modification of human behavior through what he acquires from social and family experiences. (Hussein, 2005 ,59)

6-2- Cognitive Theory: For its pioneer Jean Piaget, it focuses on the cognitive growth of the learner because it is the basis of all subsequent growth processes, including linguistic growth, which she considered an achievement of cognitive growth. the learner is the discoverer, analyst and organizer of knowledge, and from there he can acquire the language

6-3 The Theory of Constructivism: For her pioneer Pestalozzi, she believes that language learning is through the internal informational or cumulative construction that the individual receives from the environment because knowledge is actively built up by the learner and not received ready from his environment, where the individual establishes knowledge in his mind through his interpretation of the information received from outside and matches it with the accumulated knowledge in his mind, and here the environment plays an important role in this and not to indoctrinate input into the learning process (Mohammed,2020,3).

We conclude from the above: Language learning occurs using associations between the stimulus and the response, where it is stabilized by reinforcement and repetition, which enhances its

cognitive activity and forms cognitive structures from the acquired experience

The more an individual has an accumulated language base, the easier it is for him to acquire a second language. the real learning of a language is not only what an individual hears and repeats, but what he has of internal structures and information received by his environment

7-Definition of a Foreign Language:

a) Acquisition and learning of a language with the native language, whether in the classroom or upon natural exposure to the language (Madjed, 2009, p7)**.**

b) B- The means of communication by which individuals and groups interact and reflect their interests, desires and interests, and through which they exchange experiences and ideas within the framework of their own social format (Aicha, Sofian, 2018 p95).

c) C - According to applied linguistic studies, the language that an individual learns in schools, institutes and colleges besides the native language (Samir, 2008, p 446).

7.1. Foreign languages in the educational system of Algeria (French and English):

As part of the reform of the system, the educational guidance law stated in Article 35 that it is necessary to ensure the teaching of foreign languages at all educational stages (Ministry of National Education, 2008), and the teaching of English was expanded to the fourth year of primary education as a second language after French **(Ministry of Education, 216, 2023)**

8.1. The First Study:"The study of Hammar Fatiha, Kamal Ali mezighi (2007/2008)"

Title of the study " Secondary School and Its Role in Learning Foreign Languages for the Student", which is a study for obtaining a master's degree at the University of Algiers.
Aim of the study: to find out the extent to which Secondary

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Education responds to students and students' problems regarding learning foreign languages and their attitudes.

Study Sample: The estimated intentional sample was 137 pupils.

Study Method: descriptive-analytical approach.

Study Tools: the researcher used the questionnaire.

Results of the Study: The study came to prove that the success or failure of the learning process and the teaching of foreign languages are related to the surrounding social, psychological, physical factors. The educational level of the parents has a role and the pedagogical competence of the teacher has a role as well.

8.2. The Second Study: "Rafaat Rafaa al-zaabi (2013)"

*Title of the Study: students 'interest in learning English and its relationship to both the relationship of students with English teachers and their attitudes towards learning it.

*The Aim of the Study: is to examine the relationship between students' interest in learning English and both their relationships with English teachers and their attitudes towards learning it.

* Study Sample: the study sample size is 30 male and female students from the first-grade secondary school in the education directorates of the capital of Oman.

*Study Tools: several metrics were used, including the student attitudes towards learning English developed by Al-Yamani (2008).

*Results of the Study: the results of the study showed that the students had average grades of interest, and there were no significant statistical differences in the level of interest between the genders. The students' attitudes were generally positive towards learning English, and there were statistically significant differences in the attitudes due to gender and in favour of female students.

Feedback on Previous Studies

According our presentation of previous studies, it turned out that each of them focused on secondary school students in learning foreign languages, because this stage is very important and it will open horizons for post-secondary students, so here the importance of learning languages is highlighted at this educational stage, and it also focused on studying attitudes, so a student has a perception towards his attitude of learning foreign languages, and from it we stand on the points of agreement between the current study and previous studies in the objective and sample, which is to identify the attitudes of Secondary School students towards learning foreign languages.

Current study procedures:

1.1Fields of Study:

1.2. Human Field: The study was limited to students in the secondary education stage of the first year, a common STEM science and technology, and a common STEM literature.

1.3. Date Range: academic year 2022-2023

1.4. Spatial Field: to conduct the field study, an educational institution was chosen, which is the Elaborate Martyr Shaabani Abbas in Debila.

2- The Study Method: descriptive-analytical approach.

3. Population and Sample: The original population consisted of first-level students, a common STEM of the Elaborately Martyr Shaabani Abbas, numbering 140 students, and the study sample was determined by 25 from the research population was selected randomly the sample consisted of 50 students from the common scientific and literary stem, which is an exploratory sample.

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Table (01) The distribution table of the sample members

	The Original Population	The Chosen Sample	Percentage ratio
Common stem Sciences	80	30	37.50
Common stem literature	60	20	33.33
Total	140	50	35.71

II. Method and Tools:

1. Study Tools: A questionnaire was designed consisting of 60 items divided into three dimensions: the first dimension, which concerns the inclination and desire to learn foreign languages and contains 20 items, the second dimension, related to interest towards learning foreign languages, consists of 20 items, and the third dimension related to opinions and beliefs, consists of 20 items, based on the five-point (Likert scale) "agree, strongly agree, neutral, disagree, strongly disagree"

1. 1. Psychometric Characteristics of the Study Tool:

1.1.2 Honesty:

1.1.2.1. Apparent honesty: A group of arbitrators was given with a number of 5, and following the adjustment, the questionnaire in its final form has 56 items.

1.1.2.2. Statistical honesty: honesty was calculated in two ways:

Internal consistency honesty:

Internal consistency honesty was calculated to make sure that the questionnaire paragraphs are related to each other and the following table shows this:

Table (02) Internal consistency honesty.

	Inclination and desire	Attention	Beliefs and opinions	Total grade
Inclination and desire	1	0.415**	0.596**	0.867**
Attention	0.415**	1	0.333*	0.391**
Beliefs and opinions	0.596**	0.333*	1	0.843**
Total grade	0.867**	0.391**	0.843**	1

Source: attitudes questionnaire

* Statistical significance was set at (0.01).

* Statistical significance was set at (0.05).

According to Table No. (02), the correlation coefficients vary between (0.33-0.86) and are statistically significant.

1.2. Terminal comparison honesty (discriminative honesty):

The questionnaire scores were arranged in descending order, and (27%) of the lower grades and (27%) of the upper grades were selected, and then the differences between the two groups (lower and Upper) were calculated by testing (T) of two independent samples, as shown in the following table:

Table (03) terminal comparison honesty.

GROUPS	THE SAMPLE	ARITHMETICMEAN	STANDARD DEVIATION	THE VALUE OF T	LEVEL OF SIGNIFICANCE
LOWER	13	149.62	7.85	-13.598-	0.000
UPPER	13	188.08	6.50		

Source: attitudes questionnaire.

The table shows that the lower group's arithmetic mean is (149.62) and the standard deviation is (7.85), the upper group's arithmetic mean is (188.08), and the standard deviation is (6.50).

The arithmetic mean, T (-13.598 -), and the significance level is (0.000), which is a statistically significant value at (0.01).

Based on the preceding, we conclude that the questionnaire on attitudes toward learning French and English as foreign languages among first-year secondary students is reliable and appropriate for use with the primary study sample.

2. Consistency: The consistency was calculated in two ways, namely:

2.1. Cronbach's Alpha constant: The consistency of the questionnaire was calculated using Cronbach's Alpha coefficient of consistency, and the coefficient of consistency reached (0.80), which is a high coefficient of consistency according to standard standards, where the scale is considered constant if the alpha value ranges between (1-0.70), which confirms that the questionnaire is characterized by a high degree of consistency.

2.2. Consistency by Semi-Segmentation: The questionnaire items were separated into two sections, and the correlation coefficient was determined, as indicated in the table below:

Table (04) consistency of half-hash

	The Sample	Arithmetic mean	Standard deviation	Correlation coefficient r	Spearman Brown	Gutmann
Total grade	50	169.30	15.41	0.76	0.86	0.82

Source: attitudes questionnaire.

From the table, we find that the correlation coefficient reached (0.76) and after adjustment using Spearman-Brown (0.86)

and The Gottman formula (0.82), all of which are significant at (0.01).

Therefore, we conclude that the questionnaire of students' first-year secondary attitudes towards learning French and English foreign languages is consistent and valid for application to the primary study sample

III- Results and discussion :

1. General Question: What is the nature of the attitude of first secondary school students towards learning the foreign languages French and English?

To understand the nature of the attitudes of the study sample members at the macro level of the questionnaire, we conducted the following:

Comparison of the average score of the attitudes of the study sample with the hypothetical average of the questionnaire, which was calculated by adding the weights of the answer alternatives (5+4+3+2+1=15) and dividing it by the number (5), that is, (15/5=3), which was multiplied by the number of paragraphs for each dimension and between the number of sections and the questionnaire as a whole. The following table shows the results for the general question:

Table (05) Attitudes of students of the first secondary school towards learning foreign languages, French, and English.

number	Dimensions	Arithmetic mean	Hypothetical average	Standard deviation	The value of T	The probabilistic value sig	the nature of
01	Inclination and desire	58.08	51	7.54	6.63	**0.000	Positive

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02	Attentio n	3.48	45	1.38	-226.70	0.000**	Negativ
03	Beliefs and opinions	62.04	60	7.07	5.04	0.000**	Positive
Total grade		169.38	156	15.41	6.10	0.000**	Positive

Source: the questionnaire.

* Statistical significance was set at (0.05).

* Statistical significance was set at (0.01).

It is clear from the table that the arithmetic mean of the dimension of inclination and desire to learn French and English foreign languages was estimated at (58.08) and the standard deviation (7.54). When comparing the arithmetic and hypothetical averages, we find that the arithmetic mean is greater than the hypothetical average and that the value of T (6.63), which is statistically a function of (0.01) and (0.05), indicates that the students ' attitudes towards learning French and English foreign languages in the study sample towards the distance of inclination and desire to learn them are positive.

As for the arithmetic mean of the dimension of interest in learning French and English foreign languages, it was estimated to (3.48) and the standard deviation (1.38). When comparing the arithmetic and hypothetical averages, we find that the arithmetic mean is lower than the hypothetical average and that the value of T (226.70 -) is statistically a function of (0.01) and (0.05). This indicates that the students ' attitudes toward learning French and English foreign languages in the study sample are negative, which means that although there is an inclination and desire towards

them, interest in them is not as great as that, and they feel the importance of learning foreign languages to motivate them to learn them. On the contrary, they lack encouragement and accompaniment from the family and school environment to generate interest in learning them.

Whereas the arithmetic mean of the dimension of beliefs and opinions towards learning French and English foreign languages (62.04) and the standard deviation (7.07), when comparing the arithmetic and hypothetical averages, we find that the arithmetic mean is greater than the hypothetical average and the value of T (5.04), which is statistically a function of (0.01) and (0.05). This shows that the students ' attitudes toward learning French and English foreign languages in the study sample towards the dimension of beliefs and opinions about their learning are positive. This proves that there was no negative perception or complete reluctance to learn them.

While the arithmetic mean of the questionnaire as a whole is (169.38) and the standard deviation is (15.41), when comparing the arithmetic and hypothetical averages, we find that the arithmetic mean is greater than the hypothetical average and that the value of T (6.10), which is statistically a function of (0.01) and (0.05), indicates that the students ' attitudes towards learning French and English foreign languages in the study sample towards the questionnaire in the dimension of inclination, desire, beliefs, and opinions are positive. Therefore, the nature of the students ' attitudes toward learning French and English foreign languages is positive, except after the interest in foreign languages appears negative because the student does not want to interact and communicate with the foreign language in its two types, neglecting it and not following up and participating in the lesson.

2. Presentation and Interpretation of the Results of the First Hypothesis, which states:

- There are significant differences in the attitudes of students in the first secondary school, depending on the gender variant (male, female).

Table (06) Differences in attitudes depending on the gender variant.

Dimensions	Gender	The sample	Arithmetic mean	Standard deviation	The value of T	Level of significance
Inclination and desire	Males	29	56.59	7.817	-1.714-	0.093
	Females	21	60.14	6.792		
Attention	Males	29	3.24	1.354	-1.436-	0.158
	Females	21	3.81	1.401		
Beliefs and opinions	Males	29	59.21	6.126	-3.710-	0.001
	Females	21	65.95	6.500		
Total grade	Males	29	163.86	13.838	-3.168-	**0.**003

	Females	21	176.81	14.566		

Source: attitudes questionnaire

We conclude from the table that the arithmetic mean for males in the dimension of inclination and desire (59.59) and for females (60.14) and the standard deviation for males in the dimension of inclination and desire for foreign languages for males (7.817) and for females (6.792), the value of T (1.714), and the level of significance (0.093), which is not statistically significant at (0.01) and (0.05); therefore, there are no differences in the students ' attitudes towards learning foreign languages French and English In the dimension of inclination and desire according to the gender variant (male, female). As for the arithmetic mean for males in the dimension of attention (3.24) and females (3.81), the standard deviation for males in the dimension of attention (1.354) and for females (1.401), the value of T (1.436), and the level of significance (0.158) were not statistically significant at (0.01) and (0.05). Therefore, there were no differences in students ' attitudes toward attention to learning French and English depending on the gender variable (male, female).

The arithmetic mean for males in the dimension of beliefs and opinions is estimated at (59.21); for females, it is equal to (65.95), the standard deviation for males is (6.126), for females it is (6.500), the value of T (3.710), and the level of significance (0.001), which is statistically significant at (0.01) and (0.05). Therefore, differences in students ' attitudes toward beliefs and opinions in learning French and English foreign languages depend on the gender variable (males and females), and these differences are in favor of females.

The arithmetic means for males in the total score of the questionnaire (163.86) and females (176.81) and the standard deviation for males was estimated at (13.838) and for females (14.566), and the value of T (3.168) and the level of significance (0.003), which is statistically significant at (0.01) and (0.05); therefore, there are differences in the students ' attitudes towards learning foreign languages depending on the gender variable (male, female) and these differences in favor of females.

3. Presentation and interpretation of the results of the second hypothesis, which states:

-There are significant differences in the attitudes of students of the first secondary school towards learning French and English foreign languages depending on the variant of repetition

Table (07) Differences in attitudes depending on the repetition variable

Dimensions	Repetition	The sample	Arithmetic mean	Standard deviation	The value of T	Level of significance
Inclination and desire	non-repeater	34	59.00	7.9 81	1.378	0.177
	repeater	16	56.13	6.302		
Attention	non-repeater	34	3.50	1.542	0.147	0.866
	repeater	16	3.44	1.031		
Beliefs and opinions	non-repeater	34	63.56	7.524	2.710	0.010
	repeater	16	58.81	4.736		
Total grade	non-repeater	34	172.74	16.379	2.8	.00

	repeater	16	162.00	10.132		

Source: attitudes questionnaire

The above table shows that the arithmetic mean of the non-repeater in the dimension of inclination and desire (59.00) for the repeater (56.13) and the standard deviation of the non-repeater in the same dimension is equal to (7.891) and the repeater is estimated at (6.302) and the value of T (1.378) and the level of significance (0.177), which is not statistically significant at (0.01) and (0.05); therefore, there are no differences in the students ' attitudes towards learning foreign languages.

In the dimension of inclination and desire for the replay variable (non-repeater, repeater), the arithmetic mean of the non-repeater in the dimension of interest (3.50) and repeater (3.44), and the standard deviation of the non-repeater are estimated at (1.542) and repeater (1.031) and the value of T (0.147) and the level of significance (0.866), which is statistically insignificant at (0.01) and(0.05); therefore, there are no differences in the students ' attitudes towards learning foreign languages in the dimension of interest depending on the repetition variable (non-repeater, repeater).

As for the arithmetic mean for non-repeaters in the dimension of beliefs and opinions (36.56) and repeaters (58.81), the standard deviation for non-repeaters is equal to (7.524) and for repeaters (4.736), and the value of T (2.710) and the level of significance (0.010), which is statistically significant at (0.01) and (0.05). Therefore, there are differences in students ' attitudes towards learning foreign languages beliefs and opinions depending on the return variable (non-repeater, repeater), and these differences favor non-repeaters.

The arithmetic mean of the non-repeater in the overall grade of the questionnaire was estimated at (172.74) and the repeater at (162.00), and the standard deviation of the non-repeater was estimated at (16.379) and the repeater at (10.132); the value of T

was equal to (2.838) and the level of significance (0.007), which was statistically significant at (0.01) and (0.05). Therefore, there are statistically significant differences in students ' attitudes toward learning foreign languages according to the repetition variant (non-repeater, repeater), which favors non-repeaters.

4. Presentation and interpretation of the results of the second hypothesis, which states:

-There are significant differences in students ' attitudes toward learning foreign languages depending on the variant of common STEM (science and technology, literature).

Table (08) Differences in attitudes depending on the division variant

Dimensions	Common STEM	The sample	Arithmetic mean	Standard deviation	The value of	Level of significance
Inclination and desire	science	20	51.75	5.937	-6.467	0.000
	literature	30	62.30	5.194		
Attention	science	20	2.90	1.119	-2.671	0.010
	literature	30	3.87	1.432		
Beliefs and opinion	science	20	55.60	4.509	-8.006	0.000
	literature	30	66.33	4.852		
Total grade	science	20	154.25	9.066	-9.467	0.000
	literature	30	179.33	9.352		

Source: attitudes questionnaire

From the previous table, we conclude that the arithmetic mean of the common STEM science and technology in the

dimensions of inclination and desire (51.75) and for the literature division (62.30) and the standard deviation of the common STEM science and technology in the dimension of inclination and desire (5.937) and for the common stem literature (5.194), the value of T (6.467), and the level of significance (0.000), which is statistically significant at (0.01) and (0.05); therefore, there are differences in the attitudes of schoolgirls with regard to learning French and English foreign languages depending on the variant of the common STEM (science and technology, literature), which are in favor of the literature division.

The arithmetic mean of the common STEM science and technology in the dimension of attention (2.90) for the literature division (3.87) and the standard deviation of the common STEM science and technology in the dimension of attention (1.119) and the common stem literature (1.432), the value of Q (2.671) and the level of significance (0.010), which is statistically significant at (0.01) and(0.05), therefore, there are differences in the students ' attitudes towards learning foreign languages French and English depending on the variant of the common STEM (science, technology, etiquette) these differences favor the common stem literature.

The arithmetic mean of the common STEM science and technology in the dimension of beliefs and opinions (55.60), the common stem literature (66.33), the standard deviation of the common STEM science and technology in the dimension of beliefs and opinions (4.500), the common stem ethics (4.852), the value of T (8.006) and the level of significance (0.000), which is statistically significant at (0.01) and(0.05), therefore there are differences in the attitudes of students are oriented towards learning French and English foreign languages depending on the variant of the common STEM (science and technology, literature) and these distinctions favor the common stem of literature.

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The arithmetic mean of the common STEM science and technology for the questionnaire (154.25) and the common stem literature (179.33) and the standard deviation of the common STEM science and technology in the questionnaire (9.060) and for the literature division (9.353) and the value of T (9.467) and the level of significance (0.000), which is statistically significant at (0.01) and (0.05), therefore there are differences in the students ' attitudes towards learning foreign languages French and English depending on the variant of the common STEM (science and technology, literature) these distinctions favor the common stem literature.

IV.General conclusion and recommendations:

By viewing and analyzing the results of this study, we conclude the following:

- The attitudes of First-Year Secondary School students toward teaching foreign languages (French and English) were positive, except for the interest dimension in learning these languages was negative.

- There are differences in the attitudes of First-Year Secondary School students towards teaching foreign languages (French and English) depending on the repetition variant (non-repeater, repeater) and in favor of the non-repeater; apart from inclination, desire, and interest, there are no distinctions.

- There are differences in the attitudes of First-Year Secondary School students toward teaching foreign languages (French and English) vary depending on the variant of common STEM (science and technology, literature), with the common stem of literature being favored.

In light of the results of the study, the researchers propose to conduct the following studies and future research:

- Raising the motivation of learning and interest among students in learning foreign languages in light of the technological invasion

of all sectors, especially the education sector, which requires mastery of languages to keep up with the inclusion of digital educational means in schools

- Motivating students of the common stem of science to learn languages because it is an urgent need for him in the future with scientific disciplines that depend on foreign languages such as medicine and media engineering.