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Abstract

The rationale behind the present research is to explore EFL students' attitudes towards their teachers' practice of tasks in the Algerian tertiary level context. It sets forth a discussion in the interdependency between how tasks are taught and students' learning attitudes. To carry out the study, a qualitative research method was adopted using a semi-structured devised focus-group interview. Thematic analysis technique was relied on to organize and interpret the obtained data. The research sample was composed of nine (9) third year EFL students at Biskra University, Algeria. The findings of the current research showed that students held negative and dissatisfactory attitudes towards their teachers' behaviors, including choice of topics, feedback, group work, and teachers' talk time. It is then recommended that teachers need to reconsider their practice and identify strategies for improving full range of skills.