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The Impact of Social Stereotypes and Biases on EFL students' Motivation

The Case of EFL Second Year Students at Biskra University

**A Dissertation Submitted to the Department of English at Biskra University Requirements
for the Masters' Degree in Sciences of the Language**

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Declaration

I, “Selsabil **HAFIDI**”, solemnly declare that the dissertation titled “**The Impact of Social Stereotypes and Biases on EFL Students’ Motivation The Case of EFL Second year students at Biskra University**” submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

I dedicate my humble work to my sweet and loving

Mother & Father

*For their
Endless love,
Support and
Prayers*

To my siblings

*For always believing
In me
And always
Offering help*

To my cousins and uncles

To all the extended Family members & Friends

Lucky to have you all in my life

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In the name of ALLAH, the Most Gracious and the Most Merciful, all praises to ALLAH for giving me the knowledge, strength, and patience to complete this work.

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Abstract

Motivation is a critical factor in the acquisition and learning of foreign languages. Considering the significance of motivation, this dissertation aims to explore the influence of social stereotypes and biases on EFL motivation. The primary research hypothesis posited in this study asserts that social stereotypes and biases have a detrimental effect on the motivation of second-year EFL students at Biskra University as they engage in their English learning journey. To examine this hypothesis, a mixed-methods approach was employed to collect relevant data for both qualitative and quantitative data were derived from a semi-structured questionnaire and a focus group discussion. The research findings confirm the research hypothesis, highlighting that social stereotypes and biases have a negative impact on the motivation of English language learners. This study contributes to the understanding of the complex dynamics between motivation and social factors, shedding light on the challenges confronted by English language learners. Therefore, it is recommended for educational institutions and policymakers to address these issues, fostering an inclusive learning environment for EFL learners.

Keywords: Stereotypes and biases, Motivation, Second-year EFL students.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

FL: Foreign Language

Q: Question

H: Hypothesis

TL: Target Language

EF: Education First

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General Introduction

It is well known in most domains of learning that motivation is critical to achieving a learning goal. It may be argued that without motivation, there is no effort for learners to accomplish something competently. That is to say, motivation is inextricably linked to the learning process. As a result, learners who are more motivated may learn more effectively than those who are less motivated. In other words, if the learners are motivated, they will most likely study; otherwise, they may not be eager to learn. This idea has intuitive appeal.

Learning a foreign language is an effortful task because it inevitably demands mastering the four language skills namely reading, listening, speaking and writing. It has been a common belief that success in any task depends to a large extent on whether someone doing the task is motivated or not. Thus, motivation plays a crucial role in determining the success and effectiveness of acquiring English as a Foreign Language (EFL), particularly in culturally diverse contexts. Learners' success in acquiring or learning a language may vary due to differences in their features. In this regard, motivation is regarded as one of the critical elements that can influence individual variances in language acquisition. Motivation appears as a predictor of language learning success as a social-psychological element that is generally regarded as instrumental to differential learners in acquiring a language. Motivation provides the necessary motivation to begin learning a second or foreign language and, later, to continue the long learning process. As a result, it is acceptable to argue that motivation determines the success or failure of foreign language learning.

1. The Statement of the Problem

Algerian society, like many others, is influenced by social stereotypes and biases that can shape individuals' beliefs, attitudes, and behaviors about education and more specifically the

perception about learning a foreign language. Research has demonstrated that social context where learners grow up “exercise a powerful influence in their language learning” (Stern, 2003, p. 269). People can have various opinions and perspectives of the English language and its use among the Algerian community, and that could affect, either positively or negatively, the learning process of Algerian EFL learners, in this case, second level English learners of the Department of Foreign Languages at Biskra University. Thus, the main concern of this study is to identify and understand the effect of social stereotypes and biases on the motivation levels of Algerian EFL learners, specifically within the context of the Department of Foreign Languages at Biskra University, and to identify potential solutions to mitigate the negative impacts of these stereotypes and biases.

2. The Aim of the Study

The general aim of this study is to explore society’s stereotypes and biases impact on language learning motivation. It seeks to figure out the way societal attitude towards language can affect the motivation towards learning that language.

3. The Research Questions

The following research questions will guide the investigation into the impact of social stereotypes and biases on Algerian EFL learners' motivation at the Department of Foreign Languages at Biskra University:

Q1. What is the role of motivation in English foreign language learning?

Q2. Does social stereotypes and biases impact Algerian learners' motivation in English language learning?

Q3. What strategies can be implemented to avoid the negative impact of social stereotypes and biases on Algerian EFL learners' motivation?

4. The Research Hypotheses

In an attempt to provide satisfactory answers to the research questions mentioned earlier, we have constructed our hypotheses which, formally stated, are:

H1. Motivation is an essential component for successfully learning English as a foreign language.

H2. The social stereotypes and biases in the Algerian society have a negative impact on Algerian learners' motivation in English language learning.

H3. The strategy that can be implemented to avoid the negative impact of social stereotypes and biases on Algerian EFL learners' motivation is promoting inclusive learning environments.

5. The Significance of the Study

The significance of this study lies in its potential to contribute to the field of English as a Foreign Language (EFL) education in Algeria. In the Algerian context, research on the impact of social stereotypes and biases on learners' motivation is limited. Therefore, this study seeks to address this gap in the existing literature and provide valuable insights. In addition, by gaining a comprehensive understanding of the social stereotypes and biases, teachers, institutions, learners, and curriculum developers in Algeria can address the specific social factors that affect the learners' motivation. Ultimately, implementing proper strategies that create a supportive and inclusive learning environment which recognizes and addresses these challenges. Thus, this research has the potential to improve EFL education in Algeria.

6. The Research Methodology

6.1 The Research Approach

This study will employ a mixed-methods approach, combining quantitative and qualitative research methods in collecting and dealing with data because it is believed to be more appropriate

to discover and provide a deeper understanding of the impact of social stereotypes and biases on Algerian EFL learners' motivation.

6.2 The Sampling

The sample for this research is derived from second year English students at Mohammed Khider University of Biskra in the academic year 2022-2023. The whole population consists of 353 students divided into 7 groups. These students are not complete beginners in university, they have an experience of studying the English major in university within the Algerian society. Thus, they are familiar with the attitudes, perspectives, and stereotypes the society has for the English major and English learning.

6.3 The Research Tools

In order to obtain data for this study, two data gathering tools were designed to collect considerable amounts of data. A semi-structured questionnaire will be addressed to 30 students who were randomly selected among second level English learners from the Department of Foreign Languages at Biskra University. Also, a focus group session was conducted with 8 students to accomplish more adequate and qualitative data. This research aims to collect both numerical data and rich narratives that reflect the learners' experiences, perceptions, and motivations.

6.4 The Structure of the Dissertation

The study is structured into two distinct parts, each serving a specific purpose. The first part, referred to as the theoretical part, is composed of two chapters that extensively review the literature related to the two variables under investigation. The third chapter of the study is dedicated to the practical aspect. In the first chapter of the theoretical part, the focus is on providing an overview of motivation, its key characteristics, types, and theories. This chapter sheds light on the role that motivation plays in the overall language learning process. The second chapter

investigates social stereotypes and biases. This chapter explores the nature of these stereotypes and their relationship to the learning of the English language. Finally, the last chapter deals with the analysis, interpretation, and discussion of the obtained results.

Chapter One

Motivation in English Language Learning

Introduction

The achievement of one's goals is not a matter of luck or coincidence, it is, instead, determined by the degree of effort, consistency, and determination applied throughout the journey (Locke, 1990). Individuals must cultivate the right psychological mindsets to persist through difficulties and emerge stronger in the pursuit of their goals, ultimately leading to success and fulfillment in various domains. Motivation is the psychological force that can provide the energy and direction required to pursue and attain these goals (Dörnyei, 1998). It is a fundamental aspect that affects many facets of life, ranging from personal development to interpersonal relationships and societal progress, including the pursuit of foreign language learning. Understanding the factors that sustain or hinder learners' motivation can help individuals, teachers, and institutions create environments and strategies that encourage and sustain motivation which eventually result in success.

This chapter will shed light on the concept of motivation, scholars' definitions of motivation, the role of motivation in EFL Learning, the factors influencing motivation, and the types of motivation and their relationship with foreign language learning. In addition, some theories of motivation will be mentioned.

1. The Concept of Motivation

As individuals take an interest in achieving a certain objective, they need the driving force to act towards reaching it, and the energy necessary to maintain persistence and focus. This psychological aspect, the impulse that generates the action, is commonly known as motivation (Dörnyei and Ushioda (2011)). Broadly speaking, the term motivation originates from the Latin verb “movere” which means “to move”. According to Zoltan Dörnyei and Ema Ushioda (2011), the word motivation means “what moves a person to make certain choices, to engage in action” (p.3).

In other words, it is the driving power or force that pushes someone to focus his efforts on a certain matter. According to Ryan and Deci (2000) “to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated” (p. 54). Meaning, a motivated individual possesses a sense of determination, inspiration and enthusiasm to accomplish a goal, while an unmotivated person lacks these senses. A narrow understanding of motivation is limited to the belief that it is solely responsible for initiating an action or task. However, motivation is also essential for sustaining effort throughout the journey of achieving one's goal. In other meaning, motivation is not just a one-time event, but an ongoing process which needs consistent effort and reinforcement.

1.2 The Types of Motivation

Scholars identify many types of motivation in terms of source and purpose. They distinguish between intrinsic and extrinsic motivation on one hand and integrative and instrumental motivation on the other hand. The types of motivation came from cognitive and social psychology. In cognitive psychology, two types of motivation are instrumental and integrative motivation (Gardner and Lambert, 1972). In social psychology, two main types of motivation are intrinsic and extrinsic motivation (Harmer, 1991).

1.2.1 Intrinsic Motivation

It refers to the motivation that comes from within the learner to participate in an activity, just because that activity is enjoyable and satisfying to do, not because it results in a reward or punishment. According to Ryan and Deci (2000), intrinsic motivation reflects one's tendency to engage in activities that are interesting to him, simultaneously developing his capacities in any field. For example, an EFL learner that is intrinsically motivated enjoys reading books in English

for the pleasure of it, rather than to pass an exam or achieve a specific goal. Thus, intrinsically motivated students are the ones who view learning as a goal in itself (Ng & Ng, 2015). Challenging tasks represent the learners' rewards due to the sense of joy and satisfaction they produce within them. Deci and Ryan (1985) claim that learners who are interested in learning tasks and outcomes for their own sake, rather than relying on external rewards, are more likely to be effective in their learning journey. This is because their genuine internal excitement drives them to engage in the task and they are motivated to put in extra effort when faced with challenges, making them less prone to giving up easily.

1.2.2 Extrinsic Motivation

Extrinsic motivation comes from external factors. Extrinsically motivated individuals often work on a task because of obligation, rewards, punishments, or social pressure (Brown, 2000). For instance, extrinsic motivators can be studying English to obtain a reward such as a high score on a standardized test or to fulfill a requirement for graduation or employment. Moreover, Learners can be extrinsically motivated to do an activity to avoid punishment such as parental pressure or failing a course. As Brown stated, extrinsic motivation is not concerned with rewards only, it is perchance a way to avoid punishment as well. According to Richards and Schmidt (2010), the motivation to acquire a foreign language can be influenced by external factors such as parental pressure, societal expectations, and academic requirements (p. 378). When learners experience societal pressure, they are categorized as controlled individuals, with their behavior being more influenced by external pressures rather than internal self-regulation (Ryan, Koestner, & Deci, 1991). These individuals tend to be highly responsive to performance expectations in their social environment, making them particularly susceptible to pressure from peers, family, or teachers. Consequently, this external pressure can significantly impact their decision-making process

regarding language learning, either compelling them to conform or discouraging them from pursuing it. In other meaning, externally motivated learners are intrigued to learn a foreign language due to an external factor.

1.2.3 Integrative Motivation

The motivation rises from the learner's own desire to acquire the language because he holds a “positive effect toward a community of its speakers” (Brown, 2000, p. 75). It refers to the motivation to learn a language in order to integrate oneself into a particular social or cultural group. The learner’s motivation goes down for some social and cultural purposes, meaning the learner is motivated by a desire to communicate with and understand members of the target language and culture, to develop meaningful relationships with them, and to be accepted by them (Richards & Schmidt, 2010). Learners with a higher integrative orientation are likely to achieve greater proficiency. It is, as Skehan (1989, p. 53) puts it, a particularly important source of motivation because it is firmly based on the personality of the learner.

1.2.4. Instrumental Motivation

It is focused on achieving a specific outcome or result. As Dörnyei and Csizér (1998) explained, instrumental motivation is associated with the “potential pragmatic gains of L2 proficiency, such as getting a better job or higher salary” (p. 204). Learners may not necessarily be motivated by the significance or enjoyment of learning a language itself; rather, their motivation lies in using the language for other purposes that they deem more important. For example, they may be driven to learn the language to effectively communicate with foreign classmates or colleagues in various professional or personal contexts. Thus, it is the motivation to learn a language for a specific purpose or goal, such as for professional advancement or academic requirements.

2. Motivation in EFL Learning

Success in language acquisition or learning can vary among individuals due to their unique characteristics. Motivation, in particular, is recognized as a significant factor that influences the differences in how individuals acquire a language (Crisfield & White, 2012). Apart from the role that intellectual capacity and language aptitude play in learning a foreign language (Gardner and Lambert, 1972), motivation is a major factor in the successful study of language acquisition. It is defined as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (Gardner, 1985, p. 10).

There are three basic components which have an impact on one’s foreign language acquisition: age, personality and motivation (Cook, 2000). He later argues that motivation is the most distinguished factor for better language performance. Gardner (2007) demonstrates that “students with higher levels of motivation will do better than students with lower levels” (p. 241). According to Masgoret and Garder (2003), a motivated learner “expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals.” It is safe to say that motivation is a factor that influences the success or failure of foreign language learning. Harmer (1991) also agreed that students who are motivated do significantly better than their peers despite their teachers’ unsatisfactory methods or their unfavorable conditions, while students with insufficient motivation cannot accomplish long-termed goals even if they have the most remarkable learning abilities.

2.1 Motivation and Algerian EFL Learners

It is agreed on motivation being an important component in foreign language learning, providing the learners with the desire and determination they need in their language learning. In

addition, it is challenging for Algerian learners, having Arabic as their mother tongue, to learn English as they are two completely different languages as stated by Hamadouche, C. (2015). It is a long journey of discovering new vocabulary, grammatical rules, phonetical sounds, and other linguistic systems of the language which are not similar to the language they grew up using. Undertaking the task of learning a non-native language is a formidable challenge that requires persistence and commitment (Senjahari et al., 2021). It is not unusual for international students to invest months or even years to attain proficiency in a foreign language. Hence, it becomes crucial for Algerian learners to sustain their efforts and motivation when faced with the difficulties inherent in their English learning journey.

2.2 Attitudes and Motivation

Baker (1992) defines attitude as “a construct used to explain the direction of human behavior” (p. 10). He emphasizes that positive attitude toward the language is one of the essential factors in the language learning situation, ‘when someone possesses favorable attitudes toward the people of the target language (TL), more precisely toward the TL community, he will desire learning the language efficiently as compared to normal settings’ (Rahman, 2005). Attitude is a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event (Banaji & Heiphetz, 2010). Such emotion or belief can range from extremely negative to extremely positive. Gardner (1985) discovered that positive attitudes contribute to increased motivation. According to Ely (1986) also, fostering learners’ attitude and enhancing their motivation for language learning may ensure language achievement. Additionally, Gardner and Lambert (1972) provide evidence that learners with positive attitudes are more inclined to engage with the language and proactively motivate themselves to attain their language learning goals. Also, Hsu (2010)

emphasizes the crucial role of students' motivation and attitude in facilitating effective English language teaching and learning.

2.2.1 The Aspects of Attitudes

Kara (2009) asserts that there are three aspects of attitude: behavioral, cognitive, and emotional. The behavioral aspect refers to how individuals express their attitude through their actions, behaviors, and responses in specific situations. For instance, how learners engage with language-related activities like participating in discussions or completing assignments. Moreover, the cognitive aspect of attitude involves the learner's beliefs about the language; for example, if a learner thinks learning English is important, he has a positive attitude towards learning English. Furthermore, the emotional aspect of attitude refers to the learner's like or dislike of the language they study. Feng and Chen (2009) stated that, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." For example, if learners hate English, it could imply that these learners have a negative attitude towards learning English. Choy and Troudi (2006) concur that the internal emotions and feelings of foreign language learners play a significant role in shaping their perspectives and attitudes towards the target language. Generally, the attitudes of people are likely to have been shaped by their experience, and can change over the time.

2.3 Interest and Motivation

According to Lai 2010, interest in learning can be understood as an individual's personal inclinations or preferences when it comes to acquiring knowledge or skills. This implies that an individual may choose one particular thing over others based on their inherent interests or inclinations. In addition, in his person-object theory of interest, Krapp (2002) showed that interest can be understood as a construct that involves an ongoing and potentially long-lasting connection

between an individual and an object or subject. In other words, the concept of interest can encompass various levels, from a situation-specific relationship between a person and an object (e.g., reading a stimulating text), to the development of long-lasting value beliefs associated with specific domains (such as having a deep interest in science) (Hidi, 2000). As a result, two primary conceptions of interest have emerged: situational interest and individual interest, (Hidi et al., 2004). Chen also addressed interest in learning in two categories: individual interest, situational interest.

2.3.1 Situational Interest

Situational interest refers to the motivation that individuals feel while actively involved in an activity, focusing on the here-and-now aspect of one's motivational experiences (Vallerand, 1997). Moreover, situational interest refers to a transient condition that is triggered by specific aspects of a situation, task, or object. It is driven by the immediate features and circumstances of the situation, such as the relevance, interest, and perceived value of the task, as well as the presence of external rewards or consequences. This state of interest is characterized by focused and effortless attention, accompanied by a positive emotional disposition (Krapp, Hidi, & Renninger, 1992). Experiencing situational interest can enhance specific motivations to engage in action. For instance, when teachers present new topics in a lively and expressive manner, some students become highly attentive and enthusiastic, eagerly desiring to learn more about the subject.

2.3.2 Individual Interest

Individual interest is characterized as a consistent and a strong association between the subject area or object and positive emotional and value-related attributes, such as feelings of excitement or enthusiasm (Schiefele, 2001). When an individual's interest in a particular subject area is stimulated or activated, for example, through external cues or stimuli, it has the potential to

influence the development of specific motivations or behaviors, such as the desire to purchase a book related to one's area of interest.

2.4. The Factors Influencing Motivation

According to Gorman (2004), an actor may ask "What is my motivation?" when given specific acting instructions by a director. This is because understanding the reason for performing an action is crucial to properly execute it. In this case, understanding Algerian EFL learners' motives and reasons for English learning, the factors that stimulate or hinder their motivation to learn the language, can help find ways and strategies to increase the motivation, leading to motivated persistent learners that most likely will succeed in acquiring English. Due to the potential adverse consequences of demotivation on the learning process, there is a significant interest in understanding the origins of this phenomenon. Motivation, especially in learning English can be influenced by several factors, but as Littlejohn (2001, p. 6) points out "it would be difficult, if not impossible to point to a single factor which accounts for the apparent changing levels of motivation." Motivation is a key for students' learning achievements, it is important in schools due to its powerful influence on students' learning (Crookes and Schmidt, 1991). Hence, it is crucial for language teachers to comprehend the factors influencing the learners' motivation and the connection between motivation and language learning, as emphasized by Oroujlou and Vahedi (2011).

2.4.1. Attitudes and Beliefs

Students' attitudes and beliefs about learning English, how they perceive the language, can affect their motivation levels on learning it. The more positive attitude students have the more concerned they learn the language, while the more negative attitude students have, the more unmotivated they are to learn the language (Gardner & Lambert, 1972). Vahedi (2011) had done

a study on this area and the findings of the study revealed that motivation and attitude have greater roles in increasing proficiency and efficiency of the students in language learning. Therefore, English teachers should look at students feeling, beliefs, and behavior before attempting to address the intended knowledge of the target language according to Cabansag (2013).

2.4.2. Social and Cultural Factors

Social and cultural factors such as family support, peer pressure, and cultural values can also influence the motivation of Algerian EFL learners. The environmental aspects that surround the learners can be the reason to increase or decrease students' motivation. The way society perceives learning a certain subject will influence the students' attitude toward studying the subject, and the nature and the strength of this attitude will have a profound effect on the degree of motivation the student brings to the class (Harmer, 1988). The value of learning a second language, as perceived by students, can vary based on its social context. Language learning serves a significant social purpose when learners have opportunities to use their acquired knowledge and skills to communicate with important individuals in their environment. In essence, when there is no real-world applicability outside of the classroom, language learning loses its functional relevance, leading to a lack of motivation (Jafari, 2013). As stated earlier, the external (extrinsic) factors which influence students' motivation level may include the students' social life, the teacher, the method, and the learning environment (Sukmadinata, 2003).

2.4.3. Self-efficacy

Self-efficacy is a person's confidence in his ability to do something and achieve goals (Hasanah et al., 2019). Shin (2018) and Wang et al. (2013) claimed that EFL learners with greater self-efficacy beliefs will be more willing to accept challenges. If learners' self-confidence or self-efficacy beliefs are not enough, they will view challenging learning tasks as demanding or too

difficult; as a result, “they dwell on their own personal deficiencies and the obstacles they encounter rather than concentrating on how to perform the task successfully” Dörnyei (2001, p. 87), and then give up on trying hard to overcome learning gaps that reduce motivation. Furthermore, self-efficacy beliefs can positively influence students to put effort into learning and to constantly motivate themselves to confront challenges and not give up (Kim, 2022). Therefore, EFL learners who believe in their own abilities to learn English are more likely to be motivated.

2.4.4. Teacher and Teaching Methods

The teacher and the teaching methods used can greatly influence the motivation of learners. Finocchiaro states that there are several teacher roles that can greatly influence student's motivation in learning English (Finacchiaro, 1979). Some of their roles consist of to manage classrooms with active and interesting activities and is able to transfer materials properly ensuring that they provide a welcoming learning environment. Teachers who do not possess the right skills or the required knowledge will frequently find difficulties in teaching, then it will be very difficult to build students' English proficiency (Lumbanraja, 2019).

2.5. The Theories of Motivation

Numerous theories have been developed to explain the concept of motivation, with each theory emphasizing different factors that influence human behavior. This will examine three perspectives on motivation: the humanist, behaviorist, and cognitive schools of thought.

2.5.1. Humanist Theory

It presented in Abraham Maslow's hierarchy of needs, who is an American psychologist who published his Hierarchy of Needs in 1943 in an attempt to explain human motivation (Maslow, 1943). According to his hypothesis, humans are motivated to perform specific actions only to meet a set of needs. He went on to say that once a specific need is met, it no longer motivates the person;

instead, he moves on to the next one, and so on. He believed there were five major needs presented in a pyramid form, which he defined in his famous pyramid from bottom to top as physiological, safety, love, esteem, and self-actualization. Based on this hierarchy, in order for learners to be motivated their basic needs should be met so that they can be active and productive. (Smith & Cronje, 1992).

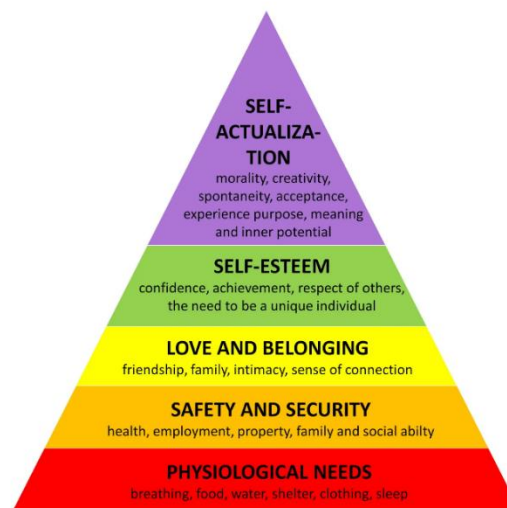


Figure 1 Maslow’s Hierarchy of Human Needs (Simplypsychology.com)

2.5.2 Behaviorist Theories of Motivation

Behaviorist theories of motivation emphasize external factors and motives over intrinsic ones. “Even when people are intrinsically motivated to learn the material, they are likely to benefit from extrinsic forms of recognition” (Driscoll, 2005, p. 325). According to the behaviorist perspective, human behaviors are driven by the anticipation of rewards or the desire to avoid punishment. In line with this view, learners participate in activities and tasks either to obtain rewards or to evade punishment.

2.5.3 Cognitive Theories of Motivation

Unlike behaviorist view, Cognitivists assume that human behaviors are not based on needs only. Haddad (2009) stated that “cognitive theorists believe that behavior is determined by our thinking, not simply by whether we have been rewarded or punished.” Cognitive theories of motivation emphasize how people's thoughts and perceptions influence their motivation to act. These theories center around the notion that motivation stems from an individual's expectations, beliefs, values, and attitudes towards a particular task or objective. In this context, motivation is viewed as an inherent aspect of the individual, shaped by various social and environmental factors that influence their cognitions and interpretations. (Dornyei & Ushioda, 2011, p. 13).

2.5.4 Self-efficacy Theory

Self-efficacy refers to a strong belief in one's ability to accomplish tasks and goals successfully (Akhtar, 2008). This belief significantly impacts an individual's behavior and the level of effort they are willing to invest in achieving their objectives. Albert Bandura introduced this theory, stating that self-efficacy involves judgments about one's competence in executing actions necessary to handle future situations (Bandura, 1982, p. 122). Learners with low self-efficacy tend to perceive complex tasks as threatening, hindering their ability to recognize potential for success and leading them to easily give up on their learning endeavors.

Conclusion

This theoretical chapter provides a comprehensive overview of the key concepts and theoretical perspectives in the field of language learning motivation. Mentioning the major contribution motivation has on language learning and how it is related to the determination and efforts learners make when learning the language. Also, the chapter emphasizes the factors

influencing motivation, highlighting the central focus of this study which is the significance of social factors in shaping learners' motivation.

Chapter Two:
Social Stereotypes and Biases

Introduction

Language, by its very nature, is a means of communication and social interaction. Through interactions with others, learners are given the opportunity to practice and enhance their language skills, engage in meaningful conversations, and receive feedback. The learner grasps knowledge not only from the teacher and the curriculum or only in the classroom, but also from other sources such as technology, media, peers, family, colleagues and society in general. Thus, society is a core component in language learning, and its perception and beliefs of EFL learning could have a role in shaping learners' attitudes towards language, language learning, and their motivation.

Although English is now gradually being recognized as an important language for communication, education, and professional opportunities in Algeria, societal perceptions regarding EFL learning can take more time to change and start perceiving the language as a prestigious one. For that reason, this chapter is dedicated to explore the topic of stereotypes and biases in the Algerian society and its relation to English learning motivation, highlighting the society's major presumptions and biases about English language learning. Also, it lays out some historical events concerning the linguistic situation in Algeria from the colonial era till the present within the field of education. It also aims at highlighting the factors that contribute to social stereotypes and biases in Algeria, their effect on EFL learners' motivation.

1. Concept of Social Stereotypes and Biases

1.1 Stereotypes

1.1.1 Definition

The term stereotype derives from the Greek words στερεός (stereos) which means "firm, solid", and τύπος (typos) which means "impression", hence "solid impression" (Crane, 2014). Moreover, stereotypes are widely held, generalized, and often exaggerated beliefs that all members

of a particular community share the same features (Adorno et al., 1950). These beliefs are based on limited or incomplete information and can be influenced by societal, cultural, racial, religious or personal factors. For instance, at times in history, racial factors can be when the Western society believed that white people are a more intelligent race and therefore created negative stereotypes about the 'violent' black man. (Ferber, 2007).

1.1.2 Society's Role in the Development of Stereotypes

Stereotypes are formed since early childhood, as young as two and five years old, to later stages in life and via numerous channels, including the family, school, the mass media, social networks, the environment, peers and friends (Martin & Ruble, 2010). People observe and absorb the beliefs, attitudes, and behaviors of their society, as Lippmann (1965) stated, "We are told about the world before we see it. We imagine most things before we experience them" (p. 59). People may take into account the beliefs of their family members, peers, friends, and educators, which can influence their own attitudes and eventually shape their positive or negative perception of the environment. Therefore, the combined impact of family, school, media, social networks, environment, peers, and society as a whole has a role in shaping individuals understanding of the world and contributes to the formation of stereotypes.

In Bennett's (1998) work, it is stated that two types of stereotypes can be identified, positive stereotypes and negative stereotypes. The former deals with the case in which characteristics that are assumed to be shared by members of a society are admired or respected. These characteristics may involve positive qualities such as intelligence, athleticism, or artistic talent. The later deals with situations in which negative stereotypes involve beliefs or assumptions that refer to negative characteristics to a particular group, such as incompetence, laziness, or aggressiveness. However, the real issue with stereotypes is that they are rigid and inflexible (Lippmann, 1965, p. 58). Being

resistant to change, stereotypes can be the reason for persistent biases and prejudice in individuals' perspectives of the world. While certain stereotypes may contain partial truths, they can still lead to unfair and inaccurate categorizations, disregarding the unique qualities and variety within individuals or communities.

1.1.3 Stereotypes Impact on the Society

Walter Lippmann (1965) has famously described stereotypes as “pictures in our heads”. He also emphasized that these mental images or “pictures” have the power to influence the way we see the world around us. Moreover, he acknowledged that stereotypes are not unbiased or attitude-neutral, the feelings associated with them guide people’s judgments, influence their intentions and even determine their actions. Thus, stereotypes have an impact on individuals' thoughts and behaviors in the society. They can influence the way society views and treats the stereotyped community, based on whether the stereotype is positive or negative. Forming biased actions and opinions and influencing the treatment and opportunities available to those being stereotyped can impact the stereotyped entities' performance and experiences within the society, potentially limiting their full potential.

1.2 Biases

1.2.1 Definition

Social biases are discrimination for, or against, a person or group in a way that is prejudicial or unfair. Bias often involves consciously or unconsciously stereotyping others and behaving in a way that disadvantages a person or group, or advantages another. ‘If people are not aware of inequity and do not act to constantly resist oppressive norms and ways of being, then the result is residual inequity in perpetuity’ (Jemal, 2017). Social biases have two types, implicit and explicit,

and such biases may operate between individuals or at the level of a community. (Blair et al., 2013).

The beliefs and stereotypes about a particular group, whether positive or negative, can lead to biases in our thinking and behavior. Social stereotypes are used to infer information about an individual based on how they are categorized. Prejudices and biases derived from the applied stereotype may result in predictable changes in behavior (i.e., discrimination). (Reihl et al., 2015). Similarly, when someone is stressed, their automatic or reflexive system takes over, canceling reflective thinking processes. This can lead to decisions being made based on stereotypes (Amodio, D, Ratner, 2011). In this situation, attitudes, behavior, and decisions are made without complete information about an individual. Instead, they are based on the memories and assumptions associated with the applied stereotype.

1.2.2 Implicit Bias vs Explicit Bias

There are two types of bias identified in the literature. Implicit bias (also called unconscious bias) refers to attitudes and beliefs that occur outside your conscious awareness and control (Sabin, 2012). Explicit bias, on the other hand, is bias that you are aware of on a conscious level. In the case of explicit or conscious, the person is clear about his or her feelings and attitudes, and related biased behaviors are intentional (Bennett, 2010). Individuals are aware of their biased thinking and their prejudice behavior and would intentionally act upon it. Explicit bias, in its extreme, is characterized by negative behavior that can be expressed through physical and verbal harassment or through more subtle means such as exclusion and discrimination (Bobula KA, 2011). However, implicit bias refers to the attitudes or stereotypes that affect the understanding, actions, and decisions of an individual in an unconscious manner. These biases, hidden in the subconscious, are distinct from biases that people are aware of and may hide to comply with social or political

norms. Implicit biases cannot be consciously recognized or identified through self-reflection (Blair IV, Ma JE, Lenton AP, 2001).

2. Algeria and EFL Learning

The linguistic status in Algeria has always been considered complex due to the diversity of languages existing in it. Having Standard Arabic as an official language, French, as a second language, Berber, lately proclaimed as official within its regional varieties, and English claims for its place as a foreign language. The reviewing of this evolution of the linguistic background in Algeria is essential to the understanding of the shaping of the perception of the English language as it is explained by Vivien Law (1990, p. 427) 'Each tradition has its own history, and can be explained only out of its own culture and modes of thought. Each has its distinctive contribution to make to man's perception of language'. During the Independence War of Algeria, a new conception of the English language was born. This constituted the starting point of recognizing the English Language expansion.

2.1 Historical Background of The Linguistic Situation in Algeria

There have been a set of events that characterized the history of linguistic situation in Algeria. During the colonization of France and after independence, the government started a set of reforms implementing different policies, especially within the field of education.

2.1.1 During Colonization (1830-1962)

The French colonizer has been imposing the French language in Algeria for more than 130 years, the long French presence in Algeria caused a linguistics disorder in the use of language. The colonizer wanted to eliminate Arabic by reducing its status and replacing it with the French language. According to Ezzaki and Wagner (1992 quoted in Bellalem, 2012: 1) "France closed all community schools where Arabic was taught and introduced Arabic as a foreign language in some

schools”. The Algerian society considered this act as apparent and intentional attack to their religion and identity; therefore, they prevented their children to attend the colonial schools.

In this period French was the official language of the colonial Algeria, Standard Arabic was decreased as a foreign language since 1938 (Benrabah, 2007). Through the long-term impact of colonization, Algerians tried to escape from the Frenchman’s stereotype of the uncivilized man “by acquiring the thought processes and values of his adopted tongue,” (Wa Thiongo, 1989, p. 3). So, the image of the ideal intellectual Algerian characterized by prestige and elite gets given to whom knows and speaks French. This fascination seems to keep its presence till the current times.

2.1.2 Independence (1960-1990)

The first period after independence was characterized by the Policy of Arabization which objectives were to spread the Arabic language, raise its value into the Algerian society and to recover the Algerian Arabic Muslim identity which is said to be erased by the French colonialism. Also, in this period English was re-evaluated as a foreign language. As regards, the English language, in this era, can be called the 'introduction' phase when the government felt the necessity of the English language to complete education. 'It is this importance of English that is behind the advent of ESP teaching all over the world in the 1960s.' writes F. Z. Medjahed (2011). For the fact that English has a higher value in the international view, English was introduced in order to decrease the value of French in Algeria, and even replace it by being taught as the second language. In fact, claims to substitute English for French were made immediately after independence (Benrabah, 2013). However, replacing a language that lasted 132 years in a land that speaks Arabic seemed difficult. Arabization seemed the most logical move for most of language planners. The main change was teaching classical Arabic beginning from the essential level, French turned into a second language (1964) and after that a foreign language which is the English language.

2.1.3 From 1990's Up to Nowadays

According to Belallem (2012, p. 2), English was developed within the Algerian educational system because of political reasons. Therefore, it was just a tool among the Arabization policy strategies to replace the French language status as a second language. The policy of Arabization was continued as Arabic was taught for all curriculum subjects, French was taught as a second language starting in the fourth year of primary schools, and English was taught from the first year of middle schools. More English departments were open in universities with learning materials and tools. Abdellatif Mami (2013, p. 911) adds that English has been given importance since its implementation within the Algerian educational system. Moreover, the country witnessed a wide spread of TEFL (Teaching English as a Foreign Language) schools.

2.2 Society's Attitude Towards the English Language

It is understood that Algeria's history has witnessed various influences and changes in language policies. Given this situation, it is natural for Algerian society to develop specific attitudes and perspectives regarding the languages that coexist within Algeria. For instance, Francophones saw French as the language of progress, science, and technology. On the other hand, Arabophones considered French as the language of the enemy, which denied Algerian identity, while Arabic was seen as the language of the Quran and Islam (Maamri, 2009, p. 83). Thus, certain stereotypes have been formed towards the French language. Similar to the French language, Algerian society can have beliefs and biases towards the English language which may or may not hinder the motivation to learn the English language and to promote it within the country. Understanding the factors that contribute to these beliefs and stereotypes towards English is important because the stereotypes can have an impact on the learners' willingness to learn the language. Pavlenko (2005) insists that the people's social, cultural, and national identity are the

major factors which determine his choice to speak or abandon a particular language. Therefore, the subtitles below were dedicated to explore some of the factors.

2.3 The Factors Influencing Language Learning

2.3.1 Historical Factors

French language till now dominates many social activities; it is considered as the second language and it is taught from primary school. French has been the prominent foreign language in Algeria since the colonial era. Most of the supreme ministers use it in their political speech, and it is common to hear French terms in outside daily conversations, especially in the northern areas. For this reason, our society accepts French more than other foreign languages. The society is used to French being spoken; however, it is not the case with the English language. English is mostly used in educational institutions and inside classrooms, so it may seem as weird or unusual to hear English used within individuals' conversations outside of the classroom.

2.3.2 Social Factors

It is believed that the social context has a great impact on providing EFL learners with opportunities to develop their English proficiency. Society's attitudes towards the language can impact the learners' willingness to learn the language, as language learners interact with different people and groups, including their teachers, classmates, parents, and friends. Therefore, the learners might consider these groups' beliefs and opinions when they start learning languages, and these beliefs might motivate or demotivate the learners to learn the target language. The environmental factors such as family, neighborhood and school misconception of the English language might affect the learners' viewpoints about the learning of foreign language and thus their attainment in English particularly. For instance, Donitsa-Schmidt et al. (2004) examined the influence of parents' beliefs on their children to learn language. Parents are usually the ones to

guide, encourage and motivate their children to learn a given language or engage in a certain activity. If they have a positive attitude towards English language, the children will most likely take their suggestion into consideration. Alternatively, de-motivating them would happen by having a negative attitude towards that specific language. In this respect, Spolsky (1969, p. 237) pointed out “In a typical language learning situation, there are a number of people whose attitudes to each other can be significant: the learner, the teacher, the learner’s peers and parents, and the speaker of the language. Each relationship might be well shown to be a factor controlling the learner’s motivation to acquire the language.”. In spite of the considerable efforts of the political and educational officials concerning the language, it is up to the society to determine its position within the country. In that sense, society's role is vital in the promotion of English language learning. Its attitudes towards the language and its perception of English language learners can impact the learners progress and motivation.

2.3.3 Cultural Factors

Culture can be defined as civilization, the social and intellectual refinement that governed a society (Kroeber and Kluskohn, 1952, p. 47). Language and culture are strictly related; language learning cannot be imagined without involving the cultural elements of the target language. (Wang, 2008, p. 4) asserts that “foreign language teaching is foreign culture teaching and foreign language teachers are foreign culture teachers.”. Consequently, culture can be seen through its language, without culture, language would be dead (Jiang, 2000). Taking the Algerian dialect as an example which consists of many different languages such as: Arabic, Tamazight, and Chaoui. The Algerian dialect differs from one region to another because of the variety of culture from one region to another evenly. Each individual language is impacting on and shaping the Algerian culture. People

accept and understand them because these adaptations have already become a part of the “local” culture and blended into people’s lives (Allison & Vining, 1999).

Since language is closely tied to cultural identity, promoting English can sometimes be seen as a threat to the preservation of Algerian cultural values and traditions. This is defined by Clement (1980) as the process of adapting the aspects of another culture and losing the identity and the native culture. The Algerian society deeply values its culture, beliefs, and norms because in its history, the French colonizers tried to diminish the Algerian identity. People can make a negative judgment and bias toward those who speak a foreign language since they think that they will lose their authentic identity, as Trinh explained (1989, p. 58), truly rediscovering one's authentic self requires getting rid of anything foreign or untrue to oneself. This process involves purifying language because language is not only a means of communication but also carries the cultural traditions, ways of life, and expressions that shape a sense of identity for its native speakers.

Algerians take pride in their culture and traditions and might even avoid learning a foreign language to preserve their culture. For instance, there are some parents and grandparents who relate English and mainly French to historical events and consider them as languages of the enemy. This is clear from some Algerians answer “It is not my language” when asked why you fail in learning French or English? (Iddou-Derraz, 2009). Therefore, English can be seen as a threat to the Algerian culture and society's norms and beliefs, and English learners and speakers can be seen as not belonging to the country's culture and society.

2.3.4 Religious Factors

Religion is sacred to Algerian society; the religion may play a significant role in accepting or rejecting speaking the foreign language. Arab societies in general see those activities such as

singing or listening to music, watching movies and videos in the aim of learning English may contravene their religious doctrine. Arabs also believe that Arabic is sacred because it is the language of the Quran. Speaking Arabic is prioritized but speaking a foreign language among society is regarded as a threat to the status of their language and religion (Sulaiman, 2007).

2.3.5 Economic Factors

According to EF English Proficiency Index (2015, p. 53), English language is a basic skill for the entire global workforce, playing a crucial role in a country's economic development. According to EF, nations with a high level of English proficiency are associated with advanced levels of development. Unfortunately, Algeria is ranked as having very low proficiency in the English language by EF. According to Coleman (2010) The lack of success in creating a favorable context for national development in Algeria can be due to the failure to adopt the English language. French companies and institutions constitute a significant portion of foreign investments in Algeria, and many goods and products are imported from France. Consequently, leading to frequent usage of French in instructions and product names, so those speaking English rarely find chances to present themselves in this field. In addition to that, the government failed to promote the tourism which resulted in the lack of opportunities for interactions with native English speakers and limited job prospects for English speakers in industries like hospitality or tourism, such as working in hotels or serving as tour guides.

3. Impact of Social Stereotypes and Biases on Learners Motivation

The ability of students to master a foreign language is not only influenced by mental competence or language skills, but also by the attitudes and motivation of learners towards the target language (Abidin et al., 2012). In addition to the intellectual perspective, the nature of language learning has psychological and social aspects and depends mainly on the motivations of

the learners and the attitude of their society towards learning the target language (Padwick, 2010). Even if the learner had incredible language capacities, his lack of motivation and his negative attitude towards the language can hinder, if not cease, his learning progress. Moreover, the incidence of social milieu, social context, where learners grow up “exercise a powerful influence in their language learning” (Stern, 2003, p. 269). If society perceives English as a prestigious language related to academic, professional, or social success, learners are likely to have a higher motivation to invest time and effort into their language learning journey.

On the other hand, if society views EFL learning as less important or undervalued, learners may face challenges in finding resources, opportunities for practice, and societal support, which can impact their motivation and commitment to learning English. Ajzen (2002) differentiates between two social norms that affect students' attitudes towards language, injunctive and descriptive norms. Injunctive norms refer to an individual's beliefs about what important community members, such as an individual's spouse, family, friends, teachers, supervisors, or coworkers, think should be done. For example, if learners' parents hold different beliefs about English language education, then learners would follow the beliefs of the parent who is more important to them. By contrast, descriptive norms are focused on what may be common in the social environment, and they are based on perceptions of what is done by most members of one's social group. To illustrate, Ajzen (2005) added that people form “beliefs about an object by associating it with certain attributes” (p. 131), meaning learners might associate the ineffectiveness (attribute) with English learning (the object) because English learning is already valued by the people around them. In other words, language learners consider the beliefs and attitudes of people around them and may act upon them. Therefore, designing a language learning curriculum without

understanding learners' family's or environment's opinions might lead to ineffective outcomes (Rosiak, 2018).

It is acknowledged that images and stereotypes about a target language (TL) held by language learners serve as an important factor that motivates or demotivates the students to engage in the process of language learning (Castellotti and Moore, 2002), and there have been suggestions to investigate the relationships between these stereotypes and language learning motivation. However, there is still a lack of such studies. This could be due to a mismatch between qualitative studies on stereotypes about target language countries and quantitative assessments of motivation to learn a foreign language (Nikitina, 2015).

Stereotypes are recognized as an important cognitive tool that aids people to process new information (McGarty, Yzerbyt and Spears, 2002). In addition to this cognitive function, stereotypes set attitudes toward the stereotyped entity (Greenwald and Banaji, 1995). Importantly, these attitudes can influence people's behavior and guide their actions. In Language learning research, language attitudes are recognized as "emotional precursors" of a language learning behavior (Kormos, Kiddle and Csizér, 2011, p. 3), which points to a link between these attitudes and L2 motivation. The awareness that stereotypes contain attitudes and thus have a tendency to push people to behave in certain ways logically leads to a suggestion that country stereotypes held by language learners, and biases embedded in these images, would influence the students' motivation towards language learning. However, while numerous studies have explored links between language attitudes and L2 motivation, there is a dearth of studies that incorporated country stereotypes into the investigations. Ushioda's understands motivation as 'it is through social participation in opportunities, negotiations and activities that people's motivations and identities develop and emerge as dynamically co-constructed processes' (2011, p. 12). Therefore,

stereotypes and biases about an academic field influence students' motivation to perform well in this particular field (Forbes and Schmader, 2010).

Conclusion

Given the significance of social influence on language learners' beliefs, this chapter aimed to examine and comprehend the stereotypes and biases held by Algerian society towards the English language. Firstly, the chapter provided a clear definition of stereotypes and biases to establish their meaning. It concluded that these societal perceptions have an interconnected relationship, capable of influencing individuals and shaping their behavior. Secondly, the linguistic history of Algeria was explored, including the status of official languages and the presence of French and English as foreign languages. Understanding Algeria's historical factors becomes crucial in comprehending the society's attitudes and beliefs towards English language learning, with the influence of French colonization making the French language more dominant than English. Additionally, the chapter delved into other contributing factors shaping the Algerian society's stance on the English language, such as historical, social, religious, economic, and cultural elements. Lastly, the chapter highlighted the potential impact of social stereotypes and biases on learners' motivation by referencing the ideas and contributions of various researchers.

Chapter Three: Field Work

Introduction

The principal goal of this dissertation is to investigate the influence of social stereotypes and biases on the motivation of second-year English learners at university of Mohamed kheider, Biskra. Therefore, this chapter provides the research methodology used in the study, data collection equipment and devices, and sample methodologies. Then, the chapter displays the data that has been collected and analyzed in order to assess the validity of the study hypotheses and result in logical conclusions and interpretations. Finally, the chapter concludes by summarizing the main findings of the study.

1. Research Methodology

Research methodology is the scientific study of how research is conducted. It provides a systematic approach to addressing research problems by logically following a series of steps (Irny et al., 2005). Additionally, methodology involves the systematic and theoretical examination of the methods used in a particular field of study. It encompasses the theoretical analysis of the collection of methods and principles associated with a specific branch of knowledge (Sridhar, 2010).

1.1 Research Approach

Research approaches refer to the plans and steps involved in conducting research and they are three types, quantitative approach, qualitative approach, and mixed methods approach (Williams, 2007). To assess the validity of the hypotheses of this research, the researcher opted for a mixed method approach due to the nature of the study. The mixed method approach is when researchers combine qualitative and quantitative methods and tools to address the weaknesses of both approaches, making the findings more reliable and valid while reducing biases in the data collected and analyzed (Creswell, 2014, p. 215). This research method is well-suited as it integrates both quantitative and qualitative approaches. It starts by employing a quantitative questionnaire

and then the research incorporates a qualitative component through a focus group. The mixed method design allows for a comprehensive examination of the subject matter, increasing its diversity and improving its credibility.

1.2 Population and Sample

The population targeted in the present study is second year LMD students of English major at Mohammed Khider University of Biskra during the academic year 2022/2023. The whole population consists of 353 students divided into 7 groups, and a sample of 38 students were selected from that sample for this study. Second year learners were selected because it is not their first year as university students; they have already built a basic understanding of the English major and have experienced learning English within the Algerian society. This makes it an ideal time to explore how social stereotypes and biases affect their motivation.

1.3 Data Collection Tools

Data collection is the systematic way of gathering information about a specific topic of interest in order to answer research questions, test hypotheses, and evaluate the results. The main goal of data collection is to gather reliable and valuable evidence that we can use to analyze and understand the topics we are studying (Kabir, 2016, p.202).

Concerning the current study, two data gathering tools have been adopted to explore the impact of social stereotypes and biases on learners' motivation. First, it includes a semi-structured questionnaire then a focus group session for second year students of the English major at Mohammed Khider University of Biskra. Regarding research on foreign language acquisition, Storme and Derakhshani (2002, p. 659) pointed out that using unstructured data collection methods would inevitably reveal stereotypes. They emphasized that these stereotypes reflect the language learners' attitudes towards the target language. Therefore, investigating country stereotypes with a

semi-structured questionnaire and a focus group allows the researcher to gather in-depth information about learners' experiences and attitudes, and it allows to explore the stereotypes and biases existing within the Algerian society, also it investigates the impact stereotypes and biases have on the language acquisition process.

1.4 The Questionnaire

Gardner and Lambert expressed that questionnaires are the main basis of the field work as far as language attitudes are concerned (1972). They are important tools the researchers have at their disposal, as they enable the gathering of the maximum amount of information in a short time. The questionnaire used in this study is a semi-structured questionnaire. With the use of the questionnaire, the researcher can gain an understanding of language learners' attitudes, the stereotypes and biases existing within the Algerian society, and the impact of stereotypes in the language acquisition process.

1.4.1 Description of the Students' Questionnaire

The questionnaire is a semi-structured questionnaire. It is divided into two sections, the first section, labelled as societal stereotypes and the status of English, has (8) questions which are concerned with the status of English within the Algerian society, and the common stereotypes and biases found within it. On the other hand, the second section is named personal experiences confronting stereotypes and biases, and it consists of (9) questions about the learners' personal experiences when confronting these stereotypes and biases. It also explores students' opinions on further suggestions and strategies for enhancing English language learning within the Algerian society.

1.4.2 Piloting the Students' Questionnaire

Before administering the questionnaire with the larger group, it was validated by the supervisor. Then, it was tested on four second-year students to make sure the questions were clear and easy to understand. The students who participated in the piloting phase confirmed that the questions were clear and well-structured; thus, no changes were made to the questionnaire, and the same version was administered to the target sample of this study.

1.4.3 Administering the Students' Questionnaire

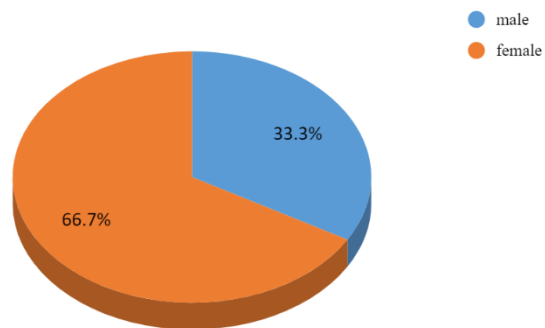
The questionnaire was administered to second-year LMD students at Mohamed Kheider University of Biskra. A random sample of 30 students from the entire population of 353 second-year students was selected. The questionnaire was conducted through an online platform, specifically distributed to students via Facebook groups and shared using Messenger. The students were able to access and complete the questionnaire online.

1.4.4 Analysis and Interpretation of the Students' Questionnaire

This section presents an overview of the analysis techniques employed and discusses the key findings derived from the students' responses, offering meaningful implications for further research and practical applications. The findings of the questionnaire can provide valuable information and contribute to a deeper understanding of the students' attitudes and experiences with learning English within Algerian society.

Section One Social Stereotypes and the Status of English

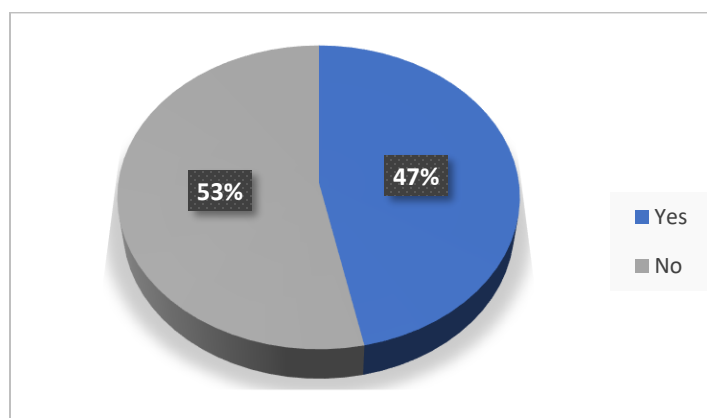
Q1. Would you please specify your gender?



Graph 2 Students' Gender

Graph 2 presents the students' gender in the sample of the study. As the figure reveals, female students outnumber males, approximately 67% of the respondents identify as females, representing a substantial majority. Whereas male students comprise a smaller portion of the sample, accounting for approximately 33% of the respondents. Accordingly, we can conclude that most of the participants are female students.

Q2. In your opinion, do the Algerian culture and society value English language learning?

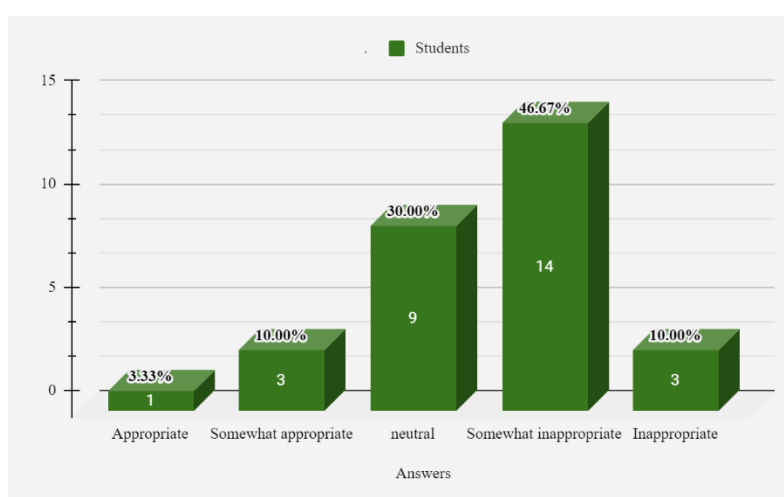


Graph 3 The Value of English Learning in Algerian Society

Graph 3 reveals that a majority of the students, accounting for 53%, responded negatively, indicating that they perceive Algerian culture and society to not value English language learning.

However, approximately 46% of the students responded positively, indicating that they do perceive Algerian culture and society to value English language learning. While the difference between the positive and negative responses is not substantial, the fact that more than half of the sample expressed the perception that English language learning is undervalued in Algerian culture and society is noteworthy.

Q3. Does the Algerian society encourage English learning and practicing?

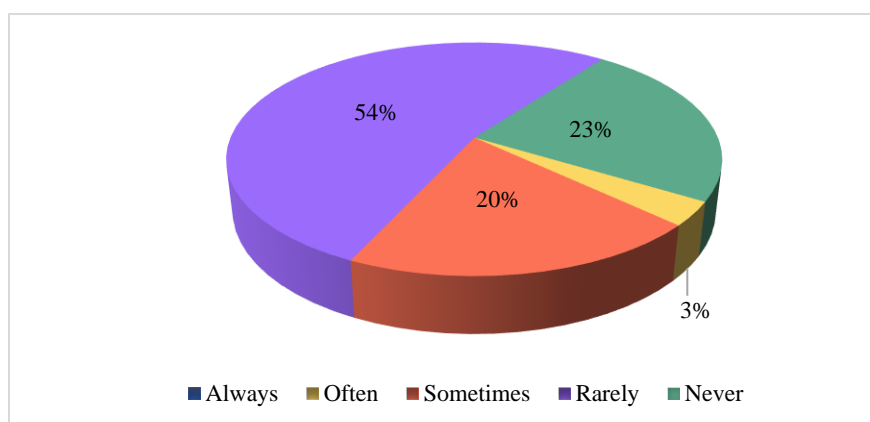


Graph 4 The Encouragement of Algerian Society for English Learning

Graph 4 describes whether students think that the Algerian society encourages English language learning and practicing. By scaling their answers from 1 to 5, most students, accounting for 47% of the respondents, selected the rating of 4 on the scale, indicating that they perceive Algerian society as somewhat discouraging to English language learning and practicing. The next highest proportion of students, accounting for 30%, selected rating 3. This rating indicates a neutral or balanced perception. A smaller proportion of students, around 10%, chose rating 5. This suggests that they view Algerian society as highly discouraging to English language learning and practicing. In comparison, the same number (10%) of the participants chose rating 2, suggesting

that they consider Algerian society somewhat encouraging. However, only a small percentage of students, approximately 3.3%, selected rating 1, indicating that they believe Algerian society highly encouraging for English language learning and practicing. Taking all the ratings into account, the analysis reveals a range of perceptions among the students regarding the encouragement of Algerian society for English language learning and practicing. While a majority view it as somewhat discouraging, there are students who perceive it as highly encouraging, somewhat encouraging, or even highly discouraging.

Q4. How often do you hear English being used outside of the classroom?

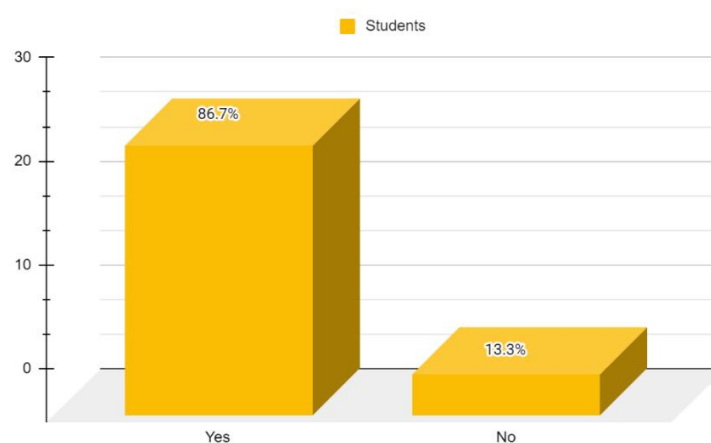


Graph 5 The Use of English in Public

The analysis of Graph 5, measured on a frequency Likert scale, provides insights into the students' perception of English language practice within Algerian society. The results indicate that a majority of the students (53%) rarely hear the practicing of English outside the classroom. This suggests a limited prevalence of English language usage in everyday contexts, highlighting a potential gap between classroom learning and real-life practice. Additionally, 23% of the respondents reported never hearing English being spoken in public places, emphasizing a lack of exposure to the language in various public settings. Another 20% mentioned sometimes hearing English in public, indicating intermittent instances of language usage. However, only around 10%

of the respondents claimed to often hear English being practiced in the public streets of Algeria, representing a minority with regular exposure to the language. These results illustrate that most of the students think that English is rarely used by the Algerian society and the fact that only a small proportion heard the language being used reinforces the notion that English usage is not common in the Algerian context.

Q5. Does Algerian society value French more than the English language?



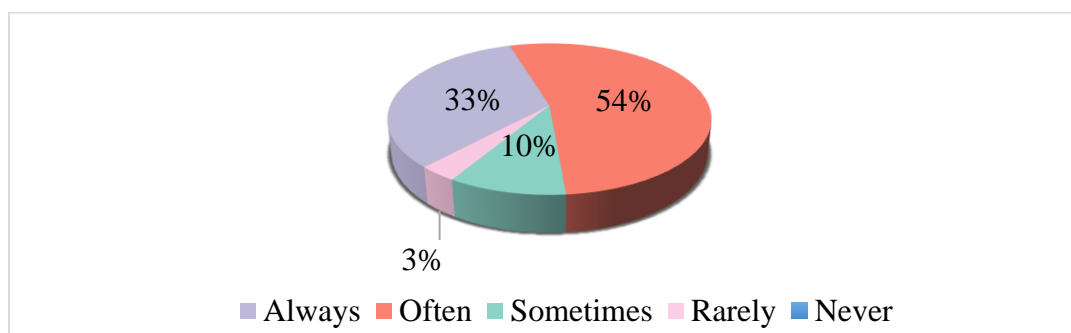
Graph 6 The Value of English Compared to French

The students were asked whether the Algerian society prefers French over the English language. A significant majority of students (86.7%) answered yes, this suggests that for these students, French holds a higher status and is considered more important within Algerian society compared to English. On the other hand, a minority of students (13.3%) hold a different perspective and do not believe that French is necessarily valued more than English in Algerian society. 12 students provided explanations or reasoning to support their viewpoints, which are illustrated in the table below

Answers	Reasoning/Explanation	Students
Yes	The historical relationship between Algeria and France has led to a higher value and preference for French and Arabic within Algerian society	3
	French and Arabic are normalized within the Algerian culture, widely accepted and integrated into various aspects of daily life, education, and administration.	3
	French is considered a prestigious language in Algerian society	2
No	English is gaining more value and importance within Algerian society over time.	4

Table 1 Students' Reasoning Regarding the Value of English Compared to French

Q6. How often do you hear that studying in English major will lead to limited job opportunities?

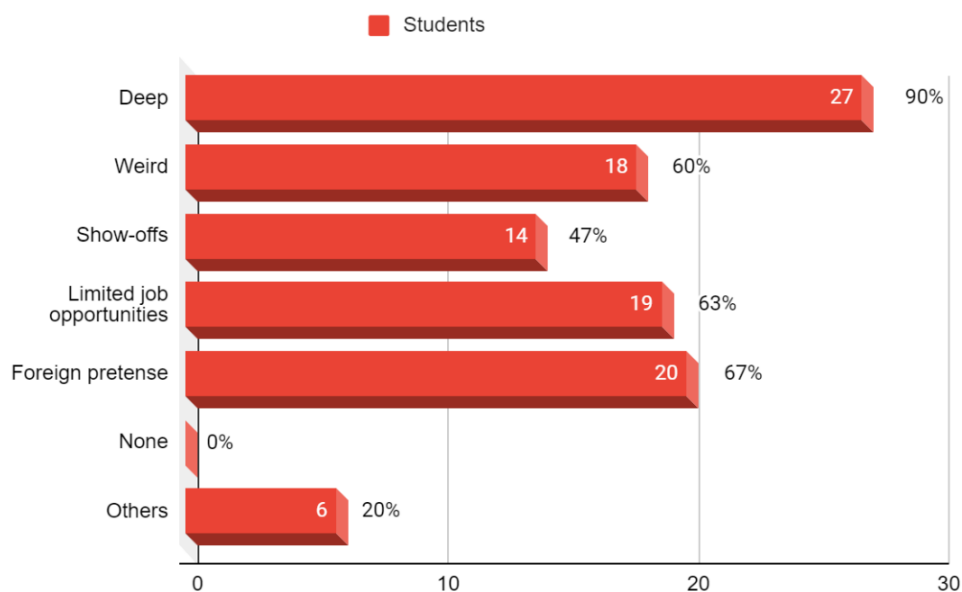


Graph 7: English Major Limitations of Job Opportunities

As shown in Graph 7, most of the students (54%) have reported that they often hear that studying in English major will lead to limited job opportunities. Furthermore, 33% of the students stated that they always hear such comments, indicating a significant portion of the sample who consistently encounter this perspective regarding job opportunities in the field of English. Furthermore, 10% of the respondents mentioned that they sometimes hear such comments. Lastly, a smaller group of students (3.4%) reported that they rarely hear about limited job opportunities

associated with studying in an English major. These findings shed light on the prevailing beliefs or narratives surrounding career prospects in the field of English and highlight the potential influence of these perceptions on students' career decisions.

Q7. Which of these social stereotypes and biases exist in the Algerian society?



Graph 8: Stereotypes and Biases Within Algerian Society

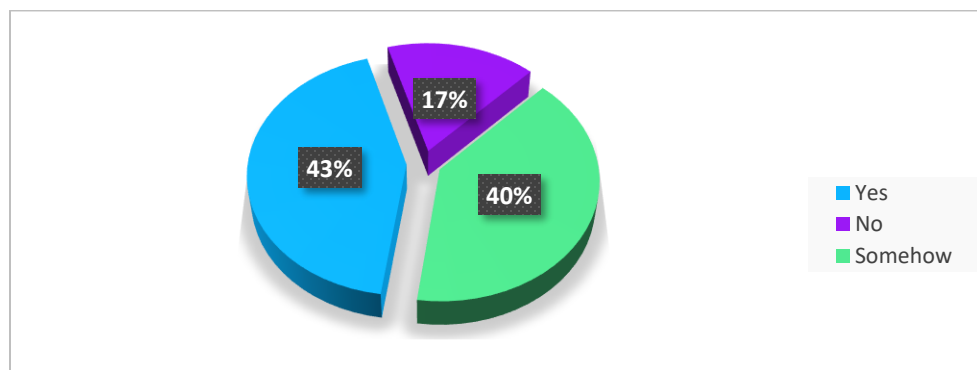
The questionnaire aims to explore social stereotypes and biases within Algerian society. The findings reveal several prevalent stereotypes among the students. The most common stereotype is the perception of English learners as "deep," chosen by 90% of the students. Another prominent stereotype, selected by 67% of the students, is the belief that English learners try too hard to imitate native speakers, potentially neglecting their Algerian identity. Furthermore, 63% of the students indicated a prevailing assumption that an English major offers limited job opportunities. Additionally, 60% of the students agreed that English learners are viewed as socially detached, living in their own world. Furthermore, 47% of the students acknowledged a perception

that English learners can be egoistic and show off their language skills. Notably, none of the students selected the option "none," indicating widespread awareness of these stereotypes within Algerian society. Furthermore, 20% of the students provided other answers, which may include additional stereotypes or perceptions not listed in the multiple-choice options, they are demonstrated in the table below

Answers	Students	Percentage
English learners and speakers are soft and feminine	3	10.0%
English learners are not smart enough	1	3.3%
English learners are nerdy	1	3.3%
English learners neglect their culture and religion	1	3.3%

Table 2 Other Stereotypes and Biases Within Algerian Society

Q8. Have you noticed any changes in social attitudes towards English in Algeria over time?



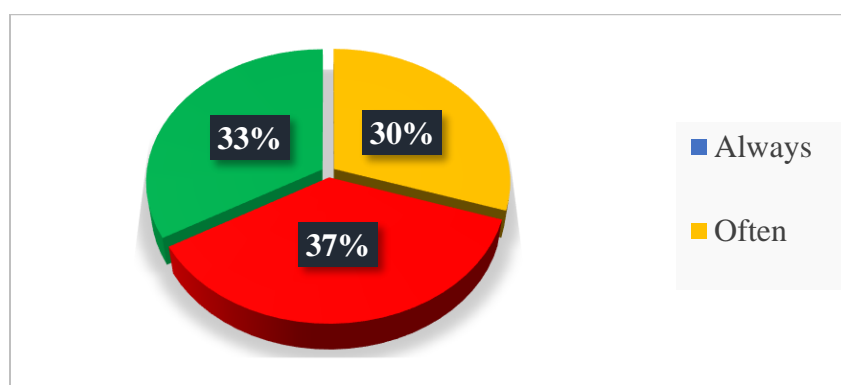
Graph 9: Changes in Algerian Social Attitudes Towards English

Graph 9 indicates that a majority of the students, specifically 43.3%, reported that they noticed changes in social attitudes towards English in Algeria over time. This suggests that a significant portion of the sample has observed shifts in societal perspectives regarding the importance and value of English language learning. Furthermore, 40% of the students mentioned

that they somehow noticed the change in social attitudes towards English. On the other hand, approximately 16.7% of the respondents stated that they did not notice any change in social attitudes towards English learning. This suggests that there is a smaller subset of students who have not observed any noticeable shifts in societal views regarding English language acquisition.

Section Two Personal Experiences Confronting Stereotypes and Biases

Q1. How often do you use English language outside of the classroom?

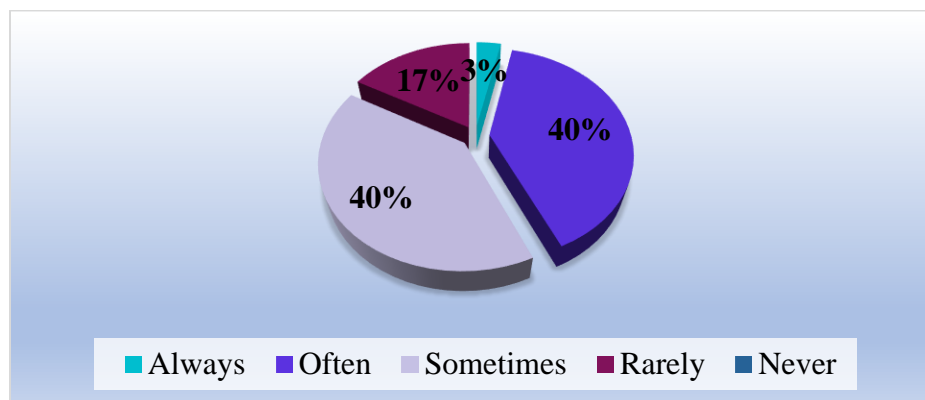


Graph 10: English Use Outside of the Classroom

Graph 10 indicates that a significant portion of the students, specifically 36.7%, reported that they sometimes use English outside of the classroom. This suggests that these students engage in English language communication on an occasional usage. Additionally, 33.3% of the respondents mentioned that they rarely use English outside of the classroom. This indicates that a notable proportion of students have limited instances of English language usage in their daily lives. Furthermore, 30% of the students reported that they often use English outside of the classroom. This suggests that a considerable number of students actively engage in English language communication in various settings, indicating frequent usage in their daily lives. Interestingly, the data indicates that there were no students who reported always or never using English outside of the classroom. This implies that none of the students consistently rely on English in their

interactions outside of the classroom, nor do they completely refrain from using English in any external context.

Q2. Do you hesitate before using English in public?

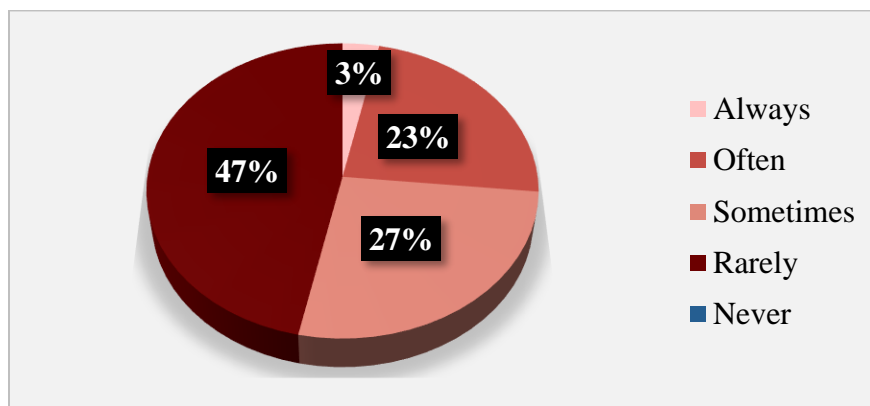


Graph 11: Hesitating Before Using English

The objective of the question, do you hesitate before using English in public, is to see students' thought processes and potential self-consciousness or hesitation when it comes to speaking English in public settings. 40% of the students reported that they often hesitate before using English in public. This suggests that a significant portion of the sample experiences a high level of self-consciousness or hesitation when it comes to speaking English in public settings. Similarly, another 40% of the students mentioned that they sometimes hesitate before using English in public. This indicates that an equal proportion of the sample may have moments of doubt or self-reflection regarding their language use, but it may not be as consistent or intense as those who often overthink. Furthermore, approximately 16% of the respondents stated that they rarely hesitate before using English in public. Only a very small portion of students, specifically 3.3%, mentioned that they always hesitate before speaking English in public. Notably, there were no students who reported never hesitating before using English in public. This indicates that all

students, to some extent, experience thoughts and considerations before speaking English in public settings, whether it is frequent, occasional, or rare.

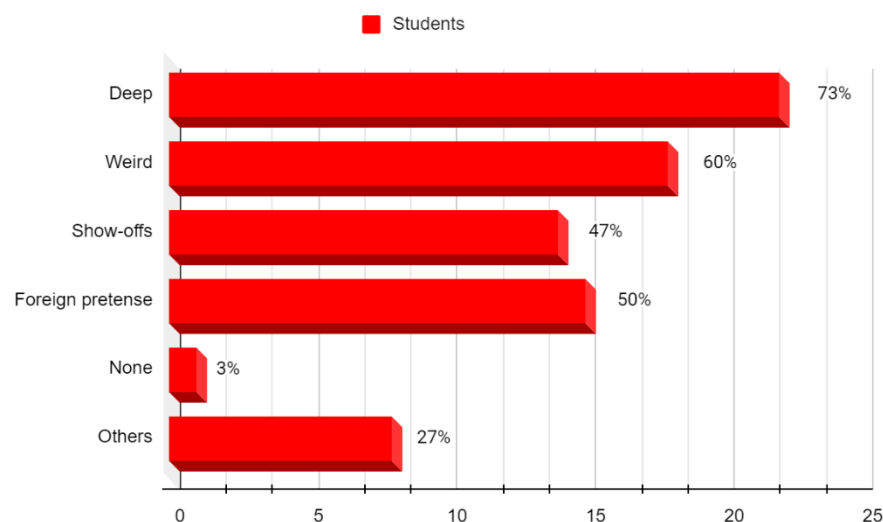
Q3. Do you feel comfortable when practicing English in public?



Graph 12: The Comfort of Practicing English in Public

This question aims to explore whether individuals feel at ease or experience discomfort when using English in public situations within the Algerian context. According to the findings, 46.7% of the students reported that they rarely feel comfortable when using English in public. This indicates that a significant portion of the sample experiences discomfort or unease when speaking English in public settings. Similarly, 26.7% of the students mentioned that they sometimes feel comfortable when speaking English in public. This suggests that a considerable proportion of the sample experiences varying levels of comfort, these students may feel relatively more comfortable in certain contexts or situations, while still experiencing some degree of unease in others. Furthermore, approximately 23.3% of the respondents stated that they often feel comfortable when using English in public. Interestingly, a very small portion of students, specifically 3.3%, mentioned that they always feel comfortable when using English in public. Notably, there were no students who reported never feeling comfortable when using English in public.

Q4. As an English learner, which of these social stereotypes have you experienced?



Graph 13: The Social Stereotypes and Biases Experienced by Students

According to the graph 13, 73% of students have been labeled as "deep," implying they are intense or serious individuals. Additionally, 60% of students have been called "weird", suggesting they are seen as different. Moreover, 50% of students have faced accusations of pretense, insinuating they try to imitate natives and neglect their Algerian identity. Furthermore, 47% of students have been called showoffs and braggers, indicating a perception of superiority. However, 3% of students reported no encounters with these stereotypes, suggesting limited direct experiences with such biases. Also, 27% of the students selected the "others" option, highlighting that they have experienced additional stereotypes or biases not specifically mentioned in the provided data, which are be shown in the table below

Answers	Students	percentage
English learners and speakers are soft and feminine	3	10%
English learners are not smart enough	3	10%
English learners are nerdy	1	3%

Table 3: Additional Stereotypes and Biases Experienced by the Students

Q5. Can you provide an example of stereotypes within Algerian society?

In this question, students are asked to provide their own personal experiences with the Algerian stereotypes and biases. Nine of the most common answers were illustrated in the table below; it is to be noted that the answers were presented exactly as received, including any grammatical or typographical errors.

Student	Answers
1	Some questioned why i was bothering to learn english instead of arabic or french which are considered more important
2	in a discussion i said i want to pursue english major but most people saying that English degrees had limited career chances in algeria and that it has no future
3	One time my teacher in highschool told me that when im learn too much of western culture it will brainwash me into forgetting about my culture and religion
4	definitely outside people see you as someone who want to show off their skills
5	When people say the language is foreign but not you, you are just algerian so dont pretend.
6	people think studying languages is not that smart, they prefer medecine more

7	they called me deep for listening to music in english
8	friends started mocking and thinking its a language only for girls
9	In this morning in shoes store i just said a one word using english the girls their started looking to us from head to toes

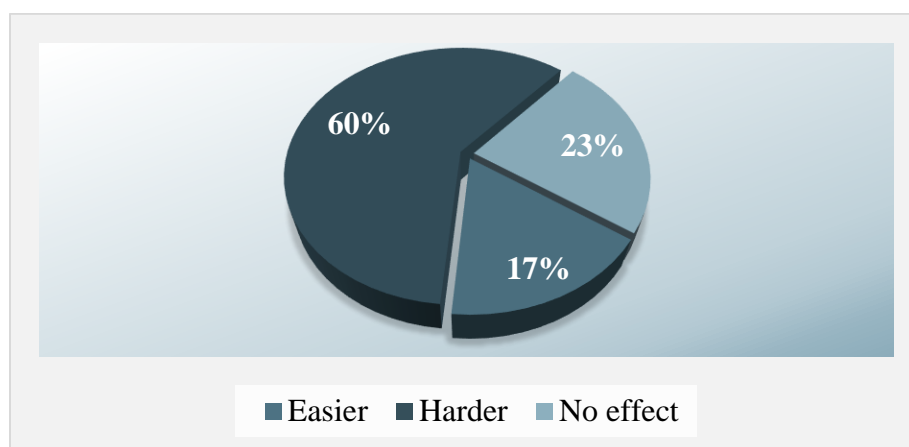
Table 4: Examples of Students' Experiences with Social Stereotypes and Biases

The provided responses offer valuable insights into the personal experiences of Algerian students regarding stereotypes and biases associated with English learning. Firstly, some students mentioned being questioned about their decision to learn English instead of prioritizing Arabic or French, which are considered more significant languages in the Algerian context. This highlights the prevailing belief in the importance of these languages and the potential undervaluation of English. Furthermore, students expressed encountering skepticism regarding the career prospects of an English degree in Algeria, studying languages is seen as less esteemed compared to fields like medicine, this leads to doubts about its practicality and future prospects. Additionally, a teacher's caution about the potential influence of Western culture raises concerns about cultural identity and the potential undermining of one's own heritage and religious beliefs.

The responses also indicate that speaking English may be viewed as an act of showing off or seeking attention. Students mentioned that others perceive them as individuals who want to showcase their language skills, leading to potential judgments and negative assumptions. Moreover, the data reveals gender stereotypes associated with English language usage. Students shared instances where friends mocked them and considered English a language primarily for girls,

suggesting a biased view of language preferences based on gender norms. Such stereotypes can limit individuals' freedom to express themselves and explore their interests without judgment. Lastly, the experiences shared by students in public settings further illustrate the attention and potential mockery encountered when using English. A single word spoken in English at a shoe store resulted in people looking at the student judgmentally, emphasizing the impact of societal attitudes and potential discomfort or unease experienced when speaking English in public.

Q6. Does Algerian society facilitate or hinder the process of learning English for you?



Graph 14: Algerian Society's Effect on English Language Learning

The findings from this question indicate that a significant proportion of students perceive the impact of Algerian society on their English learning journey as negative. The majority, comprising 60% of the sample, expressed this opinion, suggesting that societal factors and influences may hinder their language learning progress. On the other hand, a smaller percentage of students (16.7%) reported a positive impact from the Algerian society on their English learning, indicating that they may find support, encouragement, or beneficial environments for language acquisition. Notably, a considerable portion (23.3%) of students indicated that the Algerian society

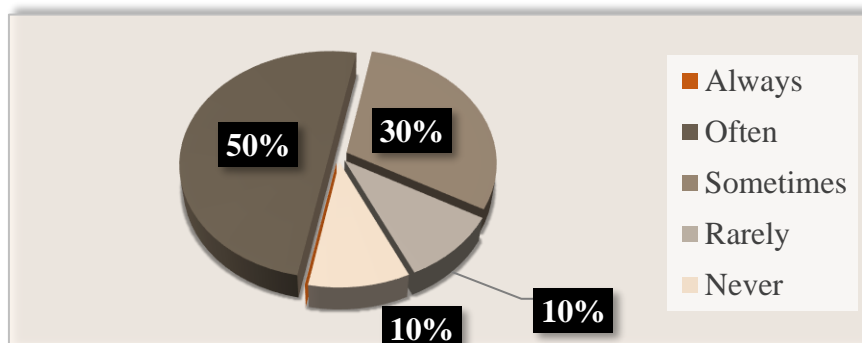
has no effect on their language learning process, implying that external factors may play a lesser role in their language development.

Q7. Can you elicit how does it make English learning harder/easier?

The students were asked to elicit the way Algerian society makes learning English easier or harder for them. Some students mention negative judgments and criticism from others as a hindrance to their English learning journey. They express concerns about being judged, mocked, or viewed as show-offs for studying English. Also, the lack of acceptance and recognition for the importance of English within society makes it harder for some students to find support and motivation to learn the language. Limited opportunities to practice English outside the classroom without being judged or mocked are mentioned as a challenge, "It's hard when you don't practice the language, in Algeria if you practice, you'll be judged." Additionally, the perception that English is not valued or seen as necessary, particularly compared to fields like medicine, affects some students' motivation, "a lot of judgments on English major in university, people always see us as not good enough and not take us seriously, because we study languages and not medicine or other majors."

On the other hand, few students mention positive influences, such as encouragement from supportive individuals, "when i am surrounded by the right people they encourage me to learn and they even cheer me when speaking the language," or the personal determination and the desire to prove others wrong as factors that make learning English easier for them "because when people say I cannot or I should not do something I like to prove them wrong and work harder." Overall, these responses reflect the mixed experiences and perceptions of the impact of Algerian society on English learning, with negative judgments and societal attitudes posing significant challenges for many students.

Q8. Does society affect your motivation to learn and use English?



Graph 7: Society's Effect on Motivation

In the graph 15, according to the findings, the highest percentage of the sample, specifically 50%, reported that society often affects their motivation to learn and use the English language. This suggests that a significant proportion of the students feel that societal factors have a notable influence on their motivation levels. Furthermore, 30% of the students mentioned that society sometimes affects their motivation. Interestingly, an equal number of students, 10%, reported that society rarely and never affect their motivation to learn and use the English language. This suggests that there is a smaller proportion 10% of students who feel that societal factors have a minimal or negligible impact on their motivation.

Q9. How can we make learning English in the Algerian society a better experience?

To make learning English more enjoyable and overcome the challenges posed by Algerian society, the students provided some suggestions. A crucial step mentioned is creating a judgment-free environment for individuals who are learning English, for instance, "we should stop mocking people and bullying them for trying to learn English." Also, starting English education from a young age and making it a normal part of everyday life outside the classroom were seen as effective strategies. Encouraging activities like watching English movies, listening to English songs, and

participating in language exchange programs can enhance language skills. The importance of changing societal attitudes towards English and providing positive encouragement and support for learners was emphasized. Changing society's perception of English and recognizing its value alongside Arabic and French were highlighted. The students stressed the importance of respecting English learners and providing opportunities for them to express themselves in English. They suggested promoting English through TV shows, education, and government use, and creating English-speaking communities or clubs. Ultimately, the aim is to normalize and value English within Algerian society through education, exposure, and a shift in societal attitudes to make learning English more enjoyable and accessible for everyone.

1.5 Focus Group

Focus groups are like in-depth group interviews where a group of people get together to talk about a specific topic, offering a more detailed and comprehensive discussion experience (Collins and O'Brien, 2003, p. 142). In addition, focus groups are viewed 'as a type of group interview where a small group of individuals are gathered together for the purpose of discussing one or more topics of interest' (Barrows, 2000, p. 193).

1.5.1 Description of the Focus Group

The researcher asked 10 open-ended questions during the group discussion, which are then answered and expanded upon by the participants. These questions were organized into three distinct themes. The first theme, called "Significance of Motivation," consists of four questions that aimed to explore the learners' opinions about the importance of motivation for the students and their English language learning. The second theme, titled "Algerian Society Perception of English," included four questions that aimed to gather participants' opinions on how Algerian society perceives the learning of the English language, with the goal of identifying any existing

stereotypes or biases. Finally, the third theme, "Society's Influence on Learners' Motivation," explored how society influences students' motivation with the use of two questions. The goal of the focus group is to gather useful insights, opinions, and personal experiences about English language learning within Algerian society and its impact on motivation.

1.5.2 Piloting the Focus Group Questions

Conducting a pilot session for the focus group questions was undertaken to ensure their effectiveness and appropriateness. A small group of participants was selected to participate. Based on the pilot session, minor adjustments were made to improve the structure and flow of certain questions, and some questions that resulted in similar or redundant answers were omitted.

1.5.3 Administering the Focus Group

Administering the focus group session involved conducting a structured and guided discussion with a selected group of students. Eight second-year English students from university of Mohamed Khider of Biskra were randomly selected for the focus group session. The session was facilitated by the researcher who guided the conversation and ensured that the objectives of the focus group were met. The session was audio recorded, with the participants' consent, to capture the dialogue accurately. After the focus group session, the recordings and notes were transcribed and analyzed to identify common themes, emerging insights, and noteworthy findings.

1.5.4 Analysis and Interpretation of the Focus Group

Through a comprehensive examination of the focus group discussion, the researcher discerns patterns, themes, and underlying meanings that contribute to a deeper understanding of the research topic. By analyzing the rich qualitative data gathered from the focus group, this section aims to provide an overview of the key themes and findings derived from the participants'

narratives. These insights will not only inform a broader understanding of the subject matter but also offer valuable implications for further research and practical applications.

Theme One Significance of Motivation

Q1. How important do you think motivation is for learning English successfully?

The purpose of this question was to know if the students consider motivation's role in English learning to be significant or not. All students acknowledged the significance of motivation for learning English successfully, many participants expressed that it is "very important." One participant emphasized that motivation is "the first step to succeed." This response suggests that the participant recognizes that motivation is the motive force that intrigues learners to initiate action. Thus, students think motivation is a crucial factor in achieving success in English language learning.

Q2. What personally motivated you to learn English as a foreign language and specialize in it at university?

The purpose of this question is to have a deeper understanding of the students' motivation and reasons of studying English. A lot of the students' reasons were their love for English books, novels, music, and movies. They expressed their desire to be able to understand the language without the use of dictionaries or subtitles. Another answer highlights the practical aspect of learning English for travel purposes. These students acknowledge that English is the international language and recognize the necessity of English proficiency for effective communication while traveling abroad. Their motivation stems from the desire to facilitate interactions and navigate different cultures and countries with ease.

Q3. Have you ever felt less motivated to learn English?

The purpose of this question is to make sure that the students have experienced a decrease in their motivation at least once in their English language journey in order for them to answer the coming question. All the students answered yes, confirming that they have experienced moments where they felt less motivated to learn English. This finding suggests that motivation levels can fluctuate among those studying English as a foreign language.

Q4. When you are less motivated, have you noticed any differences in your English language learning progress? Elaborate.

The students were asked whether the lack of motivation have affected their English learning results. All of the students agreed that the lack of motivation can result in negative circumstances. Some mentioned " losing accent ", expressing that the lack of willingness to practice or continue learning can be the reason for their accent loss, suggesting that motivation might play a role in maintaining accent development. Additionally, another student stated that he struggled with focus and learning at a slower pace when motivation was low. Students also highlighted the significant impact of " a single word " on their psychological state, suggesting that decreased motivation can influence the emotional and psychological aspects of language learning. These observations underscore the potential consequences of decreased motivation.

Theme Two Algerian Society perception of English

Q1. What are the factors that influence your motivation to learn English?

The students mentioned various factors which influence their motivation to learn English. Firstly, a student mentioned parental factors, "I like to have better marks to make my parents happy and proud". Then, another student added that he is driven by witnessing progress and achievements in his English skills; for instance, he said "it makes me excited to learn new words especially hard

long words". Some students expressed that the opportunity to study abroad and interact with native English speakers serves as a strong motivation for their English language learning. In fact, few students even mentioned that they pursued a different major but decided to join the English major specifically to enhance their ability to communicate with individuals from foreign countries. Additionally, one of the students added that the source of her motivation is her teacher. She said, "My favorite teacher speaks about interesting topics that make me want to learn more."

Q2. Do you think the Algerian society is an appropriate environment for speaking and learning English?

The participants in the focus group do not perceive Algerian society as an appropriate environment for speaking and learning English. This was expressed by answers such as "No " and " Not right now ". Moreover, most of the students agreed that the French language is more adapted to Algerian society. This suggests that there may be a preference for using French as a language of communication and learning within the society. Another response indicates that in certain cities, such as Biskra, the local accent and the influence of the mother tongue may make it uncommon or unusual to hear someone speaking English. The use of French accent in English pronunciation is also mentioned, which might contribute to a perception of English language learning as unfamiliar or out of place in Algerian society.

Q3. How does society in Algeria perceive English language learning and practicing on the daily basis?

Based on the responses, it seems that society in Algeria generally has a negative perception of English language learning and practicing on a daily basis. Some participants mentioned that people in the Algerian society perceive English language learning and daily usage as something

strange or unusual. The act of speaking in another language, particularly English, may be seen as unfamiliar or out of the ordinary. Other participants argued that due to Algeria's historical and cultural background, where French is widely spoken and holds significant influence, English language learning may face resistance or skepticism. Another student indicated that she feels awkward when speaking English, suggesting that there may be a sense of self-consciousness or a perception of doing something wrong associated with English language usage.

Q4. What are the stereotypes the Algerian society has on EFL learners?

Some students answered that Algerian society tends to focus on the style of EFL learners and may judge them based on their clothing or behavior. There is a perception that individuals learning English are pretending to be foreigners and consider themselves superior. Another student mentioned that EFL learners are often seen as individuals who live outside of society and lack communication with others. This stereotype suggests a perceived disconnection between EFL learners and the broader community, creating a sense of isolation. Other students highlighted the negative reactions received from friends and society for choosing to study the English major. The society doubts the choice of English over French and other majors, and expresses disbelief in the employment prospects of EFL learners, often limiting them to the role of a teacher. These responses indicate that there are stereotypes associated with EFL learners in Algerian society, such as the perception of pretentiousness, exclusion, and limited career opportunities.

Theme Three Society's Influence on Learners Motivation

Q1. How do these social factors in Algeria, such as attitudes and beliefs about English language learning, affect your motivation to learn it?

This is the most important question in the study, whether the social attitudes, stereotypes and biases about English learning would influence the willingness or the motivation to pursue English learning and practicing. Some students acknowledge that negative judgments from the environment can affect performance and hinder language use. These participants note that their confidence in practicing English differs depending on the social context. They feel more at ease and confident practicing with friends but find it awkward to practice English with others. This suggests that societal attitudes and expectations influence their comfort level and motivation to use English. Another student expresses regret about the impact of societal judgment during their high school years. He believes that if he had not been influenced by societal judgment, he could have achieved a higher level of English proficiency. This suggests that societal factors can hinder motivation and hinder language development.

Some students reflect on the societal expectations prevalent in Algerian society, where being a doctor or specializing in medicine is highly regarded. Individuals who choose to learn English instead of pursuing a medical profession may face judgment of not being valued or educated enough. However, some other students demonstrate resilience and a disregard for negative judgments. They express a determination to improve themselves and dismiss the opinions of others who perceive them as strange or weird. Their motivation is fueled by the desire to live their own life and continually improve.

Q2. How should one respond to those stereotypes and stay motivated regardless of the impact it has?

This question is asked in order to get students' opinions on how one should confront negative social attitudes, and what strategies one should follow to stay motivated. Some students said that one must or has to ignore the stereotypes and judgments and prioritize his/ her own growth

and development. Other students added that one must stay focused on why he/she chose to learn English and the personal goals one wants to achieve. Also, to remain confident in the decision of learning English instead of listening to friends or society that mock or criticize. These responses highlight the importance of maintaining self-belief, focusing on personal growth, and not letting the opinions of others hinder your motivation.

1.6 Discussion and Summary of the Findings

1.6.1 The Questionnaire

The data analysis and interpretation of the students' questionnaire provided valuable insights into Algerian students' experiences and perceptions of English learning in the context of Algeria. Overall, the findings of the study underscore the existence of social stereotypes, biases, and societal influences on English learning in Algerian society. English learners often confront negative judgments, stereotypes and biases such as being labeled as "deep" or "weird." Societal attitudes, including the lack of recognition and acceptance of English, skepticism about its practicality, and limited opportunities for language practice, pose challenges for English learners as mentioned in the theoretical part (chapter 2).

However, there were also indications of positive experiences and viewpoints, acknowledging the changing societal attitudes towards English education and learning, as well as offering suggestions for improvement. Students highlighted the importance of encouragement, support, and recognition for English learners, along with enhanced English language education and the promotion of English in media and government, were also emphasized.

1.6.2 The Focus Group

Based on the findings from the focus group discussions, several key themes emerged regarding the participants' opinions and experiences related to motivation for learning English in

Algerian society. The first observed theme is the significance of motivation. The focus group participants unanimously recognized the fundamental role of motivation in achieving success in English language learning. The second theme is the factors influencing motivation. Various internal and external factors were identified as influencing motivation. Personal interests, such as the love for English music, films, writing, or reading novels, and practical reasons like using English for traveling purposes were also mentioned as motivation factors. In addition, the third identified theme is the societal perception of English where participants highlighted a predominantly negative perception of English language learning in Algerian society. Speaking English was seen as strange or unusual, and there was a preference for French due to its historical and cultural influence. Stereotypes and judgments were observed, including the perception that EFL learners were pretentious, disconnected from society, or limited in job prospects. Finally, the fourth theme is the most important theme for it answers the main aim of this study, society's influence on learners' motivation. The societal attitudes and beliefs about English learning had varying effects on participants' motivation. Some participants expressed resilience and determination, stating that they did not care about negative judgments, and they were focused on their personal growth. Others mentioned that they feel affected by societal opinions, it results to them experiencing a loss of motivation, or feeling awkward when speaking English.

In summary, the findings suggest that motivation is a crucial factor in English language learning. However, societal attitudes and stereotypes can have both positive and negative impacts on learners' motivation. While some participants showed resilience and determination to overcome societal judgment, others experienced a loss of motivation or a sense of self-consciousness.

Conclusion

This chapter has provided a comprehensive overview of the fieldwork conducted for the research study, which aimed to examine the influence of social stereotypes and biases on the motivation of second-year English learners. The chapter began by outlining the research methodology employed in the study, followed by the analysis and interpretation of the collected data. The analysis of the findings revealed that social stereotypes and biases have a negative impact on language learning motivation. Thus, social stereotypes and biases can hinder learners' motivation, and eventually their language learning process.

General Conclusion

The present study has dealt with the relationship that exists between social stereotypes and biases and students' motivation in English language learning. Therefore, the primary objective of this research was to analyze the impact of social stereotypes and biases on the motivation of English as a Foreign Language (EFL) second year students at Biskra University. Motivation is of great significance in the realm of foreign language learning. Consequently, it is crucial to consider the social factors that influence students' motivation when learning English.

The findings gathered in this research answered the research questions and achieved the research aims and it was confirmed that social stereotypes and biases do indeed have a negative impact on English learning motivation. The students who participated in the focus group mentioned the major difficulties encountered when learning English within Algerian society, like negative judgments, stereotypes and biases such as being labeled as "deep" or "weird.", and the English major perceived as limited in job prospects. Moreover, the questionnaire's findings revealed that the participants' motivation is affected by society both positively and negatively. However, the main concern was that one can provide relative results only, because not all informants have the same opinions. And the majority of them confirmed that Algerian society is not a proper environment for English language learning, and that it has a negative impact on their English language learning motivation. As society proves its major role in language learning, it is highly important to use strategies and solutions to avoid the negative effect of these stereotypes and biases. Students highlighted the importance of creating a judgment-free environment, starting English education at an early age, incorporating English in everyday life, and changing societal

attitudes towards English. In conclusion, it can be deduced that the social stereotypes and biases within Algerian society has negative impact towards English learning motivation.

The findings of this study have significant implications for understanding the role of societal perceptions and biases in language learning. The study makes several notable contributions to the field. Firstly, it provides empirical evidence of the negative impact of societal stereotypes and biases on English language learners' motivation. By uncovering the association between negative perceptions and diminished motivation, the study highlights the importance of addressing and challenging these stereotypes to create a more positive learning environment. Additionally, the research underscores the role of societal attitudes in shaping students' perspectives on languages and language proficiency, emphasizing the need for promoting inclusive and supportive language learning environments. Overall, the study's findings contribute to a deeper understanding of the influence of social factors on language learning motivation and provide valuable insights for educators, policymakers, and researchers in fostering more inclusive and motivating language learning experiences.

1. Limitations of the Study

Although the study has provided valuable insights, it is important to acknowledge its limitations. Firstly, the sample size of the study may be relatively small, which limits the generalizability of the findings to a larger population. Second limitation was the lack of reliable sources and previous research studies related to the second variable, the social stereotypes and biases existing within Algerian society. Another issue was the students who took a long time to provide us with the needed information. It was expected that the online questionnaire (published on Facebook and Messenger groups) would help to collect necessary data in a short period of time

but instead it took one month to do so. Thus, despite the afore-mentioned limitations, the obtained data enabled us to answer the research questions and achieve the research aims.

2. Recommendations for Future Research

Based on the research findings about the impact of social stereotypes and biases on language learning motivation, we recommend exploring the specific procedures through which societal stereotypes and biases negatively impact language learning motivation. Through conducting qualitative studies that delve into the lived experiences of language learners and the processes by which negative perceptions affect their motivation could provide valuable insights.

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Appendices

Appendix 1: The Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire that will serve as a source of data for analysis. It is designed to investigate the impact of social stereotypes and biases on EFL learners' motivation. Your contribution is of a great value and importance, so we would like you to answer this questionnaire thoroughly. Thanks in advance!

Section One: Societal Stereotypes and the Status of English

Q1. Would you please specify your gender?

- Male
- Female

Q2. In your opinion, does Algerian culture and society value English language learning?

- Yes
- No

Q3. Does the Algerian society encourage English learning and practicing?

- Always
- Often
- Sometimes
- Rarely
- Never

Q4. How often do you hear English being used outside of the classroom?

- Always
- Often
- Sometimes
- Rarely
- Never

Q5. Does Algerian society value French more than the English language?

Q6. How often do you hear that studying in English major will lead to limited job opportunities?

- Always
- Often
- Sometimes
- Rarely
- Never

Q7. Which of these social stereotypes and biases exist in the Algerian society?

- Calling English speakers deep.
- Considering English learners as weird and detached from society.
- Seeing the English major learners as show-offs and egoistic.
- Believing that the English major offers few, if any, job opportunities in the future.
- Assuming English learners do too much to look like foreigners.
- None

- Others...

Q8. Have you noticed any changes in social attitudes towards English in Algeria over time?

- Yes
- No
- Somehow

Section Two: Personal Experiences Confronting Stereotypes and Biases

Q1. How often do you use the English language outside of the classroom?

- Always
- Often
- Sometimes
- Rarely
- Never

Q2. Do you hesitate before using English in public?

- Always
- Often
- Sometimes
- Rarely
- Never

Q3. Do you feel comfortable when practicing English in public in Algeria?

- Always
- Often
- Sometimes
- Rarely

- Never

Q4. As an English learner, which of these social stereotypes have you experienced?

- Deep
- Show-off
- Weird
- Extra (doing too much)
- None
- Other

Q5. Can you provide an example of stereotypes within Algerian society?

Q6. Does society in Algeria make learning English easier or harder for you?

- Easier
- Harder
- No effect

Q7. Can you elicit how does it make English learning harder/easier?

Q8. Does society affect your motivation to learn and use English?

- Always
- Often
- Sometimes
- Rarely
- Never

Q9. How can we make learning English in the Algerian society a better experience?

Appendix 2: The Focus Group

Theme One: Significance of Motivation

Qst 1: How important do you think motivation is for learning English successfully?

Qst 2: What personally motivated you to learn English as a foreign language and specialize in it at university?

Qst 3: Have you ever felt less motivated to learn English?

Qst 4: When you are less motivated, have you noticed any differences in your English language learning progress? Elaborate.

Theme Two: Algerian Society perception of English

Qst 1: What are the factors that influence your motivation to learn English?

Qst 2: Do you think the Algerian society is an appropriate environment for speaking and learning English?

Qst 3: How does society in Algeria perceive English language learning and practicing on the daily basis?

Q4: What are the stereotypes the Algerian society has on EFL learners?

Theme Three: Society's Influence on Learners Motivation

Qst 1: How do these social factors in Algeria, such as attitudes and beliefs about English language learning, affect your motivation to learn it?

Qst 2: How should one respond to those stereotypes and stay motivated regardless of the impact it has?

الملخص

التحفيز هو عامل حاسم في اكتساب وتعلم اللغات الأجنبية باعتبار أهمية التحفيز، تهدف هذه الدراسة إلى استكشاف تأثير الصور النمطية الاجتماعية والتحيزات على التحفيز لدى طلاب اللغة الإنجليزية كلغة أجنبية، حيث تؤكد الفرضية البحثية الأساسية التي تم تقديمها في هذه الدراسة أن الصور النمطية الاجتماعية والتحيزات لها تأثير سلبي على التحفيز لطلاب اللغة الإنجليزية كلغة أجنبية في السنة الثانية في جامعة بسكرة أثناء تعلمهم اللغة الإنجليزية. تم استخدام نهج مختلط لجمع البيانات ذات الصلة لفحص هذا الفرضية من أجل الحصول على البيانات النوعية والكمية من استبيان شبه منظم ومناقشة مجموعة تركيز. تؤكد نتائج البحث الفرضية البحثية أن الصور النمطية الاجتماعية والتحيزات لها تأثير سلبي على التحفيز لدى متعلمي اللغة الإنجليزية. تساهم هذه الدراسة في فهم الديناميات المعقدة بين التحفيز والعوامل الاجتماعية، وتسلط الضوء على التحديات التي يواجهها متعلمو اللغة الإنجليزية. لذا، يوصى بأن تعالج المؤسسات التعليمية وصنّاع السياسات هذه القضايا، وتعزز بيئة تعلم شاملة لمتعلمي اللغة الإنجليزية كلغة أجنبية.