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An Analysis of Some Internal and External

Factors Influencing Learners' Success in EFL

The case of third year LMD students at Biskra University

A dissertation submitted in partial Fulfillment of the requirements for the Master degree in Language

sciences.

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GENERAL INTRODUCTION

Learning a second language is not an easy matter to discuss, for the reason that it does not require just learning its vocabulary or its grammar, but also its culture, and a new way of thinking and acting. The task of learning second foreign language is much more complex, since, "you must have a comprehensive knowledge of the entry behavior of a person, of the objectives you wish to reach of possible method". (Brown, 2000, p. 79).Therefore, there are some factors that influence students achievement in learning English; internal factors such as intelligence and perception, self esteem, and learning styles and external factor as motivation, and socio cultural status.

As a starting point we want to give a definition to the learning, however, there is no universal definition from theories and researchers as Shunk (2009, p. 79) said, "learning is an enduring change in behavior, or the capacity to behave in a given fashion which results from practice or other forms of experience". Besides, it was defined as" a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making change in ones knowledge, skills, values, and world views".(Hwitt 2008, p. 45). We notice that the common point between these definitions is that learning causes change in the behavior of the individual.

1. Statement of the Purpose

As a matter of fact, researchers showed that children usually succeed in acquiring the spoken language in early childhood" provided that they have adequate opportunities to use languages over a period of several years". (Brown and Spada, 2009, p. 55). This is contrast with the learner of second language whose success varies greatly. Thus what is remarked and observed several times in the department of English that in the same EFL class, some students show high interest in studying, by their well performance; therefore, they progress rapidly, while others make very slow progress, even if they learn in the same conditions. Clearly EFL

learners are successful by their virtue of their sheer determination, hard work, and persistence. However, there are crucial factors influencing success that are largely beyond the control of the learner. Therefore, the main objective of this academic research is to identify and analyze internal and external factors leading learners to succeed in EFL. This is not to say that the other ones are of no significance, but the purpose is to highlight an attempt to show the extent to which the internal and external factors, among so many others, may have a great impact on the process of learning foreign language in general and English in particular.

2. Hypothesis

- It is hypothesized that internal and external factors influence learner's success in learning English.

- If learners have effective factors, then they will achieve better in learning process.

3. Research Questions

Our research deals with one of the most important issues in foreign language Learning. The internal and external factors affecting learners' success in EFL;

The following research questions are to be asked in the first place to set the research guidelines:

- How do students learn and sometimes fail to learn?
- Is the problem due to internal differences between learners, or is it linked to students' cultural background and other external factors?
- To what extent can internal and external factors be real effective factors?
- Is there any relationship between the two factors?
- How can students overcome them?

4. Research Methodology

4.1. The Choice of the Method.

We found it appropriate to adapt a descriptive method which means to provide necessary information and collect data about the issue studied. We can choose this method, because of the following reasons: we need to understand the problem we are going to study; we need to describe the state that refer to the process of learning through theories of learning, strategies, and then we have to describe the internal and external factors influencing students' success in learning English.

4.2. Population.

The population of the study consists all the third year LMD students and ten teachers of English Department at Biskra University during the academic year (2012-2013).

4.3. Sampling.

Since it needs a great effort and much effort to carry out the research on the whole population of the department of English language, the representative sample of the study has been chosen randomly, each number of the population has an equal chance of being selected. The sample consists of thirty students of third year LMD, and ten teachers to get different opinions about the internal and external factors behind learners' achievement in EFL.

4.4. Research Tools.

The data gathering tool for our study is the questionnaire which will be administered to both students and teachers of English at English Department of Biskra University about the main factors that affect them in learning English. This questionnaire seeks to gather more information about the subject under investigation. Using questionnaire in the current research seems to be appropriate. According to Zarate et; al (2004)" the questionnaire as a research tool should satisfy very precise objectives; It proves appropriate if the aim is identifying

certain factors, to determine their presence, or absence, or to assess the relevance, frequency, and generalization of information obtained" (p. 37).

5. Limitation of the Study

Our research deals with one of the most issues in foreign language learning. The internal and external factors influencing learners' success in EFL. Our research is limited to third year LMD students because they have a great relation with the problem; they have studied English for three years, so they can recognize the main problems they face in learning English. This could provide teachers and learners into the main factors that contribute to students' success in learning process.

6. Structure of Dissertation

Our research is divided into two parts: theoretical part and practical part. The former includes three chapters; the first chapter gives a general overview on learning, learning theories, and learning strategies and the second which is the most important part in our research deals with the main factors that help students achieve better in learning. They mainly refer to internal factors that are related to: intelligence and perception, self-esteem, and learning styles and external factors consist of motivation, and socio cultural status. The third chapter is the analyses of the questionnaire addressed to both third year LMD students and teachers at Biskra University in the academic year 2012-2013.The fourth chapter is about some recommendation that may help learners achieve better in learning process.

Part One: Literature Review

Chapter One

An Overview on Learning Theories and Strategies

Introduction

Learning process is a complex and long one, especially when it deals with a foreign language like English. It differs according to the context, place, time, and types of learners. It focuses on what happens in class when learning takes place. In this chapter, we will speak in details about this process; we will discover who does this practice. The reasons why students learn it, how successful they are at it, and their differences in terms of age, gender, language level, and aptitude. Moreover, this chapter gives a general view about theories of learning, their leaders, and the main perspective; because a learning theory is an attempt to describe how people learn, to provide us with a frame work, and suggest practical solutions to problems. There are four main categories of these theories: behaviorism, cognitivism, constructivism, and humanism. Behaviorism focuses only on observable aspects of learning. Cognitive theories explain learning based on the brain. Constructivism views learning as a process in which the learner constructs new ideas or concepts. Humanism focuses on the learner himself. Finally we will speak about learning strategies which are of four types: cognitive, meta cognitive, socio affective, and communication strategies.

1.1. Definition of Learning

Learning is acquiring or getting new knowledge through study or experience. The American Oxford dictionary defines it as "knowledge that you get from studying". In the words of (Brown, 2001, p.1):

> Language learning is not a set of easy steps that can be programmed in quick do-it-yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of second language.

Learning a second language is long and difficult process, because the learner acquires new things which affect on his behavior, Brown (2000, P. 7), believed that:

> Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, a total involvement, total physical, intellectual and emotional responses are necessary to successfully send and receive messages in a second language.

It is understood that learning is a difficult subject to define, because it takes a long time. According to this author who breaks down the components of learning, we can remove the concepts of learning from these variables, as they illustrated in the following figure:
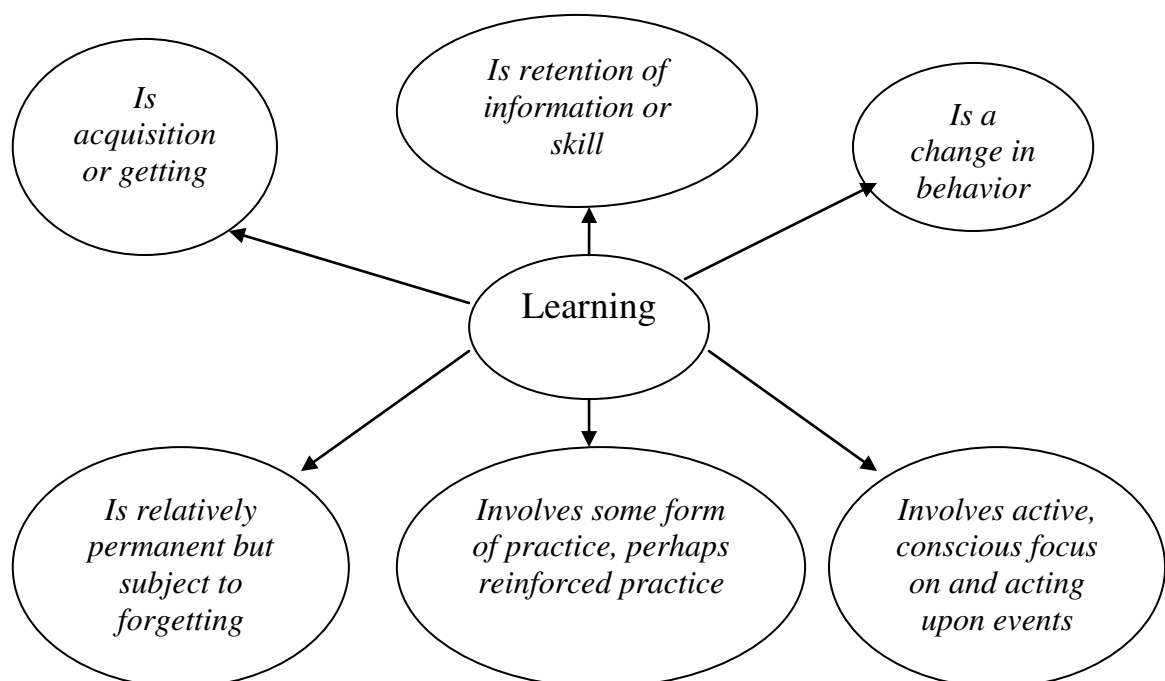
FIGURE1: the components of learning. (Brown, 2000, p. 7).

These concepts can also give way to a number of sub fields within the discipline of psychology: acquisition process, perception, memory (storage) systems, recall, conscious and sub conscious, learning styles and strategies theories of forgetting, reinforcement the role of practice, very quickly, the concept of learning becomes every bit into play in the learning of second language as complex as the concept of language. The second language learner brings all these (and more) variables into play in the learning of second language. The language

teacher has to understand the system and functioning of the language that he teaches in order to enable students to achieve it effectively, Brown (2007, p. 8) considered "The teacher's theory of teaching is his theory of learning, *stood on its head»*. This means that a theory of teaching will spell out governing principles for choosing certain methods and techniques. Moreover a theory of teaching, in harmony with your integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning.

1.2. Types of Learning

All human beings use a number of types of learning. These vary according to the context and subject matter to be learned. (Gagne 1965, p. 58, cited in Brown, 2000, p. 92) demonstrated the importance of identifying types of learning. He identified eight types from single learning to problem solving.

- Signal learning: the individual learns to make a precise response to a signal. This is the conditional response of Pavlov.

- Stimulus-response learning: the learner acquires a precise response to the discriminated stimulus. What is learned is a connection, or in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

- Chaining: what's acquired is a chain of two or more, such learning have also been described by skinner.

- Verbal association: verbal association is the learning of chain that is verbal. Basically, the conditions resemble those for other (motor) chain. However, the presence of language in the human begins makes this special type of chaining because internal links may be selected from the individual's previously learned repertoire of language.

- Multiple discriminations: the individual learns to make o number of different stimuli, which may resemble each other in physical appearance to grater or lesser degree.

Although the learning of each stimulus-response connection is a simple occurrence. The connections tend to interfere with one another.

- Concept learning: the learner acquires the ability to make common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects of events.

- Principle learning: in simplest terms, a principle s a chain of two or more concepts. It functions to organize behavior and experience. In Ausubel's terminology, a principle is a "subsume" a cluster of related concepts.

- Problem solving: problem solving is a kind of learning that requires that internal events usually referred to as "thinking" previously acquired concepts and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

It is apparent from just a cursory definition of these eight types of learning that some types are better explained by certain theories than others. For example, the first types seem to fit easily into a behaviorist frame work, which the last three are better explained by Ausubel's roger's theories of learning. Since, all these eight types of learning are relevant to second language learning, the implication is that certain "lower" level aspects of second language learning may be more adequately treated by behaviorist approaches and methods, which certain "higher" order types of learning are more effectively taught by methods derived from a cognitive approach to learning.

1.3. Definition of Language Learner

A simple answer to this question 'who is language learner?' is the one who aims to learn. The student is the person who engaged in study; especially who attends school or who seeks knowledge from professional teacher or book. These learners are from different backgrounds, they try to understand and realize what are their teachers teach them, the

way they behave; if they are good or bad teachers. Therefore, the teacher must be careful to create a positive effect on his or her students, because they will imitate them, Harmer (2001, p; 20) noted down that:

> As teachers, we need to be sensitive to these different backgrounds. We need to be able to explain what we are doing and why; we need to use materials, offer topics and employ teaching techniques (…) to suit the different individual expectations and tastes.

This clearly indicates that teachers should take into consideration learners' different background, design activities, and use appropriate methods and techniques to meet learner's needs.

1.4. Types of Learners

- **Extrovert learners**

They are active; enjoy group work and relationship with others. They are sure to understand only when they explain the new knowledge to themselves or to the others. They are also assertive, take risks, and make social contacts and practice language. Hedge (2000, p. 20) indicates that "extrovert students may be silenced and may lose their enthusiasm if taught by irritated teachers". Hence teachers should be aware of this fact.

- **Introvert learners**

They examine, observe, and take information introspectively; they prefer silent reflection before speaking which leads them to avoid any risky conversation. The introverted learners are to think quietly before reacting. For this reason they prefer writing exercises and working individually.

- **Sensing**

This kind of learners tends to intake and stock information through senses, they like facts and experimentations. They use memorization as a learning strategy. Sensors like grammatical rules. They have a tendency to follow rules and standard procedure and are very slow and extremely.

- **Intuitors**

They dislike details and are bored by repetition. In fact they enjoy variety and tend to be imaginative. They can speak correctly and fluently but they are not able to explain the grammar rules because they seem to hear them subconsciously. Intuitors tend to grasp the general concepts and miss the details and that is why they are inaccurate, in other words they are quick and careless.

- **Thinking**

They are very organized and self-disciplined. They are good at analyzing and hate abstract words or expressions. Thinking types are very anxious about their performance because their self-esteem comes from the degree of their achievement.

- **Feeling pupils**

They enjoy working with harmonious groups and they can't learn anything if they feel they are not appreciated or are rejected by their peers or their teachers. They enjoy pair work and small group exercises. They are much attached to their teachers and do exactly what they want them and trash them to do.

- **Judging**

These types of pupils learn only what they think and judge when necessary to know when a task is given. They need always to know why they have to do it and know much they will learn term goals because they need to feel that they progress continually.

- **Perceiving**

These students are curious, spontaneous, and easy to adapt. They undertake many tasks but don't necessarily complete them. They like fun in the classroom. In fact, they spend much more time in fan than in achieving.

1.5. Learners' Differences

Each individual is unique and different from others; thus, learners are not motivated in the same way and not at the same degree. Motivation varies according to the learners' needs, competencies, and cognitive skills. These should be taken into consideration when choosing the teaching methods, materials, activities so as to ensure success for all. Mc Donough (1981, p. 130) argued that:

> All teachers know that some of their students will coup easily with the learning materials and activities and some will not. Some will succeed and others will not. Furthermore, individual and group differences among students have implications for classroom management.

Therefore, each individual is different from the others and this difference should be taken into consideration by teachers because differences could lead to failure if they are neglected. Most of learners' differences are:

1.5.1. Age.

Students with different ages have different abilities, needs, competencies, and cognitive skills, and need different degree of teachers' attention. As a result, the difference in learner's age has a great impact on their learning rate and success. While in some cases, it allows them to learn successfully, and in others, it prevents them to do so and it will lead them to failure. According to Harmer (2001, p. 37) "it has something to do with the plasticity of the brain". Therefore, children learn languages faster than adults do.

Pinks (cited in Harmer, 2001, p. 38) also speaks about the ability **young people** have to acquire a foreign language, he said, " acquisition…is guaranteed for children up to the age of six, is steadily compromised from them until shortly after puberty, and is rare thereafter". **Adolescent learners** are much harder to convince and to satisfy, when considering adolescents a crucial age in which the individual forges his personality and identity, they do not need a special attention from their teachers but they are very sensitive to their classmates approval. **Adult learners** by contrast are disciplined, respectful, and cooperative as they have

previous language background, bring a wide range of experience to class and they can engage more in communicative activities. They have well set goals and they are able to sustain level of motivation to face boredom

1.5.2. Gender.

In the past, formal education exclusively designated to **males** as "reflecting the cultural expectations that males, but not females, would need education in academic subjects as preparation for occupational and social political roles that they would play in society". (Good and Brophy, 1990,p. 600). Furthermore, males were believed to have a great aptitude for scientific field and score higher on visual special ability, whereas **females** have a better verbal ability especially to learn foreign languages. Males are seen to be more active and interactive in class but require a little attention from the teacher as they attend to misbehave. The teacher works longer with them in giving instruction and in comparing their activities. Females are reserved and passive. There are other differences that are related to styles and participations; men speak more and tend to interact women, people tend to listen to men rather than women, and men are more active in conversation, women do faster listening.

Gender differences should be countered; however, it is sometimes necessary to treat both sexes differently in order to compensate weaknesses, the teacher also has to motivate both genders fairly in order to make effort.

1.5.3. Aptitude.

Hedge (2000, p. 17) said:

> It is common to hear people say she has a flair for languages, or even more specifically, she has a good ear on languages…, some people do indeed have an aptitude for language learning

McDonough (1981, P.17) defines aptitude as "it generally refers to a disposition to be able to do something well". Thus, each individual possess a sort of   ability   which enables him to do any task (learning a foreign language) as good as possible. Harmer (2001, p. 41) believed that "what distinguishes exceptional students from the rest is that they have a usual memories, particularly for the retention of things that they hear". The result we obtained from this expressions is that normal students should not compare themselves with exceptional students, but instead with the re   al situation to improve their level. For instance, if learners are bad in memorization should make more effort to improve this weakness.

All in all, aptitude is important for language learning, it facilitate the learning process rather than hinder it.

1.5.4. Learners' language level.

Language levels are determined by tests and examination grades. Three levels are generally described; the beginner, the intermediate, and the advanced. Beginners are those who do not know any English, Intermediate suggest a basic competence in speaking and writing and an ability to comprehend fairly straight forward listening and reading, and advanced are those who's level of English, allowing them to read and simplifying facts and fiction and communicate fluently with native speaker.

Beginners   intermediate   advanced

False beginners   elementary   lawer   upper intermediate
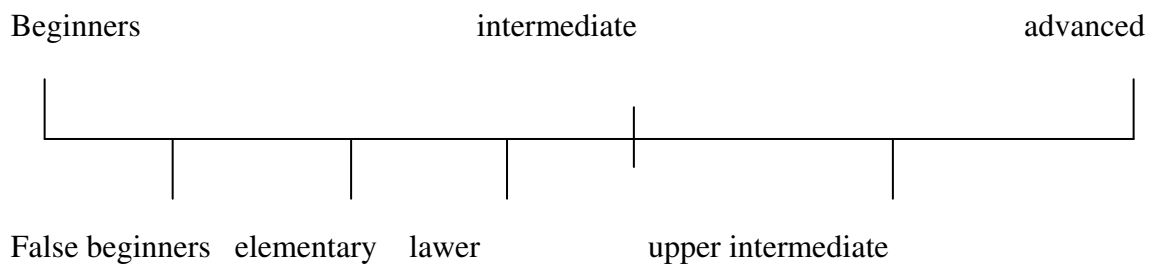
FIGURE 02: the level of students (Harmer, 1998, p. 13).

There are also sub- categories as it is shown in the following diagrams.

Advanced

↑

Upper-intermediate

↑

Mid-intermediate

↓

Lower intermediate pre- intermediate

↑

Real beginners ———→ Elementary ←——— False beginners
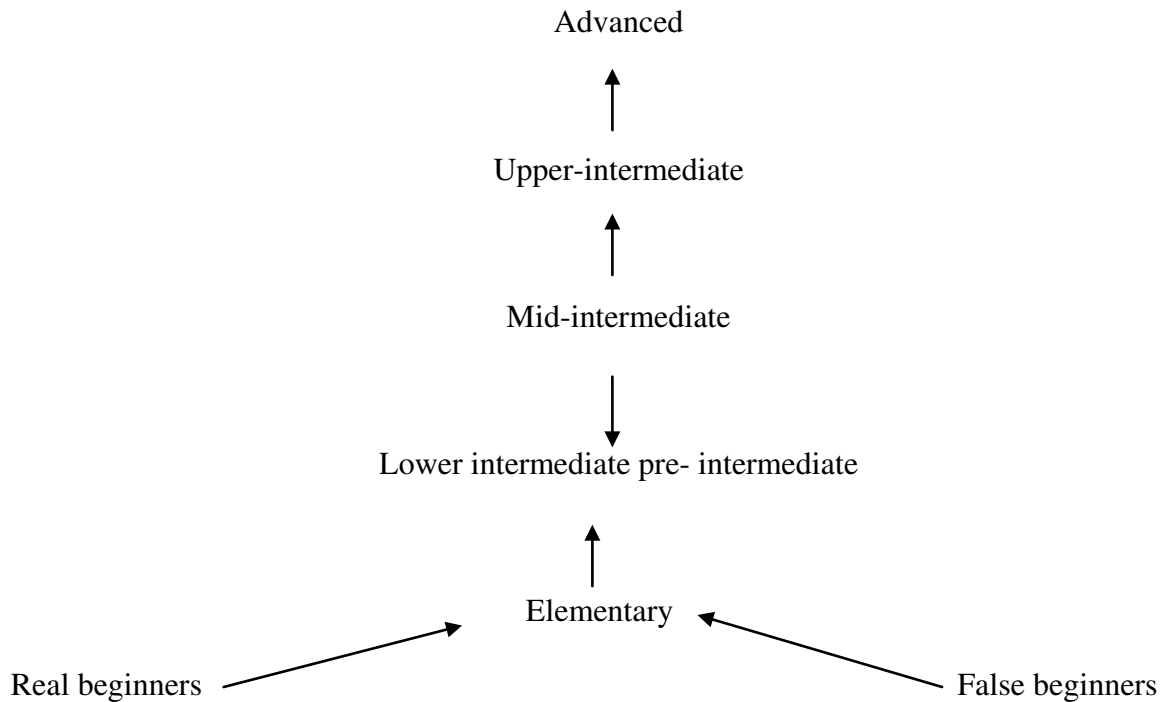
FIGURE 03: terms for students' level (Harmer, 2001, p. 44)

Three are some points which are directly related to the students' level which have to be considered in planning the lesson, choosing materials, applying techniques. Harmer (2001, P. 45) summarized them into the following points.

-It is easier for beginner students to perceive their progress through time then it is for intermediate whose progress is more subtle. Students often get lost. "The plateau effect where they are unclaimed to accept the level they have reached as adequate for their needs and the limits of their capacity". Therefore, the teacher has to re-motivate students by setting clear

goals presenting challenging but achievable activities and engaging their interest and making them do their best.

-Some techniques and activities types can be suitable for one level but not for another, for example, the teacher used repetition to teach new vocabulary and opts four "easy" activities. For advanced level students, however, more complex activities are presented in which discussion, and interaction is usually organized.

-The language used in class varies in its complexity and fluency according to the level being taught

-The last is the choice of the topic, especially those treated in course- books, complex issues that require complex language and abstract items must be left for advanced levels whereas for beginners more simplified topics should be proposed to match their level.

To sum up, individual learners' differences affect motivation to learn. The teacher in class has to consider the differences in aptitudes developmental level, age, abilities, personality, work, mode preference…by introducing some degree of deferential treatments to accommodate them. Also, the teacher has to adopt the instruction to students individual characteristics; he has, then, to achieve congruence between these individual differences and may other variables as teaching material, methodology, learning style, and his own personality.

1.6. Characteristics of Good/Motivated Language Learners

Each learner is unique and differs from the others in terms of personality, background, past learning experience, and attitude towards the target language, etc. all these make it difficult to establish distinct and categorize learners as a good ones. However there are some common features available among almost all learners. Harmer (1998, p. 7) for example said,"…doing homework is the trademark of a good learner" thus, being a good learner is simplified at doing ones homework. From another perspective, a good learner is a self

motivated person, has the desire to learn and to gain knowledge. He is always willing to discover new tasks.

Rubin and Thompson (1982, p.45) mentioned that good learners are:

> Students who can find their own way (without always having to be guided by the teacher through learning tasks), who are creative, who make intelligent guesses, who make their own opportunities for practice, who make errors work for them not against them, and who use contextual clues (cited in Harmer 2001, p.42).

Therefore a learner is good because he uses some specific learning strategies in the study of the foreign language which lead him to success. Moreover, it is a part of a teacher's job to encourage them to create an atmosphere which shows students that their experimentation and questions are welcome (within reason). The teacher can spend some time discussing how to learn with them, guiding them towards their own best methods of study, what elements are necessary for successful language learning in classroom.

Harmer (1998, p.10) summarized some characteristics of a good learner in the following points:

- Have the willingness to listen: a good learner is an active listener; loves what he is learning and cares about everything happen in the classroom. Not only for the sake of paying attention, but also for the sake of listening to the language that is being spoken in order to obtain as much as he can from vocabulary to grasp it with intelligence.

- Have the desire to experiment: good pupils have the willingness to practice the language loudly or quietly, inside and outside the classroom. This is an important advise that helps learners to be always prepared to take risks, to apply things in order to know their functions and to develop some tricks that help to keep conversations going on,   Harmer (1998, p.10) stated that:" many good learners are not afraid to 'have a go".

- Are courageous to ask questions: good students are those who always come up with questions beyond what they have learned from the course and they do not afraid to do so. However, this kind of students can irritate their teacher by asking him irrelevant or difficult

questions. Also, the desire to investigate things is one of good learners' instruments. They find their own way, take charge of learning.

- Have the readiness to think about how to learn: good learner is a self-reliant and self –made person. He is creative, has specific style and strategy, he study on his own; make intelligent guesses. Harmer (1998,P.10) wrote down that: "good learners wants to do everything in a good manner, for example, he always thinks about the best way to read a text and thinks about the best way to write a paragraph".

- Have the acceptance to others corrections: intelligent learners accept to be corrected when they make mistakes. They consider the teacher as a source of information that gives them feedback and they act according to his instructions. When giving feedback, he showed respects to his students when they perform correctly, and encourages them to achieve better when there are mistakes. Also, he should be able to criticize his students in a helpful way rather than blaming them for being wrong to make them responsible for their selves-evaluation and selves-confidence.

From what is said above, we can draw the conclusion that good learners should be really interested in their subject; really motivated since it's up to them to be so (it's something from within the individual). Another element is that they should be responsible of their learning, should do their best to improve their level and to perform much better. So at the end, "good learners…….don't just wait to be taught ".

Carter and Nunan (2002, p. 150) summarized some features of motivated learners.

- Positive task orientation: the learner is willing to tackle tasks and challenges, and has confidence of his success.

- Ego involvement: the learner sees his success in learning the target language important to maintain and promote his own self image.

- Need for achievement: the learner perceives achievement as a need. He overcomes difficulties and obstacles to attain the set goal.

- High aspirations: the learner is optimistic: he goes for demanding challenges, high proficiency, top grades, etc… in brief "success".

- Goal orientation: the learner has a total awareness of the goals of learning, and works towards achieving them.

- Perseverance the continually invests efforts in learning, failure, or lack of progress do not discourage him/ her.

- Tolerance of ambiguity: Burden (1968, cited in, Nunan 2002) describes it as: "the tendency to perceive ambiguous situations as sources of threat". The learner is not lost in confusing situations, he knows that it is temporary; he is patient, and confident that clarity and understanding will come latter.

- Tolerance for critic and correction: the learner uses feedback intelligently from the teacher, listens to his comments and accepts to be corrected.

- Focus on communication: he always looks for patters in target language and he is aware of the message he wants to transmit. "He realizes the need to go and seek opportunities to real people".

- Focus on practice: the learner seeks fluency. The need for communication makes him work for performance and not only for competence. He monitors his own speech and that of others.

Success in language learning depends on the learner himself. A sort of autonomy should be present, added to real interest and a strong motivation in the subject. The role of the teacher is great in motivating learners to be higher achievers. Furthermore, their success in the process of learning can be achieved through the teacher's awareness.

1.7. Reasons for Learning the English Language

There are billions of people around the world who study English, but their purposes for learning differ from one to another. Some of them are obliged to learn it for specific

purposes. However, others have chosen it freely; perhaps they love this system of communication or they are curious to know more about this language, according to Hedge (2000, p.22), we have summarized the most common reasons for studying this language:

- Some students need English for specific purposes; they may need to learn legal language, the language of tourism, banking and nursing. Or, they learn to have a better chance of employment, status and financial reward in the job market.

- Such others need it for academic purposes; in order to study at en English-speaking University or colleague, or they need to access English-language academic texts and to be able to read a wide range of English language sources.

- The study of English language as a future career. To take up a particular job. For example: to be an English language teacher or an employer in an international company

- Others learn it for potential needs; they think it will be useful in some way, for example: to be able to communicate with people in an international language; both in our country or while traveling in other countries.

- Students learn it due to the love of curiosity; they want to find out more about people, places, politics, etc, of English speaking cultures.

- For others, they are interested to master this language in order to be able to read and listen to English language media for information or entertainment

- Perhaps they study it because of parental pressure.

1.8. Learning Theories

Learning theories are conceptual frame works that describe how information is absorbed, processed, and retained during learning, cognitive, emotional and environmental

influences, as well as prior knowledge, all play a part in how understanding or world view is acquired or changed, and knowledge and skills retained.

1.8.1. Behaviorism.

This school of thoughts was very famous and influential during the 1950 and 1960 after the famous "dog- salivation experiment" by petrovich Pavlov, and later experiment by burrlus Frederic skinner. These behaviorists consider learning as a matter of conditioning and adapting to the environment. The most important aspect of this theory is that the learner is viewed as a passive agent, because there is no interest in mental processes and the learner just responds to external stimuli.

Skinner's theory comes to explain the process of learning in terms of operant conditioning, that is, an individual responds to a stimuli by behaving in a particular way, and whatever happens will affect the likelihood of the behavior recurring. If the behavior is reinforced (award) the likelihood of that behavior occurring on a followed occasion will be increased, but if the reinforced (punished) the behavior arising will be decreased. This was explained by (William & burden, 1997, p.9).

Behaviorism had a powerful influence on second and foreign language teaching. Its influence appears in the development of the audio-lingual behaviorist theory as application to language learning, it explain learning in terms of imitation practice reinforcement and habits (Brown and Spada, 2006, p.34). Language is seen as a behavior to be taught and learning a language as the formation of habit. That is, small structured items for example dialogue and sentence of the foreign language referred to stimulus to which the learner responds by repetition or substitution this is accompanied by reinforcement by the teacher. The role of the teacher is to improve the learner's good language habits by pattern drills which are the" memorization of dialogue or choral repetition" (William and Burden, 1997, p .10).

Error must be avoided." A way to anticipate errors was to conduct a contrastive analysis, comparing and contrasting the student' native language with the target language". (Chelli,

2006, p.32). This means offers a way to identify and correct errors, therefore, prevent bad habits.

1.8.2. Cognitivism.

"In contrast to behaviorism cognitive psychology is concerned with the way in which the human mind thinks and learns. Therefore, Cognitive psychologists are interested in the mental processes that are involved in learning". (William and Burden, 1997, p.13). The cognitive theory as put forth by Ausubel is perhaps best understood by contrasting rote learning. In the perspective of rote of learning, the contexts of meaningful takes are much concerned on new significance. Ausubel (1968, p.108, cited in Brown, 2000, P. 83) described rote learning as the process of acquiring maternal as "discrete and relatively isolated entities that are relatable to cognitive structure only in an arbitrary and verbatim fashion, not permitting the establishment of meaningful relationship". That is, rote learning involves the mental storage of items having little or no association with existing cognitive structure. For example, most of us can learn a few necessary phone numbers and ZIP codes by rote without reference to cognitive hierarchical organization. Meaningful learning, on the other hand, may be described as the process of relating and anchoring new material to relevant establish entities in cognitive structure. As new material enters the cognitive field, it interacts with, and is appropriately subsumed under, a more inclusive conceptual system. The very fact that material is subsumable, that is, relatable to stable elements in cognitive structure, accounts for its meaningfulness. The cognitive theories are much concerned with meaningful rather than rate learning which involves building structures to store and process information in an organized way. That is, this approach considered the learners as fully active participants in the learning process, and they are required to use their minds to observe, think, categorize, and hypothesize.

1.8.3. Constructivism.

"Constructivism is a psychological and philosophical perspective contending that individuals from a construct much of what they learn and understand". (Burning et al, 2004; cited in Schunk, 2009, p.235). Whereas, it was defined by (William and Burden, 1997, p.11) as following:

> Constructivism is basically a theory – based on observation and scientific study- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on that experience.

According to this definition, constructivism focuses on the interaction of a person's and situation in the acquisition and refinement of skills and development of knowledge. There are two types: cognitive constructivism and social constructivism.

- **Cognitive constructivism**

Refer to the idea that knowledge is acquired from the previous knowledge not from the exposure to the external world. Thus, knowledge develops through the cognitive action. Piaget's theory of cognitive development is relevant to this perspective; he is interested in the way people know things from the infancy to adulthood. Therefore, his theory is more concerned with the process of learning." It suggests that we come to know things as direct result of our personal experience, but that we make sense of those experiences at different stage of our lives" (William and Burden, 1997, p.21). Piaget saw the cognitive development as a necessity for maturation that happens through the interaction of genetics characteristics and experience. The developing mind viewed as balance between what is known and what is experienced which we call equilibration. Equilibration is accomplished by the process of assimilation and accommodation.

- **Social constructivism**

Refer to the idea that knowledge is derived from the interaction between individuals and their environment. Construction is not related only the external world nor to working of the mind, but "knowledge reflects the outcomes of mental contradiction that result from one's

interaction with the environment" as mentioned by (Schunk, 2009, p. 238). Lev Vygotsky is considered famous psychologist with his developmental theory.

1.8.4. Humanism.

The humanists focus is the learner himself. They give much importance and consideration to his emotional and effective development as well as his cognitive process. This new theory appeared in the 1980 and its proponents were against the passive conformity of the schools. They were for encouraging teachers to push and advocate students to state their own learning objectives, to choose the texts and activities which call for their interests. All in all they tried to help learners to respond more openly and more effectively.

Patterson, one of the humanistic theorists proposed a list of principles that should be introduced to schools in order to reach higher and better cognitive and effective results. Among these principles the following:

- Open scheduling

- More active learning

- More student's independence

- More stress on creativity

- More opportunities for self-evaluation

- More co-operative learning

- A greater emphasize on personal integrity, new academic potential, and an intrinsic curriculum.

Humanistic theory of learning tends to be high value-driven and hence more like prescriptions rather than description. It emphasizes "natural" of every one to learn. It process; so the teacher relinquishes a great deal of authority and becomes facilitator.

Maslow theory was hierarchical in that more basic needs needed to be met before time and space were given over to achieve other higher needs. He (1960) argues: "the single,

holistic principle that binds together the multiplicity of human motives is the tendency for a new and higher. He categorizes the needs into two groups".

The first group is referred **as "deficiency needs**" because they motivate people to act only when they are unmet to some degree. It comprises four levels.

- Psychological needs: food, water, activity, rest, sex…

- Safety needs: security, protection, shelter.

- Belongingness and the love: receiving and giving love and affection.

- Esteem-needs: respect, achievement, self esteem.

The second group is referred as "**growth needs**" because people constantly strive to satisfy them. Initially Maslow put only one growth needs, self actualization, which refers to self fulfillment (i.e. the need to develop all one's potential talents and capabilities); then, he changes his mind by including other levels: cognitive needs (as curiosity, exploration, and understanding), and aesthetic needs (beauty, order, art).

1.9. Learning Strategies

As seen earlier, L2 strategies are specific behaviors or thoughts processes that students use to enhance their own L2 learning. The word strategy comes from ancient Greek word strategia which means steps or action taken for the purpose of wining war. The war like for meaning strategia has fortunately fallen away, but the control and goal directness remain in the modern version of the word (Oxford, 1990, P. 8).

A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. So what makes a strategy positive and helpful for a given learner?

A strategy is useful if the following conditions are present: the strategy relates well to the L2 task at hand, the strategy fits the particular student's learning style preferences to one degree to another. And the students employ the strategy effectively and links it with other

relevant strategies that fulfill these conditions "make learning easier, faster, more, enjoyable, more self- situations" (Oxford, 1990, p. 08).

"Learning strategies are techniques, principles, or rules that will facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and setting". (ibid). These authors support the need to teach students how to use learning strategies to improve comprehension and retention of classroom content. Equally important is teaching students how to generalize learning strategies outside of school.

Learning strategies are defined as" specific actions, behaviors, steps or techniques such as seeking out conversation patterns, or giving oneself encouragement to tackle a difficult language task used by students to enhance their learning" (Scarcella and Oxford, 1992, p. 63) When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand these strategies become a useful tool kit for active, conscious, and purposeful self-regulation of learning.

To sum up, students are not always of the power of consciously using L2 learning strategies for making learning quicker and more effective. Skilled teachers help their students to develop an awareness of learning strategies and enable them to use a wide range of appropriate strategies.

Hedge (2000, p.19) claims that: "strategies are techniques used by learners to deal with input, assimilate new language, store, retrieve, and practice using it". He sets four types of strategies:

1.9.1. Meta-cognitive strategies.

these strategies enable the learner to direct his learning through preparing the lesson before studying it, concentrating with the teacher during the explanation, and then revising it at home, Hedge (2000, p.78) sets four categories: "planning for learning, thinking about learning and how to make it effective, self- monitoring during learning, and evaluating of how successful learning has been after working on language in some way".

1.9.2. Cognitive strategies.

These strategies enable the learner to use his mental abilities in order to deal with tasks using different ways, and stock the knowledge. They involve six categories:

a.   Clarification; it is to test whether the rule or the concept used by the student is correct or not.

b.   Guessing; it is the way learners make hypotheses about the form or the meaning of language and how it works.

c.   Deductive reasoning; it is used by the learners in order to look for the general rules or language and understand it.

d.   Practice; it is the way that learners use in order to stock and retrieve the language, for example: rehearsal and imitation.

e.   Memorization; it is linked to the storage and retrieval of the language elements, like: arranging information for storage.

f.   Monitoring; it is the learner remarks of his mistakes and the way he receives information in order to test his own abilities and practices.

1.9.3. Communication strategies.

These strategies are useful when the learner faces a difficulty during conversation and he uses gestures or mimes in order to maintain it. They enable the learners to develop their communication skills. Hedge adds that: "the value of these is that they keep learners involved in conversations through which they practice the language" (2000, p.79).

1.9.4. Socio-effective strategies.

These strategies provide learners with opportunities to practice the target language, such as: talking with native speakers, watching TV programs in that language, working with group on tasks (as cited in; Bencharef 2009, p.109).

In fact, all these strategies and others are used by learners to succeed in their tasks of learning a language. Some of these strategies are used consciously, while others are used unconsciously whatever their labels and categorizations. They are very useful in providing learners with more self- reliance and autonomy in their learning.

Conclusion

Through this chapter, we conclude that learning is long and difficult process because the learner acquires new knowledge which affects his behavior. We also discovered the efforts from scholars to obtain the relevant way for learners and teachers to get best result in the process of learning, and we can say that these efforts have been fruitful, thus, we can never neglect the role of these theories and strategies in instruction and each theory has its importance in the process of learning.

Chapter Two

Internal and External Factors Affecting Learners' Achievement in EFL

Introduction

In addition to the examination of various learning theories, strategies, this chapter focuses on the most important part in this research which tries to find out the main factors influencing the learners' achievement in English. There are undoubtedly factors we want to consider in developing learning a foreign language. These developmental factors will differ

according to the context, and also place constraint on what students are capable to do in learning English. We divided this chapter into two sections entitled; internal factors which consist of three points: intelligence and perception, self esteem and learning styles, external factors that include motivation, and socio cultural states.

2.1. Internal Factors

They are factors which come from inside the individual.

2.1.1. Intelligence.

2.1.1.1. Different views about intelligence.

Intelligence is an issue that has been dealt with from many psychologists over many years till now." The term intelligence has traditionally been used to performance on certain kinds of tests. These tests are other associated with success in school"(Brown and Spada, 2006, p.57). Nearly the same definition is provided by (William and Burden, 1997, P. 17)" if asked to define what was meant by intelligence most people would probably refer to some form of inborn, general ability which enable some of us to better or faster than others".

Oller, (cited in Brown, 2000, p.17) suggested that intelligence may after all be language based." Language may not be merely a vital link in the social side of intellectual development; it may be the way foundation of intelligence itself".

In relating intelligence to second language learning, we can say" such a view tends to assume that intelligence is fixed at birth"(Williams and Burden, 1997, p.17), that is, this perspective considers the success or failure in learning English language to intelligence. If the student is logically smart, he will be able to succeed in learning a second or foreign language. These views of fixed intelligence dominated in the 1950. The famous proponents of this view were Carroll and Sapon in their work Carroll and Sapon's modern language aptitude test of MLA (1950).

2.1.1.2. Multiple intelligence.

In recent years this perspective has changed, some researchers as Gardner (cited in Harmer, 2001, p. 46) argued that instead of viewing intelligence as unitary, he suggests that there are seven kinds of intelligence.

- **Visual spatial intelligence**

The learners who have this ability tend to perceive the world in Images they prefer to be taught through pictures, video, maps, charts, etc.in fact they create mental Images in order to retain information.

- **Verbal linguistic intelligence**

This type of learners tends to think in words rather than pictures. They have highly developed auditory skills and an extra ordinary ability to develop speech. Learners of such ability have a strong tendency to become fluent language users.

- **Logical mathematical intelligence**

Learners with this ability have the reason to think in logical way. They have the capacity to connect pieces of information. Such learners have experiments and are always completely conscious and aware about everything and about learning.

- **Bodily kinesthetic intelligence**

They have the ability to use movements and gestures in order to learn they have a strong balance and a sense of eyhand, coordination. They interact with the physical space and people around them and throughout this theory are able to process and retain information.

- **Musical rhythmic intelligence**

Is the ability to produce and appreciate music. Such learners think in sounds, rhythms, and patterns.

- **Interpersonal intelligence**

Learners possessing this ability like interacting with others and have a strong capacity to understand the people around them. They always try to see how the others think and feel, and they try to create co operative between group members and encourage communication.

- **Intra personal intelligence**

These learners have a strong awareness of their inner state of being. They can understand their dreams, desires, relationship with the others, and furthermore their strengths and weakness.

To sum up we can say that all individuals are born with a particular intelligence which determines how their future learning styles would be like. The psychologist Robert Stemberg has also provided a helpful perspective, he argues that what may be intelligent behavior in one country might be viewed as unintelligent in another country. (William & Burden, 1997, p.20).Stemberg (1985, cited in Brown, 2000, P.101), proposed triarchic theory of intelligence which contain three types of smartness:

1. Componential ability for analytical thinking

2. Experimental ability to engage in creative thinking combining disparate experiences in insightful ways

3. Contextual ability street smartness that enable people to play the game of manipulating their environment (others, institutions, situations, contexts).

2.1.1.3. Impact of intelligence in education.

Intelligence behavior is the role of cognitive skills within specific strategies and appropriate context which frees us from the old fixed view about intelligence, Thus, the learner can improve himself. In addition to the crucial role of the school in improving the students' potential and intelligence, and the teacher also account encounters a great challenge in his task to help learners develop their strategies needed in learning English language and also give then the way of effective thinking as important aspect in education.

2.1.2. Perception.

In fact, perception is one of the most influential factors that have a great impact on learning. Like any other characteristic; perception differs from one individual to another. Before moving to the definition of the term perception, it is important to start with what William and Burden (1997, p. 26)said:" **Minds that have nothing to confer find little to perceive ".**

Many researchers argued that perception is a very complex mental process and at the same time it is of a great help to the individual to interact with his external world. So without such ability, we cannot react to the stimuli we get from the general environment. Therefore, we cannot understand what is going around us. For instance, when a teacher give an activity to his students, the instruction of this activity will be perceived differently. This indicates that each individual learner will interpret or understand the activity depending on his own cognitive capacities. Some will find it easy, while others will find it difficult. In this case their perception is influenced by their feeling toward such a subject. Besides perception there is another cognitive ability which influences learning. This concerns **"attention"** which is according to Wode and Tavris "a fairly stable opinion towards a person, object, or activity, containing a cognitive element (positive or negative)".in our case, the opinion is toward learning in general (1990, p. 25)and learning a language in particular. For instance, when the learner believes that he is in need to teach such a language, this way pushes him to pay more attention to it so that he will achieve the best level; otherwise he will not care about it at all.

Wode and Tavris (1990, p. 192) defines perception as:" the process by which the brain is organized and interprets sensory information". He added that:

> A camera that doesn't care what it "sees". A tape record doesn't ponder what it "hears", but we human beings are different. Not only do we care about what we perceive, but our thoughts and feelings can influence our perceptions.

This shows that perception is an inner process related to senses that has its connection with external world. It is an ability that makes us react to stimulus in the environment, in

order to understand what's going surround us. Moreover, when a teacher gives an activity, for example, some students may find it easy, others difficult because they perceive it differently according to the feeling of importance or relevance they have towards it.

2.1.3. Self-esteem.

2.1.3.1. Definition of self esteem.

If motivation is to be successful, then, it must draw on the whole person and develop his/her self-esteem. Self esteem is considered as an important affective element in the process of scholastic and educational achievement. Hence forth, its absence results the mistrusting of learners own abilities which led them to perform low as an outcomes of this lack of confidence. In this context Brown (2007, P. 154) posits that:

> Self esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity carried out without some degree of self esteem, self confidence, knowledge of yourself and self efficacy belief in your own capacities to successfully perform that activity

2.1.3.2*. Self esteem and self efficacy*

One of the primary affective elements is self efficacy, it is important here to understand the distinction between self esteem and self efficacy. Self esteem is the person's feeling of his/her self worth. Whereas, self efficacy refers to person's belief of his ability to reach a goal.

2.1.3.3. *Levels of self esteem.*

According to Brown (2007, p.142) there are three levels of self-esteem.

- **General or global self-esteem**

It is quite fixed and steady characteristic in grown up people, it does not change over time except through wide treatment. It is considered as the examiner of one's own value across both time and discriminate situation.

- **Situational self-esteem**

It refers to the one's judgment of value in his life as:" social interaction, work, education, home, or any certain relatively discretely defined traits such as intelligence, communicative ability, athletic ability or personality traits like gregariousness, empathy, and feasibility to the circumstances and the particular of personalities.

- **Task self-esteem**

It is connected to specific or particular tasks in particular circumstances such as, scholar education, task self-esteem is related to one side of subject matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem.

All in all, self-esteem is proved through its levels and definitions that it has the most powerful impact on the learners' results and it is in the learner's hand to be excellent or the reverse due to their feeling.

2.1.4. Learning Styles.

As a matter of fact, personalities and styles have been given much importance in Psycholinguistics. While every individual solves problem or learns a set of perspective, each person prefers different leaning styles and techniques. Moreover, everyone can have a mixture of learning styles, but some people may find that they have dominant styles of learning with far or less use of other styles.

2.1.4.1. Different views about learning styles.

The term learning styles refers to "an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills"(Reid,1995, cited in; Brown and Spada,2006,p. 59).In the same view it was defined as by Hedge (2000, p. 18) as " a characteristic and preferred way of approaching learning and processing information".

Learning styles are the general approaches for example global, or analytic, auditory or visual that students use in acquiring new language or in learning any other subject. These styles are" the overall patterns that give general direction to learning behavior"(Cornett, 1993, p. 9).Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or in multiple, intersecting continua. For example a person might be more extroverted rather than introverted, more closure oriented rather than open equally visual and auditory but with lesser kinesthetic involvement.

2.1.4.2. Classification of learning styles.

There is various classification of learning styles; the most known ones are as follows:

- Visual (spatial): this kind of people cannot learn something till they it.

- Aural (auditory musical): they prefer learning by heart.

- Physical (kinesthetic): they prefer using their body, hands, and sense of   touch.

These referred to as perceptually based learning style.

The most common cognitive styles discussed by (Brown, 2000, p. 114) are field dependence and field independence.

- **Field independence style (FI)**

 The ability to perceive a particular items or factors in a field as separate items, in addition, this style enables to analyze separate variables without the contamination of neighboring variables.

- **Field dependent (FD)**

Is the ability to perceive the whole picture or the large view in general about problem or idea.

 According to many studies, researchers conclude that there is a relation between field independent style and success in learning language.

 Many methodologists put several categorizations of learning styles Wright 1987, for example, sets four distinct learning styles:

- **The enthusiast:** is the learner who considers the teacher a point of reference and who shares the goals of the learning group.

- **The oracular:** who focuses also on the teacher but is concerned more with satisfying his/her own goals.

- **The participator:** who is committed to his group and concentrate on their goals.

- **The revel:** who works with his group only to satisfy his own goals.

Another research, willing 1987, tried to describe students learning styles based on his adult students observation. He made four categories, summarized as follow:

- **The converger:** is by nature solitary introvert but independently and confident in his/her own abilities. He is analytic, cool and pragmatic.

- **The conformist**: prefers competence in language learning, he likes working in non communicative classes and dependent on the teacher.

- **The concert:** is also dependent on the teacher but also enjoys the social aspect of learning. He is interested in performance rather than competence.

- **The communication:** is interested in social interaction and is confident in using the language out of class, he works independently for the teacher.

The teacher has to take into consideration these differences in learning styles and treats them accordingly. Therefore, the teacher can plan the appropriate activities, make the most suitable grouping, and give more attention and feedback to those who need it most. In this sense Harmer, (2001, p. 44) states:

> It is possible to carter for each preference all of times, of course. Yet, over a period of time the attention we give to different learning styles will ensure that we do our best not only for the wide group but also for the individuals within it.

Miller and Parlet, (cited in; Wallas, 2001 p. 20) divide learning styles into three categories.

- **The cue seekers:** they are very active students. They elicit from their teachers information about the course and examination.

- **The cue conscious**: they are very able to choose the most useful hints about the course and examinations and other things.

- **The cue deaf**: they are those who don't respond to any hints.

Furthermore, Pask and Scott (cited in, Wallace, p. 21) divide learners into "Serialists" and "Holists".

- **Serialists:** they like to master one thing at a time and to proceed step by step.

- **Holists:** they like to get an overview about all topics and make generalization and hypothesis which are checked and sometimes reconstructed.

"Holists" and "Serialists" succeed to have a deep understanding of lessons, but there happen to appear some troubles when these two approaches are badly handled. For instance, the holists may make wrong hasty judgment whereas, the serialists may take too much time to relate the elements of a topic to reach a complete and a final understanding and they may even fail to match the components of a topic together.

Broadly speaking, teachers should be aware of different learning styles found in a class because this gives him the opportunity to do his best for the whole group as well as for each individual within it. Otherwise if some of them are neglected, hence, they will not succeed.

2.1.4.3. Impact of learning styles in education.

The first step in the teacher's success in teaching English task starts with his classification of learners according to their styles, and understanding that there are different individuals in the classes, the task of the teachers is very important, since, he must plan the kinds of activities that will be appropriate for their student's. In this case, the teacher needs to balance the interests of his students regarding certain individual traits (Harmer, 2001, p.43).

The method is another important point that was treated in many articles in which they talk about the beneficial use of new approach in instruction that takes into account the use of multiple learning styles, this approach is the one that educators have only recently started to

recognize when compared with traditional ones based on the use of limited range of learning and teaching techniques.

As a conclusion the challenge is to find instructional approaches that meet the needs of learners with a variety of aptitude and learning styles. (Brown and Spada, 2006, p. 60).

2.2. **External factors**

They are factors that come from outside the individual.

2.2.1. Motivation.

The reasons why students are learning English are different and very significant. Adult learners may consider learning English as hobby or a cultural pursuit or learn it for communication purposes but in the case of school or university systems. The students have other motives for learning English.

In fact, there is a general belief among teachers that motivation is very important in classroom because it is a precondition for successful learning. Hence the teacher's job is to find the classroom experiences which will enhance motivation.

2.2.1.1. Different views on motivation.

The term motivation is the most unconsciously used term, in the educational field, as to measure learner's achievement in the classroom. Researchers have proved that motivation does matter in class and that the most motivated learners are likely to be the most receptive ones. Garden et al (1976, p.54) state that" learners with different types of motivation may display different patterns of interaction in the language classroom and different progress levels". The term motivation has attracted the attention of many psychologists long time ago. That is why it has been defined differently. It was defined by (William and Burden, 1997, p. 112) as:

> Human motivation to learn any particular thing was accoutered for in terms of what biological needs where being met during the early learning years and what kind of reward or reinforced was provided for early attempt to learn.

From these statements one could draw the conclusion that motivation has a close relation to our needs which lead to the satisfaction of those needs and realization of those goals. In our case the needs to be satisfied and the aims to be achieved are learning a language. Being motivated to learn a second language is a way to fulfill many goals as it is mentioned in the following statements:

> Achievement in language learning is many sides: some students wish to become linguists, translators, interpreters, and so forth; others to get prestigious job; others to survive on other causes taught in the new language (perhaps competition with native speakers); others in some parts of the world, to identify with other language community. (Mc Donough, 1981, p. 155).

Ellis (1993, cited in; Hedge, 2000, p. 23) claimed that, as teachers, we should know all factors involved in motivating students to achieve tasks. He suggested the following variables:

-To give more time to group work and try to build cohesiveness within the group.

-To be aware of differences in motivation in emotional responses, and in learning styles and strategies.

-To encourage students to built awareness of their personal preferences.

-To provide variety of activities (listening, reading), teaching strategies, interaction.

2.2.1.2. Extrinsic and intrinsic motivation.

The degree, to which learners are intrinsically or extrinsically motivated to succeed, appears to be the most powerful dimension in the whole motivation construct. The two terms will be, here largely developed.

- **Extrinsic motivation**

There are moments when the learner's intrinsic motivation is insufficient. In such case, resource has to be made to motivation as an extrinsic kind. It is the desire to perform and succeed for the sack of accomplishing a specific result; it is that which drives from the influence of some kind of external out comes behind the self wishes like: grades, rewards, and teachers' support.

Learners see that successes should be rewarded so, they draw expectations and do their best efforts in order to achieve them.

Some studies, however, suggest that learners may be motivated by both kinds of motivation and that one influence the other. (Harmer, 1998,p. 311) states that:

> Although initially contrasted intrinsic motivation and extrinsic motivation, one can also imagine situations in which intrinsic and extrinsic rewards might correlate, as it were, to motivate learning.

- **Intrinsic motivation**

Originally, the notion of intrinsic motivation has been developed as an alternative to goal directed theories of motivation that deals with the role of extrinsic rewards and punishments. In addition to curiosity and discovery, interest is considered as the main element in motivation, it is the" positive response to stimuli based on existing cognitive structures in such a way that learner's curiosity is aroused and sustained". (cited in Ellis, 1994, p. 515).

Deci, (1975, cited in Brown 2000, p. 164) defines intrinsic motivation as:

> Intrinsically motivated activities are ones for which there is no rewards except the activity itself. People seem to engage in the activities for their own sacks and not because they lead to an extrinsic rewards.

Thus, intrinsic motivation comes from the joy or pleasure derived from language learning itself. Learners who are intrinsically motivated enjoy being involved in tasks of the language learning. So, teachers should use such motivating tasks and activities in order to keep on their students' level of motivation.

2.2.1.3. Integrative and instrumental motivation.

- **Integrative motivation**

It is described as how much an individual wants to integrate with the target language community in order to feel that he fits in. It involves an interest in learning a second language because of "…Sincere and personal interest in the people and culture represented by other language group"(Lambert, 1974, cited in; Ellis, 1994, p.119). In the same sense, Garden et al (1996, p. 509) added:

> Integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with other group.

Integrativeness affects positively the learner's behavior; the learner seizes every opportunity to learn more. Furthermore, learners who are integratively motivated are more active in class and give more correct answers, and have better results than those who are not motivated. However, the generalization is that achievement in second language is facilitated by integrative motivation.

- **Instrumental motivation**

Garden, (1985, p. 76-) said that:

> More functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examination.

From this statement we can deduce that an instrumentally motivated learner, has almost no interest in the members of L2 community, but only uses their language as an "instrument" for personal satisfaction. Therefore, learners are in need of the target language to achieve a practical goal to pass an exam, increase one's chance to get a job. In the same sense, Ellis, (1994, P. 514) said:

> Learners with an instrumental reason for learning a L2 can be successful; however, learners with incentives (such as money) may also aid learning buy increasing the time learners spend studying.

All in all, students who felt most warmly about a language and who wanted to integrate into the culture of its native speakers were more highly motivated (and learned more successfully than those who were only learning language for getting a job. In other words integrative motivation was more powerful than instrumental, but whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all(Garden and Lambert, cited in, Harmer, 1998, p. 8).

2.2.1.4. Source of motivation.

Motivation to learn English can be affected by the attitude of a number of people, since; they form part of the world around the students.

a-The society we live in: outside any classroom there are attitudes to language learning and the English language in particular. Is the image of English in the society positive or negative? All these attitudes will affect the student's attitudes toward the English language and the nature and the strength of these attitudes affect the motivation of the students.

b-Significant others: the attitude of the student to language learning will be affected by the people who are close to him, the attitude of parents and older brothers and sisters will be effective, in addition, the attitude of a student's peers, if they criticize some subjects or activities, the student's motivation may be influenced.

c-The teacher: clearly the important factor in the continuance of student's motivation is the teacher. His attitude towards the language and the task of learning will be vital. He is considered as responsible about the positive classroom atmosphere.

2.2.1.5. The strategies for raising students' motivation.

The language teacher needs to understand the system of functioning of foreign language, and to recognize his students' needs and interests. A learner may arrive in class with a certain degree of motivation. The teacher as an agent of change has a lot to do in order to modify this. It can be said that there are several motivation strategies that are used to achieve goals. Some of them are pointing as follows according to Bencharef (2009, p.109) the teachers have to:

- Create an atmosphere that is open, helpful and positive; the teacher in school should provide a safe climate physically and emotionally. Moreover, the students have to know that it is okay if they fail without penalty. They have to be aware that they learn more from making mistakes.

- Help students to feel that they are valued members of a learning community and teach them how to evaluate themselves; help them to be realistic in evaluating themselves.

- Ensure opportunities for students' success by giving tasks that are neither too easy nor too difficult.

- Help learners find personal meaning values or goals of material that has been selected to develop higher self- concept.

- 'Make it real': try to create learning activities that are based on topics that are related to the students' lives, try use local examples; their outside interests.

- Offer choices: learners with no voice in the classroom are decreasing in motivation. The teacher has to give options and choices that can help them to determine their own grading scale.

- 'Balance the challenge': do not give to his students too simple tasks; they feel that their teacher belief that they are not capable for better work. It promotes boredom on the class. Or, give them complex tasks; that are unattainable, may undermine self- efficacy and create anxiety.

- Provide varieties that encourage real communication: the variety in topics, activities, materials, the teaching method, etc. For examples: use peer models and role models, or invited guest speakers and use audio visual aids. This plays an important function in students' achievement of the task and development of their communicative competences.

- Have a sense of humor: it describes as a teaching technique for developing learning milieu, for instance: telling jokes, riddles, funny stories and humorous commends. This is helpful in attracting attention, facilitating comprehension, and enhancing motivation.

- Establish a sense of belonging; make students feel welcome and needed: pupils have to feel that they are connected or related to each other and to the task is itself such as: making researches in library, rearranging chairs for group work and offering help to facilitate activities.

- Adopt a supportive style that allow for students autonomy and develop students' interaction with each other and with their teacher. This can foster increase students' interests, enjoyment, engagement and performance.

There are two types of motivational strategies: the first one deal with strategies that are prepared by the teacher, however, the second type, the learner itself brings it to develop his capacities, according to Dornyei (2001, P. 57) "motivational strategies refer to (a) instructional intervention applied by the teacher to elicit and simulate students' motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation".

2.2.1.6. Impact of motivation in education.

The students may be motivated, but this initial motivation needs to be increased, and this is one of the teacher's responsibilities. The following are areas where the teacher's behavior can increase levels of student's motivation.

- Motivating students into the lesson at the opening stages of lesson it has been observed that remarks of teachers about forth coming activities can lead to higher level of interest on the part of student.

- Varying the activities, tasks, and materials the students need to be interested, both with the subject and the given activities, so the teacher should provide students with variety of activities and tasks since this way attract the learner and break the same routine which lead to decrease in intention and increase in boredom.

- Using co-operative rather than competitive goals. The teaching of co-operative learning activities in which the students must work together. Result increase of self confidence of student, since, every participant in co-operative task has an important role to play.(Light Brown& Spada, 2006, p.65).

2.2.2. Socio Cultural Status.

2.2.2.1. Attitude toward language learning.

It is obvious, that the learner's attitude toward the language whether positive or negative has a direct impact on learning. In fact, if it is good, it will foster learning, whereas, if it is bad, it will hinder it and results in failure. So the language learner should be aware of the historical background of that language, its culture, and its political economic and social status in his country as well as all over the world. For example, the students of English at Biskra University should not judge the language in terms of being good or bad just according to their impressions, indeed, they should look for more information about its origins and its development through time. Moreover, they should know more about the culture taught through this language. In addition, knowing its present status in all fields: as being an international language, language of science and technology, language of globalization language of civilization and history, and language of communication. Therefore, having such acknowledge about the language we are learning is of great help to each individual learner.

Wade and Tavris (1990, p. 663) argued" people have attitudes about all sorts of things". Moreover they believe that" attitudes influence how people see the world and the attribution they make to explain events". From these statements, we can understand that people look at things and think about them differently. Our case is learner's attitude towards language learning, some of them may think about English as a prestigious language through which they may obtain prestigious job; also it may help them to travel abroad and communicate with people easily. While, others do not think so. i.e. they learn just for the sake of learning as if they are learning any other subject, they have no ambitious to go abroad that's why they don't care so much about it whether they achieve a good or bad level.

As a result, the positive attitude will be a motivating factor to realize a set of goals, whereas when it is negative it will hinder learning.

2.2.2.2. Socio economic status of students.

Good and Brophy (1990, p. 584) stated that" among individual difference variables used to describe particular students or even entire school population, the most important may be socio economic status (SES) and social class". This indicates that the teacher should know the social background of their students, because learning such a language doesn't depend only on the learner's ability, but also on the attitudes shared by either the members of the society where they live or the closet people to them whether parents or friends.

The two terms SES and the social class are defined differently by Good and Brophy. They consider the SES as a cold, impersonal statistic compiled from indices such as type of occupation, years of education, size of income, quality of housing and desirability of neighborhood. Whereas, the social class usually is defined in a more personal way, that expresses local prestige and respectability (1990, p. 584).The following statement expresses the same idea:" persons are high in social class to the extent that people in their community describe them as respectable, influential or prestigious" (Milles and Parcel, 1981, cited in; Good and Brophy ,1990, p. 584).

In other words learning process is influenced by the society or in particular the social class to which the students belong as well as by its members and how they look at them as being class feed to a high inks. The learner's parents are also another influential part. As Good and Brophy, (1990, p. 584) argued" in any case, parental education level is especially important to teachers because it is linked to parental interest in and attitudes toward education". This shows that the language teacher should take care of is the learner's parents degree of education as well as their kind of job. This led them to know more about how to deal with each individual learner.

Moreover, parental education level whether higher or low, in both cases parents always look for the best to their sons and daughters. If they have a higher level of education, they expect their children to reach the same level; they will be more aware of the value of

education and want their children to do the maximum in order to realize what their parents could not achieve.

Conclusion

after the end of this chapter, all what we would say is that all the factors mentioned above have a great influence on learning in general and learning a language in particular. So the learners should pay attention to those factors and it's up to them to them to enhance their learning rather than to hinder it through those factors. This does not deny the teachers' responsibility by being aware of his learners' different styles, different attitudes toward learning, and their different social backgrounds. As a result, sharing the responsibility for learning is the best way for achieving the best outcomes.

Chapter Three

Analyses of Students' and Teachers' Questionnaire

Introduction

To support our research on the main factors influencing the third year LMD student success in learning English we gave a questionnaire to 30 students and 10 teachers in an attempt to reveal some influential factors in their learning. This chapter describes the questionnaire and analyses the results.

3.1 Description of Students' Questionnaire

The questionnaire used in this research is divided into four sections: the first section is "personal information" that aims to obtain general information about participants. It includes both open and close ended questions. It was submitted to third year LMD students at the end of the session, where many students were absent; therefore, we obtained only 30 answered Questionnaires. The second section is" internal factors"; its primary objective is to give students an opportunity to express their opinions and attitudes towards internal factors. The third section is "external factors"; its primary objective is to give students an opportunity to express their opinions and attitudes towards external factors. The fourth section provides a free space for their personal evaluation and suggestion concerning other factors that are important for successful learning English.

Students' questionnaire is made up of two sections with a total number of 23 questions; each section investigates a different but a relevant issue. The results are analyzed with brief comments of the emerged results.

3.1.1 Section one: Personal Information.

This section contains fourteen questions. It seeks the general information about the participants' sex, age, the type of baccalaureate they hold, whether their choice to study English is personal or imposed and the reasons behind their choice. Also, this section seeks

the students' favorite subject, the preferred way to learn English, and the strategy to improve their learning. If the students like reading English books? , and if the available books at our university libraries are sufficient? , are also among the asked questions. Finally the effect of Algerian social environment on learning English is included in this section.

3.1.2 Section two: Internal factors.

This section consists of three questions; they survey the participants' attitudes towards intelligence, self-esteem and learning styles.

3.1.3 Section three: External factors.

This section also includes three questions; they survey the participants' general attitudes towards motivation, and their attitudes towards English.

3.1.4. Section four: Suggestions.

This section consists of two questions. It seeks participants' evaluation of the internal and external factors. In addition to their suggestions about other factors that influence their success in EFL.

3.2. Questionnaire Analysis and Interpretation.

3.2.1. Section one: personal information

Item 01: Gender

Response	Female	Male
Participants	20	10
Percentage	66.66$\%$	36.66$\%$

Table 01: Students 'gender distribution

The table shows that the majority of the students (66. 66$\%$) are female and only (36.33$\%$) are males because female are likely to be more interested in learning foreign languages.

Item02: Age

Response	18-20	20-25	More then 25
Participants	7	20	3
Percentage	23.33٪	66.66٪	6.66٪

Table 02: Students age categories

(66. 66٪) of participants are 20-25 years old, (23.33) ٪of them are 18-20 years old

and only (6. 66 ٪) of the students are more than 25. This means that third year LMD students

are from different age categories; therefore, different learning experiences.

Item03: type of baccalaureate

Response	Literary	Scientific	Technical
Percipients	22	6	2
Percentage	73. 33٪	20٪	6. 66٪

Table 03: Students' type of baccalaureate

According to students' answers, (73, 33 ٪) of them are literary, 20 ٪are scientific and

only (6.66٪) are technical. This shows that most participants came from a literary background

in which English is an important study subject.

Item 04: Your choice of English was:

Response	Optional	Imposed
Participants	23	07
Percentage	76.66٪	23.33٪

Table 04: Students' choice of English

(76.66٪) of the respondents said that the choice of English was optional because they

were interested in learning foreign languages, especially English. (23.33٪) were obliged to

learn English by their parents or their average that does not allow them to choose another

branch.

Item 05: How do you rate your proficiency level?

Response	Very good	Good	Average	Low	Very low
Participants	04	16	10	00	00
Percentage	13.33٪	53.33٪	33.33٪	00٪	00٪

Table 05: Students' proficiency level in English

As it is mentioned above most of the students (53.33٪) have a good level. Only (33. 33٪) of them reported to have average level and 13, 33٪ of them said their level is very good. This means that they have background knowledge and they are exposed to English.

Item 06: Does your score reflect your level? If 'no' or 'somehow', explain

Response	Yes	No	Somehow
Participants	09	07	14
Percentage	30٪	23.33٪	46.66٪

Table 06: Grades reflection of student's real level

(46. 66٪) of the participants said that their marks somehow reflect their level because of limited time, luck of concentration in exams and some teachers do not give them what they (30٪)answered that their scores reflect their level.

Item 07: Are you satisfied with your level? If 'no', say why?

Response	Yes	No
Participants	11	19
Percentage	36.66٪	63.66٪

Table 07: Students' level satisfaction

Students were asked whether they satisfied with their level or not 36, 66٪ of students said that they are satisfied because they have done their best for three years, while 63, 33٪ of them said that they are unsatisfied, because of the difficulty of some modules, luck of

vocabulary, inability to communicate fluently and difficulty to understand the native speakers' language.

Item 08: What is your favorite subject?

Response	Literature	Grammer	Others
Participants	09	13	08
Percentage	30٪	33.33٪	26.66٪

Table 08: Students' favorite subjects

As far as participants favorite subjects is concerned, (33.33٪) of them choose grammar they argue that we cannot produce correct language without the mastery of its rules. Most of them insist on the importance of grammer in learning English. (30٪) of the students prefer literature and argue that this discipline is very rich, thus, they give a student's large amounts of vocabulary and variety of styles. (26. 66٪) of them are interested in various subjects to enrich their speaking competence.

Item 09: How do you prefer to learn English?

Response	Teacher learner interaction	Learner-learner interaction	Text based(reading handout)
Participants	16	06	08
Percentage	53.33٪	20٪	26.66٪

Table09: Students' preferable way to learn English

From the students answers we have found that (53. 33٪)prefer to learn through teacher-learner interaction which contributes to the development of the communicative competence of the students, and also provides the learners with the relevant information since the teacher is supposed to know more than students. About (26, 66 ٪) are supporters of text based learning (reading handout); they claim that with such way they feel free to acquire necessary information in their opinion the information given in the handout is sufficient. The

rest or (20$\%$) prefer to learn with their peers since the student overcomes the difficulties that he/she encounters in the classroom as fear and shyness receives all answers from his peers.

Item 10: According to you, how can you improve your learning English?

Response	Read novels	Watch films	Other ways
Participants	08	11	11
Percentage	26.66$\%$	36.66$\%$	36.66$\%$

Table10: Students' way to improve learning English

Concerning what English students should do to improve their English, (36, 66$\%$) of the students answered that they improve their English by watching movies and listening to native speakers, this way develops their pronunciation. (26.66$\%$) said that they give importance to reading novels because they provide them with new vocabulary, good styles that make them good writers.(36.66$\%$) said that it is necessary to learn English by the permanent contact with people especially pairs in addition to the use of records, TV shows and reading stories. Moreover students suggest that the best way to improve learning English is to interact with native speaker which helps them improve their speaking and communicative competencies since the primary aim of the language is to communicate.

ITEM 11: Do you like reading English books? Explain

Response	Yes	No
Participants	19	11
Percentage	63.33$\%$	36.66$\%$

Table 11: Students' reading English books

(63.33$\%$) of students like reading English books. In their opinion, they like reading books so much, and they feel interesting when they read books, since, reading enriches and deepen their thinking by acquiring different styles and a large repertoire of terminology. (36, 66)$\%$ of the students respond with no. they are not really interested in reading; they find

reading books boring because when they read they sometimes find in one page plenty of new words, so they have to use the dictionary many times.

ITEM 12: Do you think that available books at the level of our university libraries are sufficient for EFL learners?

Response	Yes	No
Participants	9	21
Percentage	30٪	70٪

Table 12: Availability of books in the library

The majority of the students, (70٪) of them think that there are few books and sometimes they are irrelevant; they comment if they want only to read no number of books is sufficient, but if they have research papers they found it not sufficient because of the large number of students who ask for those books. Whereas, (30٪) of them said there are sufficient books but the problem was in the learners who do not make use of them.

ITEM 13: Do you think that the content (intensive courses) in three years is sufficient? Explain

Response	Yes	No
Participant	8	22
Percentage	26.66٪	73.33٪

Table 13: Sufficiency of three years of learning

Asked whether the time allocated for the content (intensive courses) in three years is sufficient, (26. 66٪) answered affirmatively and (73.33٪) answered negatively. The former expressed disappointment. In their point of view three years are not sufficient since they need to learn much more in comparison to their future hard task of teaching; they think that they cannot teach with what they have acquired. However, the latter have an optimistic point of view, they said that if they compared their level with the students of classic system they

would not found differences; in addition, the LMD system gave them the opportunity to deal with other additional modules.

ITEM 14: Does the Algerian social environment affect negatively learning English? Explain

Response	Yes	No
Participants	20	10
Percentage	66.66٪	33.33٪

Table 14: Effects of Algerian social environment on learning English

Discussing the problem of the effect of the Algerian social environment toward learning English, here are some of point of views: the majority of the students (66 .66٪) think that their environment does not encourage learning English according to their traditional and social norms, but sometimes the Algerian social environment is a hurtful factor because when the learners try to speak or practice English they consider them showing off themselves. Whereas,(33.33٪) say that nowadays the Algerian social environment is an intellectual and open minded one and it encourages learners because people know the necessity of foreign languages in the era of globalization.

3.2.2. Section two: Internal Factors.

Item 15: Do you think highly intelligent students are good learners? Explain

Response	Yes	No
Participant	12	18
Percentage	40٪	60٪

Table 15: Relating intelligence to learning

Asked whether highly intelligent students are good learners, (60٪) answered negatively, while (40٪) answered positively. The former said that intelligence alone is not enough to be a good learner because there are learners who do not exploit their intelligence perfectly especially in exams because they are egoists; therefore they lose their intelligence and do not do well. The latter finds that there is a strong relation between intelligence and

success in learning English. They say that intelligent learners are good learners because their capacity to learn is better than others. Therefore, they depend on their cognitive capacities not on memorization. Moreover, intelligent students are creative.

ITEM 16: How do you evaluate your self esteem?

Response	High	Medium	Low
Participants	09	20	01
Percentage	66.66٪	30٪	3.33٪

Table 16: student's self- esteem

   Concerning learner's level of self esteem, (30٪) of students have a high level, (6. 66٪) have a medium level, whereas, (3. 33٪) said their level is low. They claimed that teachers should make learners active, participate in oral expression session. When the learners express themselves and speak in front of their classmates, the teacher encourages them (rewarding) this increase self-esteem and the desire to achieve better.

ITEM17: How do you describe yourself as learner? In both cases, explain how

Response	Extrovert learner	Introvert learner
Participation	15	15
Percentage	50٪	50٪

Table 17: Learners' type

   Tackling another element, we asked the students about their participation in the classroom. (50٪) of them replied that they are extrovert learners. They said that they like very much to share with others their ideas, and answer the questions of the teacher even if they are not sure. They feel at ease and understand more when they participate and discuss other thoughts; this indicates that they support co-operative learning. Whereas, (50٪) think that they are introvert learners since they just receive information. In addition, they are quiet and reserved persons. In their opinion, this act refers to their shyness and fear to make mistakes among their classmates. Working alone makes them feel comfortable and satisfied.

Section Three: External factors.

ITEM 18: In your opinion what motivates you to learn English? Justify

Response	Subject interest	Fulfill ambitious	Others
Participants	6	20	4
Percentage	20٪	66.66٪	13.33٪

Table 18: Students' motivation source

We have found that (66. 66٪) of the participants support the second suggestion which is to fulfill an ambition: they all agree that it is the best choice for them to achieve their goals. (13. 33٪) support the first choice that is the beauty of English language. Then the minority of them suggests other choices such as the developmental of their capacities and fulfills their parents' desire and to prove to themselves that they are able to achieve something.

ITEM 19: Do you think the use of authentic materials in class increases your motivation? Justify

Response	Yes	No
Participant	15	15
Percentage	50٪	50٪

Table19: Authentic materials increase students' motivation

(50٪) said that authentic materials do not increase motivation arguing that if the teacher is a good, fluent speaker of English, it is sufficient to motivate them to acquire the language correctly. Whereas, (50٪) asserted that their use increase motivation since, learners exposed to real language presented by native speakers.

ITEM 20: Your attitude about English?

Response	As a prestigious language (get prestigious job, travel abroad, and communicate easily).	Learn for the sake of learning
Participants	27	3
Percentage	90٪	10٪

Table20: Students' attitude towards English

Concerning the attitude of students towards English, the majority of students, (90٪) have the desire to obtain a prestigious job, so they want to earn money and to make their life better. They also hope to go abroad to improve their English and to be good teachers in the future, and to communicate easily since the primary aim of language is to communicate. The rest of the students (10٪) said that they need to acquire knowledge, so they want to learn as much as possible to improve their level and seek good future.

Section Four: Suggestions

ITEM 21: Succeeding in your studies is the reason for your:

Response	Intelligence	Self-esteem	Learning styles	Motivation	Attitude towards English	All of these
Participants	02	04	04	09	05	06
Percentage	6.66٪	13.33٪	13.33٪	30٪	16.66٪	20٪

Table21: students' reasons for their success

Students were asked about the reason behind their success in their studies. (30٪) said motivation because it is the key of success in the teaching learning process, and the success of learning depends on high or low motivation of students. Moreover, without motivation the

goal of learning is difficult to be reached. About (16. 66٪) answered that their success is the reason of their attitude towards English because attitude whether it is positive or negative affects learning. (13.33٪) said they succeeded because of their self-esteem, and their learning styles. However, (20٪) claimed that they succeeded because their intelligence. The rest, (20٪) consider all these factors as crucial for successful learning.

ITEM 22: Do you think above factors are important for successful learning English? Suggest other factors

Response	Yes	No
Participants	30	0
Percentage	100٪	0٪

Table 22: The Importance of learning factors

The final question to the students was whether these factors are important for successful learning of English. According to their answers, we deduce that all of them (100٪) answered positively. This truly explains the importance of these factors for successful learning. According to the student's suggestions, we deduce that they should have background knowledge about English language for further successful studies. And as a crucial factor, they must have the desire to learn this language (if there is a will, there is a way). In addition to the necessity of great efforts and hard work to improve their level in English. Finally we can stress the necessity of a variety of references and more researches as helpful tools to the students. Other suggestions students made are: new methods of teaching not only teacher-centered method, the willing, the love of English language, society, etc.

3.3. Description of the Teachers' Questionnaire

The questionnaire has been distributed to ten teachers of different modules, at the English department; only eight copies were handed back. The questionnaire is made of closed and open ended questions. It consists of three sections, and additional one for suggestions.

. Section One: Personal Information.

This section contains four questions; they seek general information about teachers, it means their gender, their qualification, and their experience in teaching at University.

3.3.2. Section Two: General information.

It consists of five questions and seeks information about whether students like the English language, if they need help from their teachers, and the reasons behind the problems they find with English lessons. It also seeks to know teachers' consideration in teaching in terms of learners' personality characteristics, background knowledge, learning styles and strategies, and interest. The teachers' focus on teaching in terms of learners' affective factors, appropriate teaching methodology, and necessary materials is included in this section.

3.3.3. Section Three: Internal Factors.

It contains five questions concerning the teacher's opinions about their students 'intelligence, self-esteem, and learning styles.

3.3.4. Section Four: External Factors.

In this section, three questions were asked to deal with teacher's evaluations of their students' motivation to learn English, and what they do to improve students with low motivation. It also includes learners' type of motivation.

3.3.5. Section Five: suggestions.

Teachers are offered a chance to give their personal opinions and suggestions concerning the subject under investigation: the factors behind learner's success.

3.4. Questionnaire' Analyses and Interpretation

3.4.1. Section One: Personal Information.

ITEM 01: Gender

Response	Female	Male
Participants	4	4
Percentage	50℅	50℅

Table 01: teachers' gender distribution

The table shows that 50℅ of teachers are female and 50℅ are males. This indicates the different gender of English teachers.

ITEM 02**:** Qualification

Response	License;B. A	Magister. M ;A	Doctorat;Ph. D
Participants	0	8	0
Percentage	0℅	100℅	0℅

Table 02: Teachers' qualification

The table shows that all the respondents hold a Magister degree. This reveals that English Departement in Biskra University have experienced and qualified teachers.

ITEM 03: How many years have you been teaching English at university?

Most of teachers questioned have an experience of more than eight years, a period in which it is sufficient to have an effective training and reflective teaching. So it will be easy for them to teach students strategies for communication.

3.4.2. Section Two: General Information

ITEM 04: Are your students open-minded and like the English language? Why, or why not

Response	Yes	No
Participants	8	0
Percentage	100٪	0٪

Table 04: Students like of English

All teachers (100٪) said that their students are open minded and like English language because they have an interest in learning foreign languages especially English because of its value as an international language and because of other reasons such as prestige and because their professional or academic carrier.

ITEM 05: Do your students need help from you? Justify

Response	Yes	No
Participants	8	0
Percentage	100٪	0٪

Table 05: Students' need of teachers' help

Teachers were asked whether their students need help from them or not. All teachers said that they need their help because they have weakness, and encounter a lot of problems and they luck some capacities or positional abilities to deal with certain issues. So they do really need help from their teachers to overcome all them and improve their learning because teachers are supposed to guide and correct them.

ITEM 06: Why do your students find problems with English language?

    a- Because handouts and texts are difficult

    b- Activities are not interesting

    c- Teacher's language is not clear

    d- All of these

Response	A	B	c	D
Participants	2	1	1	4
Percentage	25٪	12.5٪	12.5٪	50٪

Table 06: Reasons for students' problems

(25٪) relate the problems that students find with English lessons to the difficulty of the handouts and texts. (12.5)٪ said that the problem is due to irrelevant activities. The same (12. 5٪) said that because teacher's language is not clear. (50٪) of Teachers claimed that all these variables contribute to create problems with English lessons.

ITEM 07: When you teach, do you take into consideration your students'? Justify

a- Personality characteristics

B- Background knowledge

C- Learning styles and strategies

D- Needs

E- All these

Response	A	B	C	D	E
Participant	0	0	0	0	8
Percentage	0٪	0٪	0٪	0٪	100٪

Table 07: Teacher's consideration of students 'differences

In this item, we asked teachers about what they take into consideration in teaching process. The great majority of them consider that all the characteristics mentioned are important while teaching. A good teaching is a combination of learners' interest, needs, and language proficiency. Knowing these characteristics helps teachers to cope with differenced and difficulties through establishing an appropriate method and techniques and choosing the right type of activities. Therefore, teachers should consider different criteria related to their students to be effective in their teaching.

ITEM 08: When you teach, do you focus more on? Justify

a- Learners' affective and attitudinal factors

b- The appropriate and affective teaching methodology

c- Necessary materials

d- All these

Response	A	B	c	D
Participants	0	0	0	8
Percentage	0٪	0٪	0٪	100٪

Table 08: Teachers' focus while teaching

Concerning what teachers focus more on teaching, all of them (100٪) consider all the stated variables important for successful teaching and to create a successful learning context. For them everything is important in teaching from teacher's verbal behavior to students' personality. Because when they focus only on one aspect of teaching they can obtain the desired level.

3.4.3. Section Three: Internal Factors.

ITEM 09: Are highly intelligent students successful learners? Justify

Response	Yes	No
Participants	4	4
Percentage	50٪	50٪

Table 09: students 'Intelligence

(50٪) said that learners achieve because of their intelligence, they use strategies, process information, and the more they are intelligent the more they perform. (50٪) said that success is not the result of intelligence but also of persistence, risk taking, patience and hard work.

ITEM 10: Do you think that learners' high feeling of self-esteem affect their academic achievement? Explain

Response	Yes	No
Participation	8	0
Percentage	100﹪	0﹪

Table 10: The effect of high self esteem on learners' achievements

All teachers (100﹪) argue that self esteem is a motivational factor to obtain learning objectives; it leads to confidence which pushes learners to do well in their academic performance. The more the students believe in what they do the more they are motivated thus they pass. Self esteem helps the students to fight shyness and thus they become more independent and learn easily.

ITEM 11: Do your students like to learn through? Justify

Response	Silence and reflection	Moving and doing	Discussi on	All of them
Participants	0	3	1	4
Percentage	0﹪	37.5﹪	12. 5﹪	50﹪

Table 11: Teachers' consideration of students' preferable way of learning

(50﹪) of teachers said that their students like to learn through all these variables because teaching should be eclectic and eclecticism leads to creativity and learners love change. (12.5 ﹪) of them said moving and doing because practice is a key element in improving learning. Language needs a dynamic teacher in order to fight boredom. The rest (37.5﹪) choose discussion because it involves all the learners in learning atmosphere and creates enjoyable co-operative environment that motivates them to learn. Therefore, learning styles different but alike.

3.4.4. Section Four: External Factors.

ITEM 12: How do you evaluate your students' motivation to learn English?

Response	High	Medium	Low
Participants	3	5	0
Percentage	37. 5٪	62.5٪	0٪

Table 12: Teachers' evaluation of students' motivation

The great majority of teachers (62.5٪) consider having a medium level of motivation which is not bad, especially when we consider the factors that may interfere in the process of learning like the difficulty of modules, different teaching methods, and crowded classroom, etc (37.5٪) said that their students are highly motivated to learn English, which is good foreboding for success. (May be because of their enthusiasm).

ITEM 13: Do you think it is possible to motivate all students in class?

Response	Yes	No
Participants	4	4
Percentage	50٪	50٪

Table 13: The possibility of motivating all students in class

This question divided the participants into two group one group (50٪) claimed for the possibility to motivate students in class by being sensitive to students. The other group (50٪) considered it impossible to motivate the whole class, mainly because of the difference between students in gender, language level, aptitude. Thus, they are not motivated in the same way because they cannot be all interested in the same subject or keen to teacher's style. Therefore, teachers need to vary their techniques and bring innovation to class to break routines, also they should design activities which fit their interest, needs, language proficiency, and push them to meet authenticity.

ITEM 14: Do you consider your students motivation as: Justify

Response	Extrinsic	Intrinsic
Participants	4	4
Percentage	50	50

Table 14: Students' type of motivation

(50 ٪) consider learners' motivation as extrinsic because their only aim is to pass exams, make their parents happy because they need help of someone or something to motivate them. 50٪ consider learner's motivation as intrinsic because they really enjoy the language and study it for the sake of acquiring it and communicate.

3.4.5. Section Five: Suggestions.

ITEM 15: Do you think that intelligent, high self-esteem, and highly motivated students? Justify

    a- Do not wait to be taught

    b- Need to be taught

Response	A	B
Participation	8	0
Percentage	100٪	0٪

Table 15: Students' intelligence, high self esteem, and high motivation

All the teachers (100٪) answered positively, they argued that students with these qualifications are pretty ready to be taught, they have the key elements to succeed, and they need to be taught appropriate strategies to make full use of these qualities in proper context. Learners need the assistance of their teachers, if the teacher is polyvalent and brings all time new topics, new material and activities motivation is always maintained.

ITEM 16: As teachers what can you suggest for learners to succeed in their learning process?

Teachers' suggestions include: First they need to be aware of these factors in order to make sense of learning. Learners must be open minded and learn whenever they learn, they

must work hard and avoid being Spoon-fed. They must not relay just on teacher's input, but to search about information. In order to learners succeed in language studies they have to read, write, listen, and speak.

Conclusion

After analyzing the questionnaire addressed to the students of third year LMD and teachers of English at the University of Biskra, we conclude that the participants were very interested in the subject through their contributions. Therefore the majority of the participants responded to the questions given to them. Students agreed that there are difficulties in learning English, so there are problems which should be solved. They argued that learning English language is important for them as future teachers. In addition, the students reported that this problem touched them and they felt weak because they lacked previous knowledge related to English. Moreover, students mentioned other factors affect their success in English, as the period allotted to the LMD system, and they claimed that this period was not enough and must have other chances to be exposed to this language more in order, to be able to accomplish their teaching tasks in the future. The teachers also argued that learners are open minded and like the English language to fulfill their ambition. In order to improve student's motivation, teachers need to set interesting course material and goals that are meaningful, realistic and achievable for students. They also have to create a stimulating and friendly learning environment. By applying these strategies in teaching/ learning process students will be able to reach their learning goals easily.

Chapter Four

Suggestions and recommendations

Introduction

Based on the results obtained from the questionnaire, the present chapter suggests some effective ways that may aid learners to improve their learning process. The role of the teacher is also very significant through the appropriate application of these ways, and increasing students' awareness of them.

4.1. Increasing learners' self esteem.

There are some approaches like those set by Dorneyi (2001), which seek to maintain and increase learner's self confidence for example:

• Providing regular experiences of success through favorable self- conception of L2 competence.

• Encouraging students' contribution and involvement in a task or the course.

• Giving personal words of encouragement.

A safe learning environment affects also greatly learner's self confidence. It is important for them to realize that they are in a safe and secured place. The teacher should also protect his students' self- esteem by making them, experience success, and giving their opportunities to demonstrate positive features through accessible tasks.

Another important thing is to reduce **anxiety** which is very common in foreign language classroom. Where students have to communicate with a foreign language, are likely to make mistakes. The teacher's role here is to help learners accept the fact that making mistakes is part of the learning process; anxiety is also reduced when social comparisons are avoided, and when cooperation is promoted instead of competition. Moreover, the teacher

should build his student's confidence in their learning abilities by teaching them multiple learning strategies including communicative strategies to help them overcome communicative difficulties.

4.2. Promoting learners' autonomy.

Teachers should encourage students to have creative and imaginative ideas, encourage questions and share responsibility involving them in learning and let them free to choose the topics and materials they want. However, this is not always possible when we consider the constraints of the syllabus, the time and the administration. Autonomy is commonly referred to as self determination, "it is the notion of thinking in the sense of reflecting, calculating, memorizing and deciding"; (Barrow and Woods, 1988, cited in Hedge 2000, p. 82).

4.3. Encouraging self evaluation.

Students' self- evaluation is often difficult for the first few attempts; they want to achieve a huge evaluation but are most of times reluctant to "brag" their success. Furthermore, students tend to be too hard on them, yet some other students can be unrealistically generous. The teacher should, however supply students with strategies to fairly evaluate their own performance and progress. He can also help students establish standards for themselves by comparing their own assessment with that of their teachers.

4.4. Making teaching materials and curriculum relevant for the learners.

Achieving goals, adapting interests and activities, orienting values, etc will be all of non sense, if learners cannot work with the practical side of language indeed; it is very demotivating for them to learn something that they cannot see the point of because has no clear relevance to their lives.. Therefore, it is necessary to make the teaching materials relevant to students. Chambers (1999, p. 37) argues: "…if the teacher is to motivate pupils to learn, their relevance has to be the red thread permeating activities".

The teacher should first relate content to the students' interest and experiences. This requires asking students about their hobbies, likes, dislikes, preferences; etc through group

discussion, interviews or questionnaires, content should also be related to students' needs by designing appropriate activities. Focusing on weaknesses and managing to improve learning

4.5. Making students have realistic expectations.

It is widely acknowledged that learners' beliefs about how much progress to expect, and at what space, can lead to disappointment therefore, it is important to help learners get rid of their preconceived notions that they are likely hinder their attainment. To this end, learners need to develop an understanding of the nature second language learning, and should be conscious of the fact that the mastery of L2 can be achieved in different ways, using diverse strategies.

The teacher's role is to make learners aware of the difficulty of the learning process in order to put realistic and expected progress rate, in the learning process in order to put realistic and expected progress rates. In the same time he should reassure them about their abilities and skills to overcome difficulties and to attain success.

4.6. Enhancing the prestige of the foreign language and familiarizing learners with the target culture.

The teacher should first promote integrative values by encouraging a positive and open minded disposition towards the target language, its speakers, and culture. To achieve that, the teacher may include a socio-cultural component in language curriculum. He can quote positive views about language learning through influential public figures, or can encourage students exploring the L2 community by their own searching on internet, reading books, corresponding with native speakers, organizing cultural excursions, or visits the target language country. The use of authentic materials, inviting occasionally native speakers to the classroom and helping establish pulps for the learners are all important to make them accustomed to the foreign culture. Therefore, the teacher should provide a natural real world context for language use and thus help learners became confident using the target language for real. This serves the communicative use of languages.

4.7. Promoting students' intrinsic motivation.

Individual and interpersonal factors have been identified as to promote students' intrinsic motivation to learn the language. Indeed, the teacher's challenge is to make students go beyond their desire and will to learn the language solely for grades or any other extrinsic reward.

The most powerful factor influencing intrinsic motivation is **challenge**. Learners are challenged when they direct their activities towards personally meaningful goals whose attainment requires activity at a continuously optimal level of difficulty. The teacher challenges students by:

- Eliciting cooperation or competition.

- Giving an enough difficult task not impossible at first and gradually build on more difficult tasks.

- Making the attainment of the goals probable but not uncertain the best degree of certainty is seen to be intermediate, when neither successes nor failure is guaranteed.

- Giving performance feedback. This reminds students of their status with regard to the challenge posed by the goals. It should be clear, constructive, and encouraging.

- Relating goals to students' self-esteem. Self esteem is related to motivation because learners consider themselves to be good to the extent that they succeed at challenges.

"Competition": is an interpersonal factor which arises from interaction with students. It is a strong motivation because students can enhance their own esteem when they can compare their own performance to that of their peers. The teacher can, for example, record them doing a task then challenge them to beat their own record.

"Cooperation": students drive satisfaction from working toward group goals. The teacher should manage to promote cooperation among learner through:

- Setting up tasks in which groups of learners are asked to work together to achieve common goals.

- Taking into account group products not only individual products in assessment.

- Providing the students with the some special training for working in group.

Last but not least is **"recognition**" it is an interpersonal factor that increases intrinsic motivation. Learners enjoy having their efforts and accomplishments recognized and appreciated by other (teacher, classmates, or parents). The teacher should recognize his students' efforts through positive comments on approval and appreciation like «you did great", "it's really good, excellent, etc through rewards and prizes, good grades simply through a stimuli.

Conclusion

The data obtained from the questionnaire revealed certain difficulties in learning English. In order to deal with these difficulties, we recommended that learners must draw a plan for their learning future carrier, they have to be ambitious, self confidence, and highly motivated because this represents a source and powerful reasons to do better and succeed in learning English. Besides, the students must work hard to succeed. They must improve their speaking and pronunciation by listening to English spoken by different speakers in different topics and situations.

GENERAL CONCLUSION

The present research attempted to examine and describe the factors influencing third year LMD students' success in learning English. In this work, we shed light on the factors hindering or encouraging students of English in general and third year students in particular.

To answer the questions stated at the beginning, we have investigated this problem relaying on different data gathered from two questionnaires addressed to the students of third year LMD of English at Biskra University and their teachers.

From this research we suggest some solutions that can be achieved with the association of the efforts of some sides, and we hope that would help students in their hard task. First of all the learner must draw a plan for his future when he decides or he is obliged to learn English. He must be ambitious and highly motivated because this represents a source of powerful reasons to do better, and to succeed in learning English. Besides, the students must be brave and able to get rid of anxiety and shyness as obstacles on their way. Then, they have to bear responsibility by learning alone, in addition to their teacher's assistance. Also as Harmer said:"practice makes perfect" (1998, P. 7), therefore, the student must work hard to succeed; he must improve his speaking and prononunciation by listening to English. He should also improve his writing skill by reading and writing. Finally we recommend students to work in groups because; this way helps them to improve their level quickly through co-operation.

The teacher must be in a good psychological state because this affects his students. He also should be experienced and competent; this leads students to benefit from his course and to be interested in what he teaches them. On one hand he should create a good atmosphere in the classroom. And on the other one, he should know his students' hopes and difficulties and correct their errors in an appropriate way because this strengthens the trust between them. Some teachers focus on delivering information to students, therefore, this

makes them rely on the teacher, the thing which prevents them from being autonomous learners. Homework is another way to test their understanding and to foster their ability to deal with research.

The university is an administrative power that has the responsibility to provide learners with logical and good programs and competent teachers in addition to libraries with large number of books available for everybody. Furthermore, more technological materials such as videos, computers linked to the internet, and more seminares with experts in the field from all over the world will be interesting tools to develop the learners' abilities in learning English. We cannot neglect the role of scholarships and students' exchange programs with English speaking countries.

Students who have background knowledge in the second language have vital support to their success. If they had begin their learning English language in early years; they will have more self confidence, will be able to learn more effectively in school, and will not lose valuable time during their studies. In contrast, for many students who have no opportunities to early exposure to second language they struggle just to understand what is happening in the classroom. As a solution it is crucial to have good educators who respect the students' difficulties and encourage them in their studies. Learners must understand that second language learning takes time and efforts.

The most important place that can yield fruitful individual is the family. The good relation between the members of the family encompasses the child or the student with love and care, and this reflect the good production of the student in all side of life especially his studies, because, in this situation he tries to fulfill both his desire and those of his families. Thus, relevant circumstance is crucial factor in the success of the student in learning English. Moreover, parents' degree of education is another important point that influences the level of the student. When the parents are well educated they follow their child step by step in his construction of his knowledge, and they know how to help their child to reach good level in

learning English by providing him with the available and useful equipments that help the student in his studies, also, they orient their child in comparison to their capacities.

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If imposed, please explain

……………………………………………………………………………………………

5. How do you rate your proficiency level in English?

a-Very good ☐

b-Good ☐

c-average ☐

d-low ☐

e-Very low ☐

6. Does your score reflect your real level?

a-Yes ☐

b-No ☐

Some how ☐

If "no" or "somehow", explain

……………………………………………………………………………………………

…………………………………………………………………………………..

7. Are you satisfied with your level?

a-Yes ☐

b-No ☐

If "no", say why? Explain

……………………………………………………………………………………………

…………………………………………………………………………………..

8. What is your favorite subject?

a-Literature ☐

b-Grammar ☐

c-Others ☐

Explain…………………………

9. How do you prefer to learn English?

        a-Teacher-learner interaction ☐

        b-Learner-learner interaction ☐

        c-Text based (reading handouts) ☐

10. According to you, how can you improve your learning English?

        a-Read novels ☐

        b-Watch films ☐

        c-Other ways

11. Do you like reading English books?

        a-Yes ☐

        b-No ☐

  In both cases, say why

………………………………………………………………………………………………

………………………………………………………………..

12. Do you think that available books at the level of our university libraries are sufficient for

EFL learners?

        a-Yes ☐

        b-No ☐

  Explain…………………………………………………………………………………

………………………………………………………………………..

13. Do you think that the content (intensive courses) in three years is sufficient?

a-Yes ☐

b-No ☐

Explain……………………………………………………………………………………

……………………………………………………………………………

14. does the Algerian social environment affect negatively learning English?

a-Yes ☐

b-No ☐

Explain……………………………………………………………………………………

…………………………………………………………………………..

Section two: internal factors

15. Do you think highly intelligent students are good learners?

a-Yes ☐

b-No ☐

Explain……………………………………………………………………………………

…………………………………………………………………………..

16. How do you evaluate your self esteem?

a-High ☐

b-Medium ☐

c-Low ☐

In case it is low, what your teachers do to encourage you to raise your self esteem and

confidence about your own capacities

……

……………………………………………………………………………………..

17. How do you describe yourself as a learner?

      a-An extrovert learner

      b-An introvert learner

   In both cases, explain how

……

………………………………………………………………………

Section two: external factors

18. In your opinion, what motivates you to learn English?

      a- Subject interest

      b-Fulfill ambitious

      c-Others

  Explain……………………………………………………………………………………………………

…………………………………………………………………………

19. Do you think the use of authentic materials in class increases your motivation?

      a-Yes

      b-No

  Justify……………………………………………………………………………………………………

…………………………………………………………………………………......

20. Your attitude towards English:

a-As a prestigious language :(you may obtain prestigious job, travel abroad, and communicate easily)

b-You learn just for the sake of learning

21. Succeeding in your studies is the reason for your:

a-Intelligence

b-Self esteem

c-Learning styles

d-Motivation

e-Attitude towards the target language

22. Do you think above factors are important for successful learning English?

a-Yes

b-No

Suggest other factors

,………………………………………………………………………………...................

....

APPENDIX 02

Questionnaire for teacher

You are kindly invited to fill in the following questionnaire which aims at investigating "the internal and external factors that influence learners' success in EFL (English foreign language).

Please tick (√) in the suitable box or make full answers to express your view.

Section one: personal information

1. Gender:

    a. male ☐   b. female ☐

2. Qualification:

    a. License; B. ☐   b. Magister; M. ☐   c. Doctorat; Ph.D ☐

3. How many years have you been teaching English?

……………………………………………………………………………………………

Section two: General information

1. Are your students open-minded and like the English language?

    a. yes ☐

    b. no ☐

Why, or why not

………………………………………………………………………………………………

……………………………………………………………………………………………

2. Do your students need help from you?

    a. Yes ☐

b. No ☐

Justify…………………………………......

7. Why do your students find problems with English lessons?

    a. because handouts and texts are difficult ☐

    b. activities are not interesting ☐

    c. teacher's language is not clear ☐

    d- all these ☐

3- When you teach, do you take into consideration your students'?

    a. personality characteristics ☐

    b. background knowledge ☐

    c. learning styles and strategies ☐

    d. needs ☐

    e- all these ☐

Would you justify…………………………………………….....................

4. When you teach, do you focus more on:

    a. learners' affective and attitudinal factors ☐

    b. the appropriate and affective teaching methodology ☐

    c. necessary materials ☐

    d. All of them

Justify your answer …………………………………….............................

Section three: The internal factors

1. Are highly intelligent students successful learners?

    a. yes   ☐

    b. no   ☐

 Justify……………………………………………………………………………..

2. Do you feel that learner's high feeling of self-esteem affect their academic achievement?

    a. yes ☐

    b. no ☐

Explain…………………………………………………………………….

3. Do your students like to learn through?

    a. silence and reflection   ☐

    b. moving and doing   ☐

    c. discussion   ☐

Explain……………………………………………………………………………………

…………………………………………………………………………………

Section four: the external factors

1. How do you evaluate your students' motivation to learn English?

    a. high ☐

b. medium ☐

c. low ☐

In case it is low, do you think it is because?

    a. your teaching method is not appropriate ☐

    b. your techniques and activities are not varied ☐

    c. the learning environment (space and time) is not appropriate for learning ☐

    d. the subject is too difficult ☐

2. Do you think that it is possible to motivate all students in class?

a-Yes ☐

b- No ☐

If no, what can you do to improve your students' motivation in order to succeed in their learning process?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…

3. Do you consider your students motivation as:

a- intrinsic ☐

b- extrinsic ☐

c- Justify………………………………………………………………………………………

……………………………………………………………………………………..

4. Do you think that intelligent, high self-esteem, and highly motivated students:

a. do not wait to be taught ☐

b. need to be taught ☐

Justify your answer ………………………………………………………………………

18. As teachers what can you suggest for learners to succeed in their learning process

………………………………………………………………………………………………

………………………………………………………………………………………………