
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



Dr.Moulay Tahar

University

-Saida-



FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH

**« The Impact Of The Psychological Barriers On EFL
Learners “Outcomes”. »**

**A Case Study Of second Year secondary school
« Kadi Mohamed. Saida. »**

*Dissertation submitted to the department of English as a Partial fulfilment of
the requirements for the master's degree in Didactics*

Presented by:

Halimi Amina Belkais.

Supervisor:

Dr. Slimane Lakhdari.

The board of examiners:

-Dr. Babou

Examiner

Saida University

-Dr. Abdellaoui

President

Saida University


2020-2021

Dedications

To my mother and father, source of my happiness. To my Grandmother, may ALLAH have mercy on her. To my grand parents may Allah bless them.

To my brothers Abdellah, Boumedienne and Mohammed. To my sisters Nousseiba and Hadil.

To my sweethearts: Djamila, Khaoula and Saliha.

To my whole extended family, to all my friends.

To all those who loves me and support me

Acknowledgements

I would like to convey to express my sincere gratitude and appreciation to my supervisor, Dr. slimane lakhdari, for his invaluable advice, assistance, support, and guidance.

I also have a debt of gratitude to the members of the jury for accepting to read and evaluate this dissertation and provide me with comments.

All appreciation go to the teachers at the University of Saida Department of English for their guidance.

I'm also grateful to the EFL teachers morsli, yazid, and adda, who helped me in finishing my research.

List of Abbreviations

EFL: English as a foreign language.

TEFL: Teaching English as a foreign language.

FAL: Foreign Language Anxiety

MT: Mother Tongue.

L₂ : Second language.

List of Tables

Table 3.1: Students' previous experiences.....	40
Table 3.2: The relevance of previous attainment's level in the current level....	41
Table 3.3: students' personality.....	44
Table 3.4: the impact of self-esteem on EFL learners' performan.....	45

List of Figures

Figure 3.1: Participants' gender.....	38
Figure 3.2: the relevance of students' learning desire in the current level.....	39
Figure 3.3: The influence of external condition on academic achievement.....	42
Figure 3.4: Students' perception of teacher-student relationship.....	43
Figure 3.5: Student's views as to the influence of their personalities on the learning progress.....	44
Figure 3.6: Students' learning styles 1: sensory preferences in learning.....	46
Figure 3.7: Students' learning styles 2: preferences that involve physical activities.....	47
Figure 3.8: The social condition of EFL learners.....	48

Abstract

Human psychology plays a significant role in each learning situation. Learners may encounter significant levels of psychological stress as well as mental disorders in the setting of EFL learning, which can have a negative impact on their performance. The goal of this research was to uncover the psychological factors that influence the majority of EFL learners' "outcomes," and the purpose of this research was to discover the psychological factors that influence the majority of EFL learners' "outcomes." It investigates the barriers to successful learning in secondary schools, as well as their impact on students' performance. We issued a questionnaire to forty (45) second-year students from various secondary school sections in order to collect data (second year Literature and Philosophy branch, second year languages branch, second year scientific branch). In addition, we did a class observation in several branches of the same secondary school. The study used a mixed method approach, which included both quantitative and qualitative data. Descriptive statistics and graphics are used to analyze the quantitative data. The Ethnographic Approach is used to analyze the qualitative ones. As a result, students at this level encounter a variety of psychological challenges while studying Basic English, yet having only a few classes and a minimal number of hours each week.

Table of Contents

Dedications.....	I
Acknowledgements	II
List of Abbreviations.....	III
List of Tables.....	IV
List of Figures	V
Abstract	VI
Table of Contents	VII
General Introduction.....	1
CHAPTER ONE: SITUATION ANALYSIS	4
1.1. Introduction:.....	5
1.2. Research Methodology :.....	5
1.2.1 Participants:.....	6
1.2.2 Instruments:.....	7
1.2.3. Limitation of the study:.....	11
1.3. Conclusion:.....	12
CHAPTER TWO: LITERATURE REVIEW	13
2.1. Introduction:.....	14
2.2. Definition of EFL:.....	14
2.3. Learning outcomes:.....	14
2.4. Definition and History of Psychology:.....	15
2.5. The Psychological Barriers in EFL learning Context:.....	16
2.6. The Main Psychological Barriers in EFL Learning “Outcomes” :.....	17
2.6.1. Anxiety:.....	17
2.6.2. Motivation:.....	19
2.6.3. Self-esteem:.....	21
2.6.4. Shyness:.....	21
2.6.5. Confidence Inadequacy:.....	23
2.6.6. Student Reticence:.....	24
2.6.7. Mother-Tongue Use:.....	25
2.6.8. Fear of Making Mistakes:.....	26
2.6.9. EFL Learner’s Personality:.....	28
2.6.10. The Incentive for EFL learning:.....	29
2.6.11. Enjoyment:.....	30

2.6.12. The Student's Beliefs and Experiences :	31
2.6.13. Social Context:	31
2.6.14. Gender:	32
2.7. Conclusion:	33
CHAPTER THREE: DATA ANALYSIS	35
3.1. Introduction:	36
3.2. Data Analysis Procedure:	36
3.2.1. Quantitative Analysis:	36
3.2.2. Qualitative analysis:	37
3.3. Analysis of Students' Questionnaire:	38
3.3.1. Analysis of the Questions	38
3.4. School Guidance Counselor Interview:	49
3.4.1. Analysis of the Questions:	49
3.5. Analisis of Classroom Observation:	53
3.6. Conclusion:	55
CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT	56
4.1. Introduction:	57
4.2. Students' Internal Psychological Issues:	57
4.3. Time Restriction:	59
4.4. Perception:	59
4.5. The Intrinsic Motivation:	60
4.6. The Teacher's Personality Qualities:	61
4.7. Classroom Management:	63
4.8. Student's Learning Styles:	65
4.9. Socio Economic Status of Students:	66
4.10. Classroom Anxiety :	67
4.11. Attitude Towards Learning the Language:	70
4.12. Conclusion:	71
General conclusion	72
Bibliographie	76
APPENDICE – A	77
APPENDICE – B	77

General Introduction

General Introduction

Learning English language becomes a fundamental requirement to keep up with era development nowadays. It is the language used all over the world, with over 2 billion whose foreign language is English. While also taught as a second language widely all over the world, EFL learners still find lots of obstacles that caused them not to master their outcomes' performance thus hinder their learning progress.

The present study aims at investigating barriers faces EFL learners in their learning process in secondary school to effective learning process. In addition, it provide a full understanding of EFL learner's psychology as a crucial component to the teacher who aspires to improve the teaching-learning process. Being aware of their own psychological issues provide EFL learners with informations that leads them closer to the solutions, that is relevant not only to those students, but also their teachers. This research has a major objective is to help students and teachers to overcomes psychological barriers which hinder the teaching-learning process.

Mastering the English language in EFL learning classes is very important. When it comes to secondary school, learning and increasing English level is a fundamental task, that is because of the future needs "probably" of EFL learners in their researches considering it as the "language of modern science". However, the researcher noticed that most of the students in secondary school has a low level in English and they are not capable or rather straggling trying to learn English and apply it or use it in their daily life.

Since it has not been possible for EFL teachers to figure out what is wrong or rather how to deal with the negative psychological aspect of the learner, these teachers generally use the ordinary process of teaching which can be random and can not fit the psychological needs of their learners. Therefore, students fail to learn and master their English language level.

General Introduction

To shed light on discovering the psychological issues which effect the EFL learning progress on the secondary school, the researcher needs to investigate the following questions:

- What are the main factors that Contribute to raising the level of the impact of psychological barriers on EFL learners?
- What are the main psychological barriers to effective learning in EFL learning context?
- Do the impact of the psychological obstacles differ from one student to another?

In attempt to answer these research questions, some hypotheses are anticipated:

H1: In the context of EFL learning, there are a variety of impediments that can inhibit progress, including personal psychological concerns and societal circumstances.

H2: Psychological barriers differ from one EFL learner to another, depending on the learner's personality and internal and external influences.

H3: EFL learners might register good scores, if their psychological barriers were overcome.

CHAPTER ONE: SITUATION ANALYSIS

1.1. Introduction:

This chapter presents the empirical phase of the study. In this chapter the researcher aimed to gain deeper understanding of the psychological barriers being most influential on the student's performance in learning the English as a foreign language during Regular classes and lessons within different grades at the secondary school KADI MOHAMED SAIDA. It hopes at providing readers with the fundamental details of the study. It is devoted to the methodology followed in our study.

This chapter provides a description of the case study, a description of the techniques and procedures of data collection and analysis, and the limitations the researcher encountered in the present study. The research methodology is describe at first. It introduce the way the researcher conducted his research. Moreover, it contains description of the participants followed by an explanation and definition of the main research tools and instruments to collect the necessary data which are questionnaire addressed to the target population, face to face interview with school guidance counselor and a class observation. And before concluding, The limitations encountered in conducting the research will be defined in the aim of benefit and advise the future researchers.

1.2. Research Methodology :

The methods used to collect data for impact assessments range from simple to complex. While developing an action plan for his action research project, the researcher will consider the primary task of doing research, as well as the data she will collect. She is probably asked himself questions about the methodology she will use, how she will organize the data collecting, and how each piece of data fits into the bigger picture. When it comes to data collection, there are numerous options. In order to ensure the authenticity of the research, in this study the researcher tried explores using multiple techniques. Figuring out

which research method is the suitable and appropriate one to choose is one of the main stages in conducting a research study. There are several methods to use when collecting data.

In the present work, the researcher gathered data from variety of sources, hence, she attempts to use more than one technique to investigate in the aim of assuring the validity of our research. In addition, providing answers from different perspectives allow the researcher to gather more and better information, Thus, capturing the complete picture of reality. Even if quantitative approaches are utilized only rarely in educational research, mixed techniques allow for the clarification of findings, the filling of gaps in comprehension, and the cross-checking of data. Therefore, this study adopted a mixed approaches method, which combines both qualitative and quantitative data collection and analysis.

The distinction between quantitative and qualitative methods depends on the research tools used to gather data. Quantitative instruments include the statistical analysis of questionnaire addressed to EFL learners in the secondary school of KADI MOHAMED SAIDA. The Reason of addressing the questionnaire is to investigate the real perspective of the concerned EFL learners themselves. Whereas the qualitative aspect involves face-to-face interview with the School guidance counselor as well as Class observation.

1.2.1 Participants:

The present study study targets a population that learn English as a foreign language in the secondary school KADI MOHAMED SAIDA. Data were collected in 2021. Forty (45) questionnaires were addressed to second year students from different streams in secondary school .There are three groups of participants. The first group is made up of fifteen (15) Literature and Philosophy stream students. The second group is made up of fifteen (15) languages branch

students. The third group also made up of fifteen (15) scientific branch students. In addition to two secondary school English teachers and school guidance counselor who works in the same secondary school (KADI MOHAMED SAIDA).

The participants' age range is between 17 to 19 years. Among those 45 participants, there were 19 male and 26 female participants. They had been studying English for 6 years. They do not share the same level in English. They have different levels. EFL Learners participated in the present research share the same Educational and cultural background, but they differ in the social conditions. They answered questions using a questionnaire addressed to them in the aim of collecting data relying on their opinions and personal experiences. The reason behind the researcher choice to adopt this research tool with such student is that they are the researcher's older sister's own students and their English teachers were her older sister's colleagues. Thus, they asked them to collaborate with the researcher in order to conduct honest and useful data and they familiarized her with them. The cooperation of language teachers had a great role in helping the researcher gathering information in an appropriate atmosphere. The participants does not share the same tendencies towards learning the English language, some of them acted as if they were not interested in learning it, while others tends to be very active and concerned in mastering their English language level. In face-to-face interview, The researcher had the opportunity to meet the school guidance counselor in the secondary school of KADI MOHAMED SAIDA. This interview was useful and accurate in collecting data from a professional.

1.2.2 Instruments:

According to Parahoo (1997: 52- 325), a research instrument is “*a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills.*” For the aim of checking the validity of the previous

hypotheses, the researcher adopted a different means of instruments in collecting data. The collected data comprised the following research tools: a **questionnaire** addressed to EFL learners in the secondary school, **face-to-face** interview with school guidance counselor and a **classroom observation** during random courses in the secondary school KADI MOHAMED SAIDA.

Adopting different types of instruments in data collection helps us to get access into different views and experiences of EFL students themselves. In addition, the researcher conducted a data gathering from teachers and school guidance counselor being specialists in the field and they get used to interact with EFL learners, which provides us a professional information.

1.2.2.1. Questionnaire:

A questionnaire is a powerful tool for gathering both quantitative and qualitative data in research. In survey research, the questionnaire is the primary means of gathering data. It is, in essence, a list of standardized questions, sometimes referred to as items that follow a predetermined format in order to collect individual data on one or more specific themes. It is a cost-effective method of accumulating.

Richterich and Chancerel (1980:59) state, “*Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions*”. It is a well-known fact that the Questionnaire is one of the most popular instrument applied in data collection from individuals. It is a set of questions addressed to the target population. The questionnaire is the quicker mean to collect data from a large and diverse population. The objective behind choosing this data collection tool is to reach honest and real answers that EFL learners may not declare in front of anyone but the questionnaire since the responses they provide are anonymous and confidential. In addition, it the most efficient, time consuming, and suitable way to gather a large amounts of information from a large sample of EFL learners. The Questionnaire helps also

to discover the relevance of the personal EFL learner's experience and personality in the effect of the psychological barriers.

In conducting data collection using questionnaire, the researcher addresses it to Forty five (45) secondary school students for the sake of investigating the research questions and hypothesis. The questionnaire consists of different types of questions: closed-ended questions (Dichotomous questions, Multiple-choice questions and Check box questions), open questions and mixed questions and it compose thirteen (13) questions.

1.2.2.2. Interview:

An interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of view as in everyday conversation and become a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge? (Kvale 1996: 6)

There are few reasons behind choosing face-to-face interview for collecting data in this research., face to face interviews have always been the most common form of data gathering in qualitative research. Social cues are another aspect. A researcher can use his or her observation skills to notice things during any interview. In addition, purpose behind this choice is the ability to better understanding when having face-to-face interaction. The researcher had the access to better notice the interviewer's body language, her facial expressions as well as intonation and voice changes, thus, better understanding and having the accurate and exact ideas as well as in-depth information.

School guidance counselor is a psychological expert who get used to interact with EFL learners and get access to be informed about the true experience of the participants from themselves. By using interview, the researcher used beneficial and crucial data collection tool in conducting

information in our research. The School guidance counselor was asked to answer seven questions about the impact of the psychological issues on EFL learners on KADI MOHAMED secondary school. In order to record the interview, the researcher made an audio recorder by means of mobile phone.

1.2.2.3. Classroom observation:

Observation is one of the most significant tools a researcher can use. It enables us to obtain certain types of information on the students, which aids in their learning and the correction of specific educational inadequacies. In general, all teachers are expected to shape the behavior of their students, and they must constantly observe them. They can then evaluate the learners' behavior in terms of a set of criteria, making the observations more accurate and dependable.

Accuracy in observation is important because it allows us to capture a specific part or part of the behavior in front of us (Harrison, 1983)

Observation is an important and widespread research tools used in collecting data. Many studies have been done using observation such as natural phenomena. The aim behind adopting class observation is to better notice the student's behaviours, tendencies and reactions towards the teaching-learning progress directly and accurately using ethnographical method. In addition, observation allows us to obtain the in-depth investigation about interaction between the EFL learners and his teacher. Through classroom observation, the researcher get a clear and net background concerning the student's linguistic and expression competences.

“In a 2011 article, respected science author Philip Yaffe explains the origins of the myth that 7% of communication is verbal, while 93% is nonverbal”. (PGi blog, June 2021). Great percentage of interaction between humans is done none verbally. It includes body language, gestures, the tone and pitch of the voice and facial expressions.

Using classroom observation is a mean to discover the hidden side of learners' psychological aspect and a suitable way to reveal their true feelings using the ethnographic methodology. the researcher had the ability to Reinforce or modify what is said in words by noticing the none verbal side of the student. Classroom observation enables the researcher to convey information about the students' emotional state when dealing with the subject matter as well as interacting with teachers and classmates.

1.2.3. Limitation of the study:

It is important to underline that this study has some limits. First and major obstacle is Lack of students in class due to preventive measures against the Corona virus and thus there were a time restriction.

Second issue was concerning classroom observation; when the researcher start attending the daily classes, the teacher introduced her to the students and she informed them the reason why she is attending the classes and she explained the topic of the current research to them in good intention. Therefore, they started acting differently. Students sometimes do not act as spontaneously and randomly as usual when they feel they are being watched. Somehow, this can affect the accuracy of the observation results. For this reason, the researcher was oblige to change the class but this time without informing the students about the reason behind our attendance.

Third obstacle we encountered is that there are psychological issues that we can not discover it in EFL learners it even if we made classroom observation and addressed questionnaire to them. Due to the internal psychological issues, EFL learner will be affected in a way or another, and the researcher can notice it since it show up on the learner's behavior, but still it is impossible to figure out or to get access to the accurate psychological problem since it is somehow internal and personal issues.

1.3. Conclusion:

This chapter sheds light on the research design of the study. It presents the means of data collection and procedures of data analysis. Then, it describes the different research instruments used in this study: the questionnaire and the interview as well as classroom observation. Finally, the research design opted for explaining the methods of data collection and analysis. The next chapter is a presentation of earlier research that is relevant to the current topic. It is the investigation of psychological barriers based on past expert research.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction:

The present chapter deals with the extant literature on this topic. It represent the previous studies and theories that is relevant in the current study. This section contain the key concepts of the current study. It provide the EFL definitions, the definitions of psychology as well as its history, what psychological barriers in the context of EFL learning mean, and the impact of the main psychological obstacles on EFL learners' "outcomes."

2.2. Definition of EFL:

The term "English as a Foreign Language" (EFL) refers to non-native speakers studying English in nations where English is not the primary language. In Cambridge dictionary, EFL is defined as “abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English”. English is taught in EFL classrooms in a typical manner, with students acquiring a number of grammatical structures in a graded order of difficulty.

Because the student must master the language in class and has limited opportunities to practice outside of class, the methods and strategies adopted should enable him or her to utilize the language fluently and accurately. These methods should ensure that you get as much exposure to the language as possible.

2.3. Learning outcomes:

Learning outcomes in the classroom refer to a specific degree of acquisition or competence that results in academic work which is evaluated by teachers, standardized examinations, or a mix of both. The learning outcome is a specific level of success from learning tasks, or a certain level of skill in school or academic tasks (Zimmerman, 2002).

Ramsden (2003) defined learning objectives as a result obtained, which results in the form of impressions that result in changes in the individual as the result of learning activities. It is an evaluation of educational outcomes to determine the extent to which students learn after deliberate learning and instruction (Gibbs, 2010). The skills and problem-solving abilities can be directly examined or tested through standardized tests, and the resulting form can be either oral or written (Brown,2005). As a result, learning outcomes can be defined as a change in behavioral skills or ability that can improve over time due to the presence of learning settings rather than the growing process.

2.4. Definition and History of Psychology:

The word psychology comes from the Greek word "psych," which literally means "life" or "breath". The word is derived meanings include "Spirit" and "Self." Psychology is best characterized as the scientific study of human and animal behavior. People and animals both engage in behavior. Because the word "Psych" is Greek for "mind" or "soul" and the suffix "Ology" refers to the study of something, psychology is the study of the brain. psychology as scholarly study of Brain and Behavior dates as far back as the early Greek thinkers including Aristotle and Socrates. It raised also evidenced psychological thought in ancient civilization of Egypt, China, and India.

The field of psychology tried to achieve two different and somewhat contradictory objectives. First, understand the general principles of the Human Mind. Second, it explores the uniqueness of the Individual Mind. Second, it looks into the individuality of the mind. The history of psychology spans a long time that can be divided into three parts: the beginning of experimental psychology, developmental psychology, and psychology today.

Wilhelm Wundt created the first experimental psychology lab in Leipzig, Germany, in 1879, which marked the beginning of psychology as a distinct and

independent field of study. He was also the first to designate to himself as a Psychologist and to concentrate on articulating the structure that makes up the mind. Wundt believed that those who had been properly trained would be able to recognize the mental processes that preceded feelings, sensations, and thoughts. In the 1890s, he also founded the first psychological clinic, which was followed by a time with other psychologists and what is now known as psychology.

At the turn of the twentieth century, psychology had evolved into a vast field of scientific inquiry and applied technology. Psychologists refer to their field as the science of behavior, and the years 2000 to 2010 have been designated as the decade of behavior by the American Psychological Association.

A reply to Edward Titchner's critique of Wundt's empiricism occurred during this time period. This influenced J. Watson's development of behaviorism. The advent of cognitive science and an interdisciplinary approach to studying the human mind as a subject for investigation using the tools of evolutionary psychology and linguistics occurred in the closing decades of the twentieth century. To comprehend, explain, and predict human behavior, psychologists now prefer to employ more objective scientific approaches.

2.5. The Psychological Barriers in EFL learning Context:

Because of several elements held by the students themselves, students confront numerous challenges in having an interactive and fruitful EFL lesson. Students encounter a variety of psychological issues and challenges in mastering their English level in terms of the key abilities that need to be developed, many of which negatively influence their performance outcomes.

Internal and external variables are both elements that contribute to psychological difficulties in EFL acquisition. Internal variables such as the learner's personality, previous negative experiences, and the incentive for

English language acquisition, anxiety and fear of learning, lack of internal drive, diffidence, and shyness are all examples of internal factors. External factors such as the learning environment, external motivation, the teacher's expertise, and the number of lessons learned.

2.6. The Main Psychological Barriers in EFL Learning “Outcomes”:

Many students are uneasy when they are asked to speak or when they are picked out to answer a question during a class. They try to avoid talks as much as possible because discussion sessions are where the majority of psychological barriers appear. Furthermore, students may face a variety of psychological impediments to writing ability, such as fear of producing mistakes, despair, and a lack of time. These psychological issues such as anxiety, low motivation, previous negative experiences, shyness, low self-esteem, confidence inadequacy, mother tongue use, EFL learner's personality lead to failure and lower the level of the EFL learner.

2.6.1. Anxiety:

Anxiety is one of the most persistent affective elements that impedes L2 learning (Arnold & Brown, 1999). Brown (2001) described this process as nerve-wracking because of the fear of being wrong, incorrect, inaccurate, foolish, or incomprehensible. It completely degrades students' ability to communicate. Most EFL students feel frightened and ashamed in the EFL classroom (Liu, 2006), especially when the teacher demands that they express their opinions in EFL class without any prior preparation. Anxiety is something that most of EFL learners experience from time to time. It is a truth of life that anxiety, uneasiness, and even terror will accompany the learner on some days. Fear is arguably the most basic of all the emotions that EFL learners experience when practicing their speaking skills, whether it is during a course presentation,

CHAPTER TWO: LITERATURE REVIEW

when they are in front of an audience or a native speaker, or during tests and participation.

According to MacIntyre (1995), anxiety caused by the fear of learning a new language can play a significant role in the development of individual differences in language learning and communication. Fear and anxiety are considered as highly detrimental to the process of learning (MacIntyre, 2017). Regardless of age and level, all the learners' achievement and intellectual abilities get affected by anxiety in case of language learning (Cubukcu, 2008).

Spiel Berger (1986) see that "Anxiety is a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system." (p 125). Anxiety is a sensation of anxiety or tension that occurs when you care too much about things. Mac Intyre (1999) said that "even if one views language anxiety as being a unique form of anxiety, specific to second language context, it is still instructive to explore the links between it and the rest of the anxiety literature". Foreign Language Anxiety (FLA) seems to be occurred very often in the process of language learning. The students cannot neglect the existence of being afraid and have a great tension when they think of foreign languages (Ortega, 2009).

To the more particular aspect in learning a language, in speaking, adults are different with kids where they tend to feel anxious whenever they make mistakes especially in public situation because it is related to an image and judgement from many people about their ability in performing their speaking (Latha, 2012).

Anxiety can significantly impede a person's ability to learn. Horwitz, Horwitz, and Cope (1986) argue that learners may experience anxiety in the classroom, preventing them from acting well in a foreign language lesson. Learners may believe that anxiousness is the most difficult obstacle to overcome

in the process of learning a new language. Adult students are more self-aware of their self-concept and worldview, and they don't want to be embarrassed in front of others, which leads to language anxiety. It manifests itself in different ways in various people (McDonald, 2001). There are three types of anxiety, according to most experts. The first is trait anxiety, which refers to a consistent tendency to become nervous in a variety of situations (Speilberger, 1983).

The second type of anxiety is situational anxiety, in which students get nervous in a certain scenario. This is the most persistent and multi-faceted sort of worry (Mac Intyre and Gardner: 1991 a). The third and last type of anxiety is state anxiety, which describes anxiety as it occurs in the current time. Gkonou, Daubney, and Dewaele (2017) believe that language anxiety is a complex and dynamic construct, according to a recent study. It is intertwined with other psychological factors such as self-awareness and personality.

2.6.2. Motivation:

Regardless of the curricula or the teacher, most academics and educators believe that motivation "is a very essential, if not the most important aspect in language learning," without which even "talented" persons cannot achieve long-term goals.

Motivation has become a buzzword in recent years, and it is widely regarded as the most important aspect in accomplishing successful learning. One of the most well-known psychological issues that impedes many EFL students' performance is a lack of desire. The majority of academics agree that motivation is the most essential factor in a student's success or failure.

According to Ortega (2009): Motivation is regarded as the desire of the students in learning a language. It is not enough when the students just have the desire to learn the language, the students also need to provide a great effort to reach their goal. In learning second/foreign languages, motivation can be

CHAPTER TWO: LITERATURE REVIEW

divided into two factors; they are communicative needs of the students and their attitudes towards the language community (Lightbrown & Spada, 2001). In this instance, students will be driven to study a foreign language simply because they will need to acquire and express it on a broad scale in order to support their future professional goals. Harmer (2001) said that motivation is “some kind of drive which pushes someone to do things in order to achieve something” (p51). Therefore, knowing exactly what you want and need indicates that you are motivated. Many times, EFL students are unable to express themselves and communicate with their teachers, as well as with the audience or their classmates, due to a lack of language skills.

Gardner (2001) also believes that integrative motivation is the most common type of motivation, which is defined by three factors: (1) a high level of integrativeness, (2) the students' effort, investment, and enjoyment in learning the language, and (3) the students' attitude toward teachers and the curriculum used. Another component that contributes to students' motivation is their attitude or approach toward the reasons for which they wish to perceive their desired outcome (Al Othman & Shuqair 2013). In other words, their motivation can influence whether or not they participate in a certain circumstance in language acquisition, such as a speaking class.

Motivation, according to Hedge (2000), is a critical aspect in language learning. This could be due to the pupils' lack of enthusiasm for the English education. Gardner, on the other hand, described motivation as "the sum of effort plus the desire to achieve a language learning goal plus attitudes or the degree of interactive orientation" (1985, p. 363). Furthermore, motivation is characterized as “is composed of many different and overlapping factors such as interest, curiosity or a desire to achieve” (Williams & Burden, 1999, p.111). DuBrin (2008) states that motivation is one of the aspects that influences

success or failure in learning a language, particularly a foreign language, while considering motivation.

2.6.3. Self-esteem:

Self-esteem is one of the psychological aspects that has a significant impact on students' speaking abilities (Lathifah, 2015). Those with high self-esteem have the ability to communicate more fluently because they make the concern of making mistakes the last thing on their minds. Students with strong self-esteem, according to Dulay, Burt, and Krashen (1982), will be in a secure setting and will be effective in learning a language. Low self-esteem prevents learners from growing their speaking ability, causing them to lose interest and give up on achieving communicative competence in the target language. It can be established that, because self-esteem is one of the influencing elements, students who have high self-esteem will perceive better performance than those who do not.

2.6.4. Shyness:

During their classroom course, EFL students are divided into two groups: those who can face their teachers and share their ideas and opinions with others, and those who can not face their teachers or can not share their ideas or opinions because they are shy. This varies from person to person, and they may miss the opportunity to be heard by their teachers or professors in the classroom because they may be terrified of communicating in the target language because they are fearful of making mistakes or going wrong.

When asked to speak English in front of the teacher and their classmates, the majority of EFL students experience self-consciousness and embarrassment, and they become stuck and frightened due to the unfamiliarity of the situation. According to Littl Wood (1999) “it is too easy for a Foreign Language classroom to create inhibition” (p93).

CHAPTER TWO: LITERATURE REVIEW

According to Gebhard (2000), Shyness is a psychological issue that a large majority of EFL learners experience at some point when they are required to communicate in English in EFL classrooms. As a result, focusing on this aspect of the target language is critical if EFL students are to be supported and inspired to achieve their best in their oral presentations in the classroom and during outside activities. Additionally, Baldwin (2011) clarifies that verbal communication with a group of people at the same time is one of the more common anxieties that students face, and that the sensitivity of shyness causes their minds to go blank or that they will be unable to recall what to say in a variety of situations they encounter.

This prototypical approach is also supported by the findings of current data in student questionnaire as well as the class observation, which show that most learners are still unable to achieve their maximum communicative competence, with students believing that their inability to express their verbal communication skills is primarily due to feelings of shyness. In addition, it may be determined that shyness hinders and has a detrimental impact on the students' ability to communicate.

While debating the causes of shyness, Bowen and Robby (2005; 2010) said that a large majority of shy students are motivated by their belief that they are silent and quiet. In this context, the majority of EFL learners are unbalanced and likely to be shy, as a large number of them find it unapproachable when speaking English in front of their classmates, friends, and teachers.

Saurik (2011) notes that learners are apprehensive about communicating in English because they fear making important errors when communicating with their teachers and classmates regarding various indoor teaching and learning activities. These students are also sometimes fearful of being humiliated by their EFL mentors, peers, and classmates.

2.6.5. Confidence Inadequacy:

Lack of confidence is a major psychological component that is generally thought to be the students' lack of confidence, which occurs when they believe their communicative peers have not understood their message. In this situation, they would remain mute while others continued their talk, implying that the pupils lacked confidence in their ability to speak. Nunan (1999) responds to this idea by stating that students who lack confidence in their English communication skills would unavoidably experience communication anxiety.

This perspective establishes that building and enhancing students' confidence is an important aspect of an English teacher's close attention to his students. The foreign language teacher must learn from both philosophies and applied understanding on how to develop and expedite pupils' confidence level in EFL verbal communication, as shown in the preceding discussion.

Chen (2010) examines the causes of insufficient confidence and concludes that the main reason for learners' lack of confidence is their limited ability and attitude to speaking English. In this light, he says, “that there are numerous students who anticipate that their English-speaking capability is substandard and feel that they cannot speak English in a very well manner.”

Learners' lack of confidence is also linked to a lack of motivation from EFL teachers (Brown, 2002). In this context, many English language teachers do not see convincing students that they are best suited to communicate verbally and that obstacles can be readily addressed this way as a positive. As a result, rather than inspiring, learners find learning speaking skills discouraging and disheartening.

In order to develop learners' confidence in their EFL speaking abilities, this discourse posits that reinforcement becomes a crucial element. As a result, providing learners with encouragement and inspiration on behalf of the teachers,

as well as demonstrating that they will be competent and capable of communicating effectively in English, plays an essential role in learners' success in learning EFL. Students' lack confidence can generate a variety of issues, including the desire for certain students to remain silent and not interact effectively owing to a lack of self-confidence.

2.6.6. Student Reticence:

According to the findings of this study's classroom observations, students prefer to remain silent in English language sessions. They did not seem to be able to communicate with each other through oral communication. This is referred to as "student reticence," or a pupil's unwillingness to communicate. The cause for this problem, according to Lee and Ng (2009) in their study of student reticence, is quite complex.

There are numerous aspects that influence student personality, and these are intertwined with other aspects such as personal attitude, confidence, motivation, and anxiety. These intertwined factors affect students' behaviour in class and, in turn, result in their lack of oral communication skills. Moreover, Williams and Burden (1997) stated that students' behaviour in EFL classroom depends on a complex set of interacting factors, such as motivation, anxiety and personal attitude towards the language, which may lead to student reticence.

Arnold (2003) also found a relationship between oral output and other personal characteristics, such as worry and desire. The position that EFL language learners find themselves in when speaking is not easy. Students' lack of knowledge and confidence can generate a variety of issues, including the desire for certain students to remain silent and not interact effectively owing to a lack of self-confidence. Such behavior could be one of the main causes of student reticence.

Hundreds of studies have been conducted with the aim of understanding the relationship between student behavior and the language learning process. According to Hedge (2000), most research about second language learning and oral communication ability essentially depends on students' personal characteristics. These are the variables that influence learning and motivation, as well as anxiety and self-confidence. Students who lack particular qualities may have difficulty learning and producing speech.

Many students face restriction when they wish to participate in class, which can be caused by a variety of factors such as shyness or a fear of making mistakes. In this perspective Ur (2000: 111) said : "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts."

Bowman et al. (1989) concur with this viewpoint and believe that when a teacher is dealing with speaking, he may encourage his students to express themselves in front of their peers, which might result in stressful and worrisome situations while conducting oral activities.

2.6.7. Mother-Tongue Use:

When the majority, if not all, of the pupils speak the same mother tongue, they prefer to speak it outdoors and even inside the classroom since it makes them feel more at ease. "Barriers to learning can develop if students deliberately or unconsciously transfer cultural rules from their native tongue to a foreign language," according to Baker and Westrup (2003: 12). As a result, learners will struggle to use the target language appropriately if they continue to borrow words and terms from their mother tongue because of a lack of target language vocabulary.

The use of MT in the teaching of a foreign language has become a contentious issue among reformers. Some argue that mixing two languages would not help students achieve fluency, and that instead, learners should use their mental ability to comprehend the meaning of the new language. Other reformers, on the other hand, highlighted the value of MT, particularly when introducing new things.

(Howatt et al., 2004). Foreign language teachers believe that the greatest method for students to gain native tongue competency is for them to think in that language; that is, we should think in that language in order to talk in that language. When learners become accustomed to using MT, they produce sentences that sound like Arabic rather than English, despite the fact that they utilize English terms. Cook (2001) defined language compartmentalization as the development of FL2 without reference to L1 in order to avoid errors and blunders caused by negative and incorrect translation.

Similarly to Harmer (2001:131), who advises that “all use of the MT in the language classroom should be avoided,” FL2 should be used as much as feasible. The FL2 major role is to give scaffolding to lower affective filters by making the FL2 and the classroom environment intelligible. The rationale for only using FL2 in the classroom is that "the more learners are exposed to English, the faster they will learn; as they hear and use English, they will begin to think in English, and the only way they will learn it is if they are compelled to use it" (Aurbach, 1993). (cited in Journal of NELTA, 2006). Because the use of FL2 in classrooms effects EFL learners' successes and proficiency in L2 due to the experiences they obtain in class, it is preferable to teach English through English and prevent MT use by EFL learners.

2.6.8. Fear of Making Mistakes:

When hearing the words "written expression" or "oral expression," the first thing that springs to mind is "fear of making mistakes," since students who

CHAPTER TWO: LITERATURE REVIEW

perform poorly in EFL classes dread writing or saying anything incorrectly, or they are terrified of making mistakes. They have no idea how to use or use words in a foreign language to express themselves.

“In addition to the fact that writing is one of the most difficult human activities,” writes Josef Horvath (2001). It entails the creation of a design concept.”(p05). Learners in EFL classrooms are unable to express themselves in the foreign language; they also do not participate appropriately in oral and written sessions because they are afraid of making mistakes and being publicly corrected.

According to UR (2000): “learners are often inhibited about public trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts”(p111). There are a variety of reasons for this fear of making mistakes, one of which is how their peers evaluate them in the classroom.

Students frequently believe that other students are criticizing their speaking abilities; therefore, they are hesitant to talk in front of them and make mistakes. Students in many language schools frequently compare their English capabilities to those of others. If they make a mistake, it will appear that they are not as advanced as the other students, causing speaking anxiety in the classroom. This social dynamic is a fundamental contributor to the development of fear, and it frequently raises speaking anxiety in language schools.

Another factor is the teaching methods adopted. Students are discouraged and afraid to speak because of inefficient mistake management approaches. As a result, it's critical to recognize that "...teachers must incorporate a program that allows learners to begin in a relatively comfortable and stress-free setting, and allow them to learn in their preferred way" (Tasnimi, 2009, p.121).

When students are given minimal time to prepare before speaking, they frequently experience fear of making mistakes. This usually happens when a teacher asks a pupil to answer a question without giving them enough time to think about it. Mak discovered that “...speaking in front of the class without preparation in a second/foreign language classroom is the most speaking-in-class anxiety-provoking factor” (2011, p.209). Students are afraid of making mistakes, which contributes to their dread of speaking. As a result, singling out students in the classroom has a negative impact on their ability to communicate and should be avoided.

2.6.9. EFL Learner’s Personality:

One of the psychological elements that affects language and language development is attitude toward learning the target language. For instance, Cattell (1970) attempts to assess personality using a number of dichotomies, which are represented as poles on a continuum, such as cool/warm, shy/venturous, and not assertive/dominant. Similarly, Eysenck (1964) distinguishes two general characteristics, both of which are depicted as dichotomies: extrovert/introvert and neurotic/stable.

According to Ellis (1985), one of the intuitively appealing hypotheses that has been investigated is that extroverted learners learn more rapidly and are more successful than introverted learners. It has been found that extroverted learners will find it easier to make contact with other users of the L2 and therefore will obtain more input”. Ellis (1985), a proponent of extroversion and introversion, argued that extroverted learners are more likely to interact with people from other communities and countries, making them learners that are more successful. Extroversion is followed by an increase in inputs.

Ellis (1985), views that “The other major aspect of personality that has been studied with regard to SLA is inhibition. It is hypothesized that the

defensiveness associated with inhibition discourages the risk-taking which is necessary for rapid progress in a L2". It can be claimed that learners with the quality of inhibition feel cut off from society, and as a result, they are unable to make meaningful progress toward second language competency. Guiora et al. (1972a; 1972b) claimed that inhibition had a negative impact on L2 pronunciation. While such tests are intriguing, they are not persuasive.

Littlewood (2004) cites Philp and Duchesne (2016) who separate four strands of involvement that affect EFL learning: 1.cognitive engagement, such as sustained attention, mental effort, and self-control; 2.behavioural engagement, such as time on task, participation; 3.emotional engagement, such as motivated involvement; 4.social engagement, such as when learners listen to and provide feedback to one another.

2.6.10. The Incentive for EFL learning:

Outlook towards the target language is another significant concern in case EFL language learning. Foreign language learning in secondary school differs from language acquisition in that EFL students may set out to learn with specific goals in mind, such as achieving a certain level or mark in the target language. (Dornyei, 1990, P. 6).

Students in secondary school EFL classes learn a foreign language since it is a required subject in their academic path. Kormos and Csizer (2008) looked at three age groups to see if there were any differences in language learning motivation between levels. They discovered that secondary school students were interested in English language as a cultural product, which influenced their motivated behavior, whereas the two older age groups see English language as an international posture.

According to Karim (2004), public schools and secondary institutions fail to adequately prepare students with sufficient English language ability to

communicate in English, which is widely regarded as the worldwide language of commerce, science, and development.

When people feel compelled to acquire a foreign language later in life, they enroll in adult classes at language institutions. A lot of EFL students in secondary school have a short term goal in English. They learn the English language in the aim of achieving good marks on the test and exams or mastering their level not to be embarrassed in front of their classmates or their English teacher. Therefore, EFL learners in secondary school seek for Academic achievement instead of mastering the language and understanding it correctly and accurately.

Comparing secondary school students to adult students at language institutions, Adult students are more concerned with having a basic understanding of the language than with mastering it. Furthermore, according to Schmidt, Boraie, and Kassabgy (1996), English language aptitude is linked to educational achievement, which in turn governs social standing. As a result, academic success is also a motivator. The issue is that, due to instrumental motivation and a lack of integrative motivation, learners are less interested in learning the language and more interested in using it.

2.6.11. Enjoyment:

When it comes to biological function or social conditioning, humans have an inherent urge to experience pleasure (Csikszentmihalyi, 1997). Enjoyment is a feeling that occurs when a person not only meets their wants, but also goes above and beyond to do something unexpected or surprising (Csikszentmihalyi, 2008). The term "enjoyment" does not have any limitations. Rather, it focuses on the many aspects of life, particularly the acquisition of a foreign language.

Presenting comedic stories, telling jokes, singing songs, and sharing hilarious family stories are all examples of forms of entertainment in an EFL

classroom. When students are driven by amusement, they experience a positive impressionistic response. Intellectual focus, heightened attention, and ideal challenge are all aspects of enjoyment (Boudreau, MacIntyre and Dewaele, 2014)

2.6.12. The Student's Beliefs and Experiences :

Students have a variety of beliefs or "mini-theories" about EFL learning based on their experience as EFL learners, the hypothesis they have been forming, and their results in English as a foreign language. These beliefs or "mini-theories" may affect the way they behave in class and the interest shown in certain academic tasks.

It has been established that both young and adult students hold distinct views on several aspects of L2 learning (Wenden 1986, 1987, Horwitz 1987, Abraham and Vann 1987). As a result, their reactions to specific school assignments may vary greatly depending on the level of relevance and utility assigned to them. Little study has been done on the impact of all of these internal factors on students' performance when learning English as a foreign language.

2.6.13. Social Context:

Social context in EFL learning situation refers to the set of social characteristics related with their social class, cultural level, environmental language, ethnic and religious setting determine our students' social context. Some studies have proved the relationship between social class and EFL learning (Preston 1989, Burstall 1975, 1979). In a formal classroom context, middle-class students gain a better degree of EFL competency and motivation than working-class students (Ellis 1994:206).

When learning occurs in a natural context or in an informal environment, with less emphasis on academic tasks and more focus on communicative skills,

the student's social status appears to be less important. As Ellis (1994) points out, it is the student's previous experiences, stimuli, attitudes, and motivation that are determinants, not the student's social class per se. Some studies have found that ethnic, religious, and cultural elements have a significant impact on EFL learning: Those who investigate the relationship between cultural distance and L2 achievement (Svanes 1988), as well as the relationship between social distance and psychological distance (Svanes 1988). (Shumann 1978a, 1978b, 1978c).

The social background of the community is reflected in the school and its social climate. However, multiple "cultures" coexist: the Educational Administration's formal school culture, the students' informal culture, which is frequently opposed to or different from the formal culture, and the teacher's informal culture (Fermoso 1990). The informal culture of a student, which is heavily impacted by family history, shapes a large portion of the school social milieu and has a significant impact on academic expectations, general attitudes toward L2, intellectual habits, and so on. Different educational contexts are related with different types and levels of L2 competency.

2.6.14. Gender:

This variable includes biological connotations, but when referred to as gender, it refers to the roles that male and female students assume and perform in English class, as well as their attitudes and behaviors. We can accept the hypothesis that female students are better at L2 learning than male students and are more open to new linguistic forms based on sociolinguistic research (Labov 1991:206-7). (Ellis 1994:202). This has been proven in a number of research.

Female pupils outperformed male students in Burstall's longitudinal study (1975). (she based her conclusions on 6000 children beginning L2 French at 8 in English primary schools). She claims that girls performed much better on all

tests than boys. Similar findings have been reached in other investigations (Boyle 1987, Nyikos 1990). There have also been studies that have revealed no significant changes. As a result, it would be interesting if each teacher investigated what occurs in his or her L2 class.

Burstall also discovered that females were more enthusiastic in learning a second language than males. She discovered that many more low-achieving males dropped out of the L2 class. The girls who had poor outcomes, on the other hand, did not. Female students were likewise more eager to acquire L2 and had more positive views than male students, according to Gardner and Lambert (1972).

Spolsky came up with similar results (1989). In our research, when collecting data through classroom observation, we have noticed that if girls outperform boys in terms of positive attitudes and motivation, their subconscious effect as male-student motivators in group work activities may be more crucial than teachers realize. Girls' leadership and coordination in teamwork, project work, and cooperative learning activities may be required in many circumstances.

2.7. Conclusion:

The chapter has dealt with a review of the literature that is relevant to the research study. It sheds light on the different aspects of the study under investigation. At first, It has defined key concepts in the study' under investigation, such as the definition of EFL, learning outcomes, psychology definition and history, and psychological barriers in EFL learning context. Moreover, the researcher sheds lights on the impact of the main psychological barriers on the EFL learner's outcomes. In addition to this, every single psychological barrier has been defined and well explained. We have also explained each psychological barriers' effect on EFL learners' outcomes

CHAPTER TWO: LITERATURE REVIEW

accurately using works and researches of previous researches and experts in the field.

CHAPTER THREE: DATA ANALYSIS

3.1. Introduction:

The present chapter deals with the presentation of the findings obtained from the questionnaires administered to secondary school students, as well as the findings of face-to-face interview with the school guidance counselor in addition to classroom observation data analysis, to attain objective and concrete results. After collecting the data from the research tools, we transcribed the audio-recorded data into written version. The obtained results have been analyzed and interpreted. Findings has been analyzed using qualitative and quantitative method. We use statistical analysis of the close-ended questions in questionnaire as well as the interview. The outcomes are represented in percentages and displayed in tables, diagrams and pie charts for the sake of organization and clarity.

3.2. Data Analysis Procedure:

The current study is based on a mix of qualitative and quantitative research approaches. It adopts an ethnographic method, since it includes an observation, a student questionnaire, and a Discourse Analysis in analyzing the interview with a school guidance counselor. These three procedures are used to ensure the accuracy of the results, and they will be addressed in further detail in the next chapter. This indicates that the research is reliable. Because it is based on observing students during various sessions in their literary classes.

3.2.1. Quantitative Analysis:

The quantitative data collection approach attempts to analyze the quantification of all the ideas of the questionnaire addressed to the students. Quantitative study collects data that are deductive, statistical, and objective. Quantitative data typically involves numbers. The questionnaire is subdivided into questions and student responses, which are then identified and quantified. The data was quantitatively analyzed to answer the closed-ended questions

obtained by statistics and percentages. As a result, numerous graphics, such as tables, pie charts, and diagrams, are employed to improve the readability of the findings acquired from the questionnaire (Microsoft Excel). Such a dimension of analysis emphasizes the quantity of the psychological issues facing the EFL learners.

3.2.2. Qualitative analysis:

The purpose of qualitative data gathering is to build a unique and nuanced picture of how psychological barriers affect EFL students. Conversations and teacher-student interaction, as well as situational attitudes and beliefs, can all be captured using qualitative approaches.

Qualitative data collection can be tailored to the study's needs, with the purpose of gathering the most accurate information possible. When it comes to classroom's observation analysis, this section of the study requires an ethnographical approach, because ethnography is concerned with everything that has to do with the target population.

Moreover, this entails approaching the target audience from several perspectives. As a result, there is the possibility of a biased research of those people. Every detail makes sense in this regard when conducting this stage. It should also be supported by attendance revelations (observation picking up). Concurrently. For the aim of discovering the students' psychological barriers and how does it affect them, we had been obliged to describe and notice every single detail. When it comes to describing a person/learner in terms of his or her behavior, habits, learning strategies, learning preferences, and attitudes toward the target language, there is simply too much to say because they are human beings.

For the interview analysis, The researcher adopted the Discourse Analysis. This method is a strategy for analyzing open-ended interview questions that we employed in our inquiry. This means that Discourse Analysis

aims to interpret spoken and written language while taking into consideration the communicator's cultural context.

3.3. Analysis of Students' Questionnaire:

3.3.1. Analysis of the Questions

Question one: students' gender

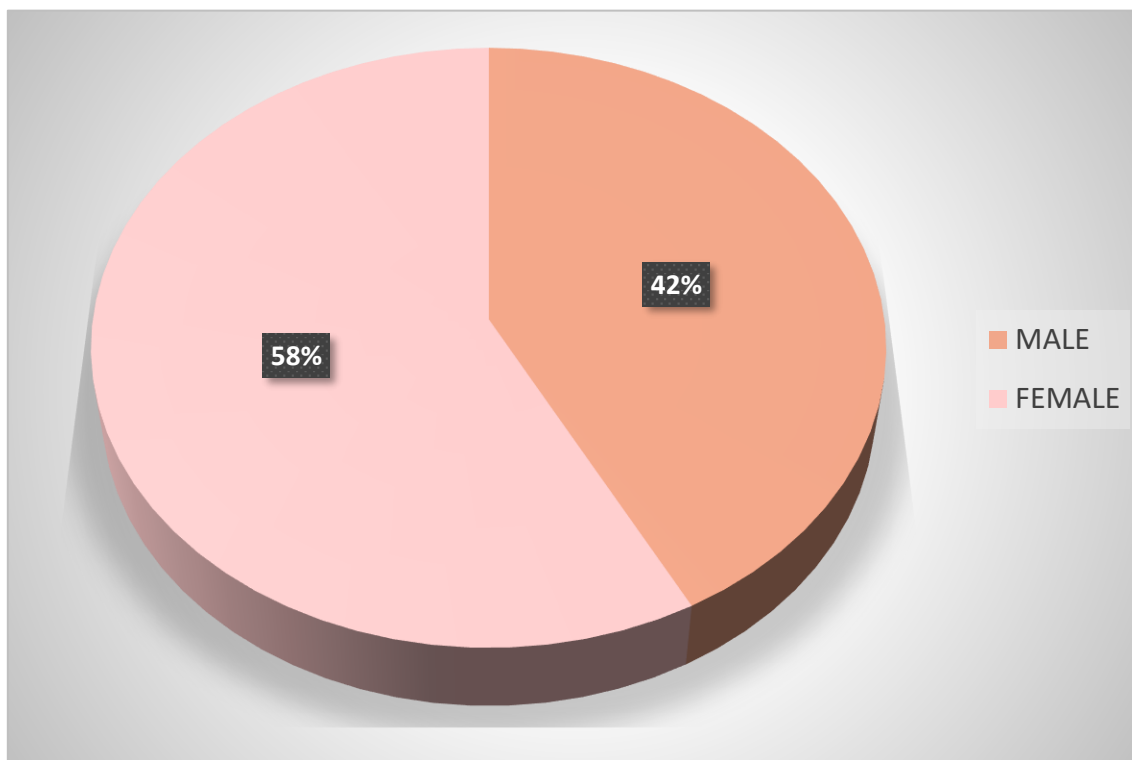


Figure 3.1: Participants' gender

This questionnaire was given to forty five (45) EFL second-year students at SAIDA secondary school. Before asking any questions on the research under study, we asked one question to determine the students' gender. This case had 26 females and 19 males, according to the findings.

Question two and nine: Do you like studying English? How do you assess your current English level?

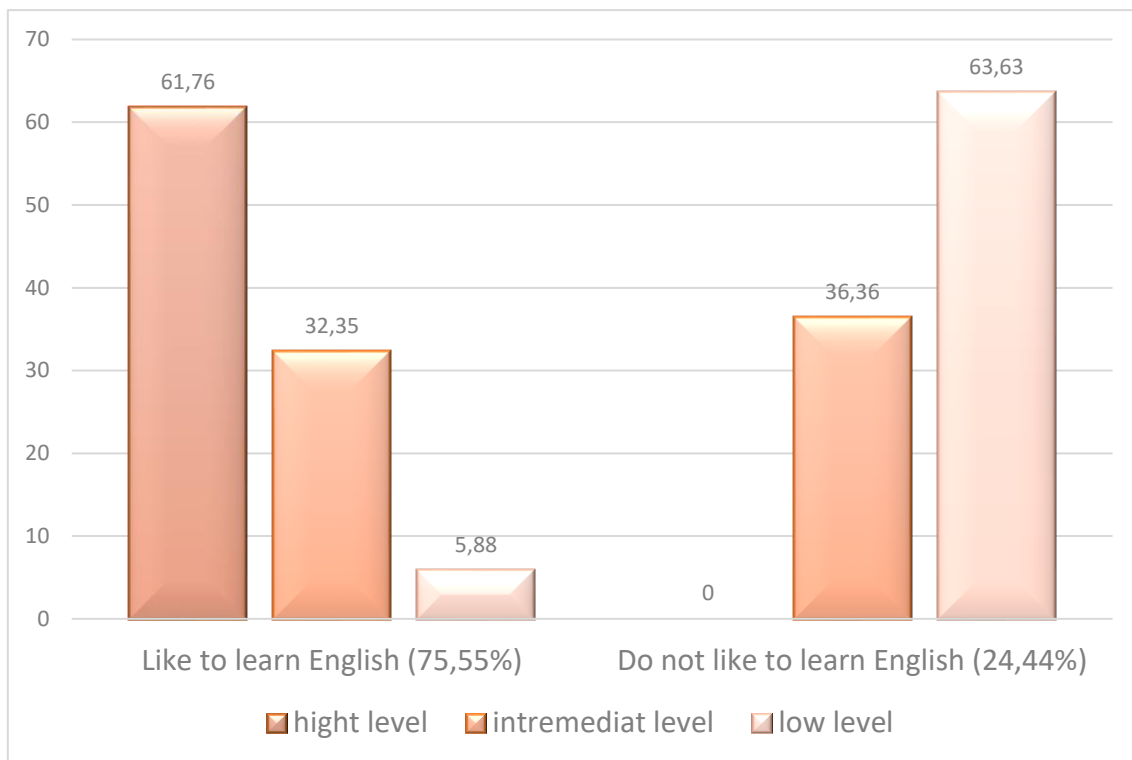


Figure 3.2: the relevance of students’ learning desire in the current level

In order to discover the link between the EFL students’ desire in learning English and their current level, the researcher made a combination between students’ answers of question two and nine. From the table above, it is obvious that the majority of EFL students (75.55%) like learning English. the highest percentage of them (61.76%) have a high command of the English language. Others (32.35%) claim to have an intermediate level of English, while (4.44%) of them claim to have a low level of English.

The rest of the students (24.44%) tends not to like to learn English. none of them (0%) have a high level in English, while (36.36%) of them present an intermediate level in English, while most of them (63.63%) of them have a low level in English.

The analysis demonstrates that most of the learners who like learning English are more likely to master their level in English to have a high level or at

least have an average level in English, while learners who does not like to learn English tends not to be able to master their English level. few of EFL learners who does not like to learn English are capable of have an average level while most of them have a low English level because they are incapable of learn it since they do not like it. therefore, we can deduce that there is a relevance between the student’s desire of learning and his level.

Question three: Did you have any previous experience that affected your desire to learn English? If yes, write it down.

	AF	RP
YES	32	71.11%
NO	13	28.88%
TOTAL	45	100%

Table 3.1: Students’ previous experiences

As seen in the table above, the highest percentage of EFL students (71.11%) had prior experiences that influenced their EFL learning background. while Others (28.88%) were unaffected by their previous experiences. EFL students’ experiences were different. The majority said that they said they were affected by globalization. They used to watch movies as well as listening to songs in English and that they are English accent’s fans. Some of them claimed that their former English professors inspired them since they liked them and their teaching methods. This piqued their interest in learning English.

While few percentage of students claimed that they had a negative experience when they tried to express themselves in English and were mocked by their friends and teachers, and that this prompted them to avoid studying the language. Others despised the English language because of their teachers. Thus,

we can say that most of the students has been influenced by previous experiences in their EFL learning progress.

Question four: Did your previous attainment’s level have an impact in your current level in English?

	AF	RP
YES	42	93.33%
NO	03	6.66%
TOTAL	45	100%

Table 3.2: The relevance of previous attainment’s level in the current level

From the table above, notice that the majority of the students (93.33%) agree that their previous attainment’s level do have an impact in their current level in English. while others (06.66%) claimed that that their previous attainment’s level does not have an impact in their current level in English. From the analysis, most of learners agree that their previous attainment’s level has a great role in their current level.

Question five: How influential are the external conditions on your academic achievement in English?

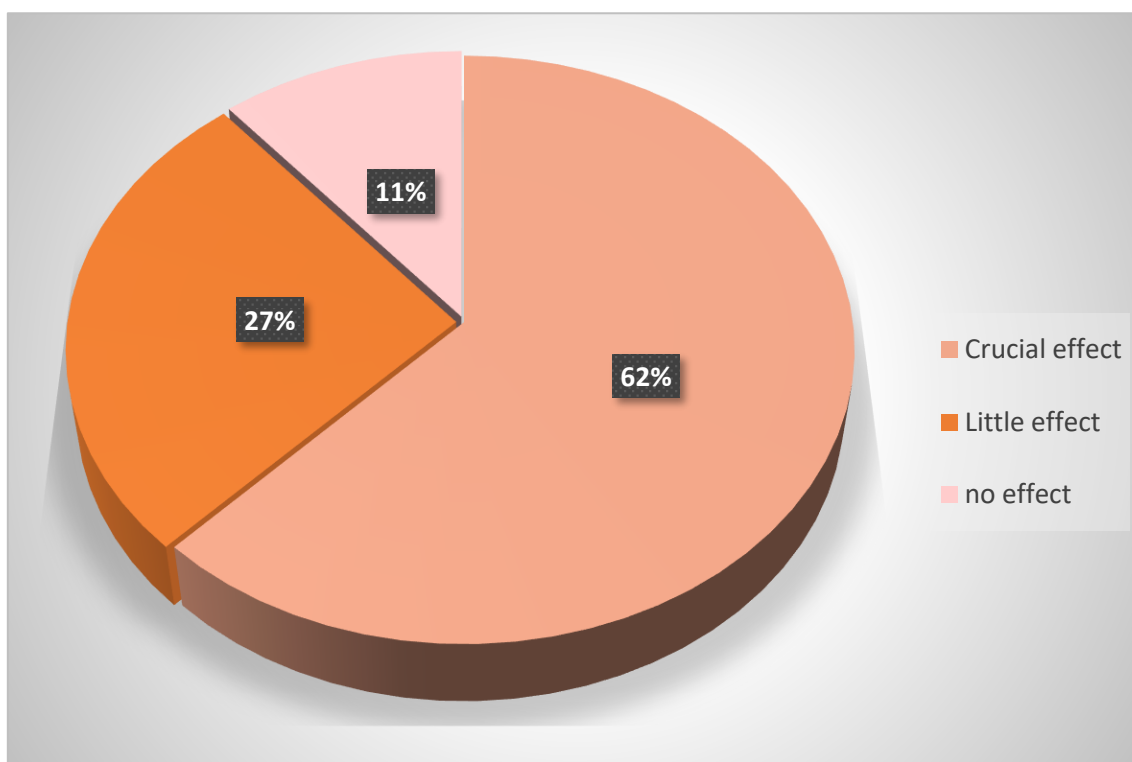


Figure 3.3: The influence of external condition on academic achievement

This question gives a vary of answer of students from one to the other about How influential are the external conditions their academic achievement in English. Most of the students (65%) answered by crucial effect while (11%) claimed the opposite, by answering no effect. The rest of the students (27%) answered by “little effect”. The question analysis denotes that the external conditions affect the EFL learning progress crucially, considering that the creation of the appropriate atmosphere while learning is important for mastering the English language level.

Question six: How do you consider a positive teacher-student interaction?

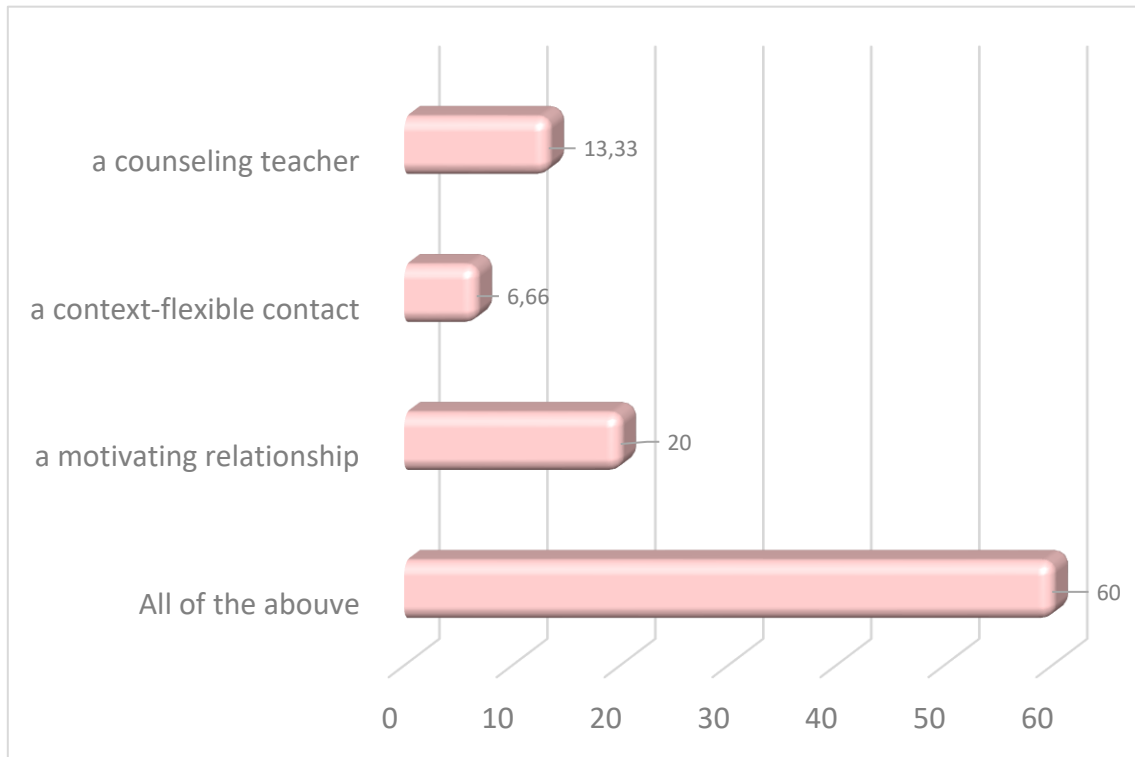


Figure 3.4: Students' perception of teacher-student relationship

The answers of this question show that (20%) of students see the student-teacher interaction as motivating relationship, whereas (13.33%) see the teacher mainly as a counseling teacher. (6.66%) of students regard the relationship between students and teachers as a context-flexible engagement, while the highest percentage of students (60%) believe that teacher-student interaction is a motivating relationship, a context-flexible contact and a see the teacher as a counselor teacher equally. The analysis demonstrates that most of learners consider their teachers as more than mainly a motivating or a counseling teacher, they consider the teacher-learner relationship as an important component for a complete learning process.

Question seven: How would you describe your own personality?

	AF	RP
Social personality	28	62.22%
Reclusive personality	17	37.77%
Total	45	100%

Table 3.3: students' personality

From the table above we can notice that most of the students (62.22%) present students with a social personality. The others (37.77%) claim that they have a reclusive personality. The questionnaire analysis denotes that the learners have different personalities. They do not share the same personalities. Some of the students have social personalities as oppose to those who have reclusive personalities

Question eight: Do you feel that your personality affect your learning progress?

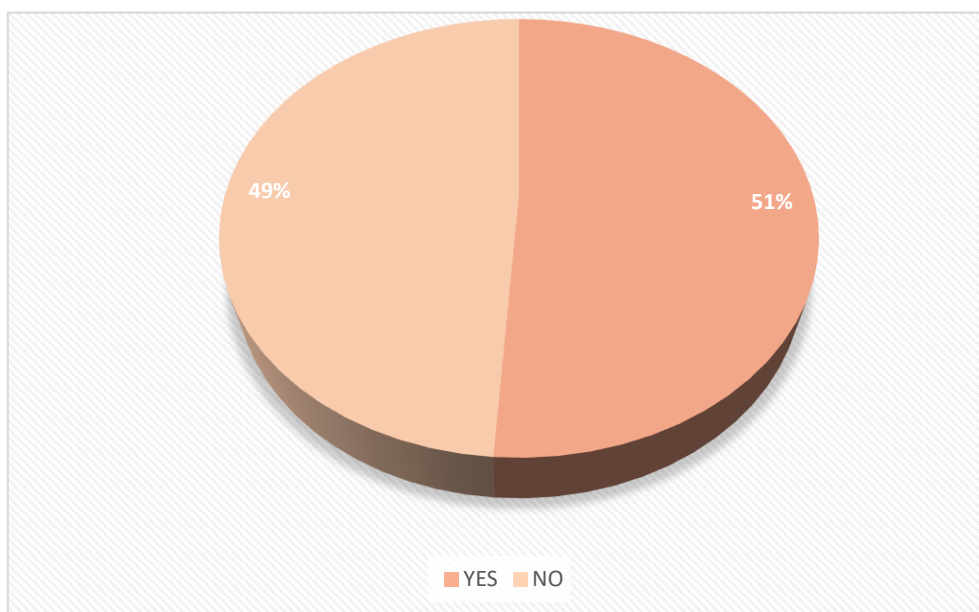


Figure 3.5: Student's views as to the influence of their personalities on the learning progress

When questioned about the impact of their personalities on their learning progress, 51% of students believed that their personalities have an impact on their EFL learning progress; on the other side, 49% did not believe that their EFL learning success was influenced by their own personalities. learners are disagree in the influence of their personalities on their learning progress. Some of them could control themselves not to mix between learning and personality, while others could not help but including their personalities in their EFL learning progress.

Question ten: Do you express yourself in English when you are alone same way as you do when you are in front your classmates? justify why

	AF	RP
YES	07	84.44%
NO	38	15.55%
TOTAL	45	100%

Table 3.4: the impact of self-esteem on EFL learners' performan

In response to this question, table 4 shows that the majority of students (84.44%) felt more comfortable expressing themselves in English when they were alone, while only (15.55%) feel they could express themselves in English in the same way they did in front of their classmates when they were alone. The majority of them indicated they had a bad experience trying to express themselves in English in front of their classmates in the past.

Others tended to be afraid of making a mistake in front of others; others stated that they are able to express themselves so easily when writing because they had enough time to do so on the topic in which they work. While few of them claimed that they feel more at ease while speaking since they could convey their emotions and sentiments. They also agreed that training the skill of

speaking improves their pronunciation and fluency. According to this question, the majority of students were unable to freely express themselves in front of others, and this was a result of both their previous experiences and their personality.

Few of them were capable of expressing themselves freely and in the same way that they do when they are alone, and they have grown accustomed to do so.

Question eleven: What kind of activities do you prefer in English lessons?

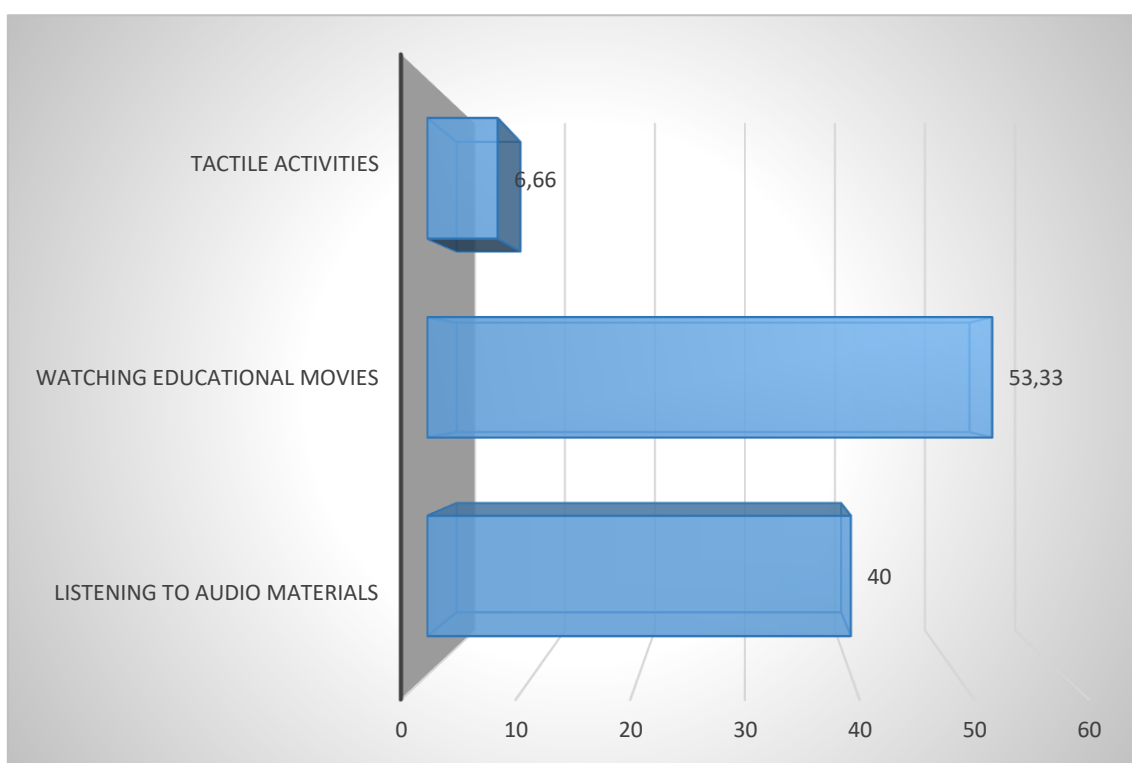


Figure 3.6: Students' learning styles 1: sensory preferences in learning

In this question, the majority of students (53.33%) referred to learn English by watching educational movies, while (40%) believed that learning English by listening to audio resources was the most effective technique to improve their English language skills. Others (6.66%) choose tactile activities to learn English. According to the findings, students had different sensory learning methods. Some of them are visual learners, who are more likely to grasp and enjoy

learning through visual materials such as educational movies, while others were auditory learners, who may learn the English language better and faster with audio materials. Others were tactile learners, who required physical contact with items in order to fully comprehend and master their EFL learning progress.

Question twelve: Do you like the teacher involving physical activities during the lesson?

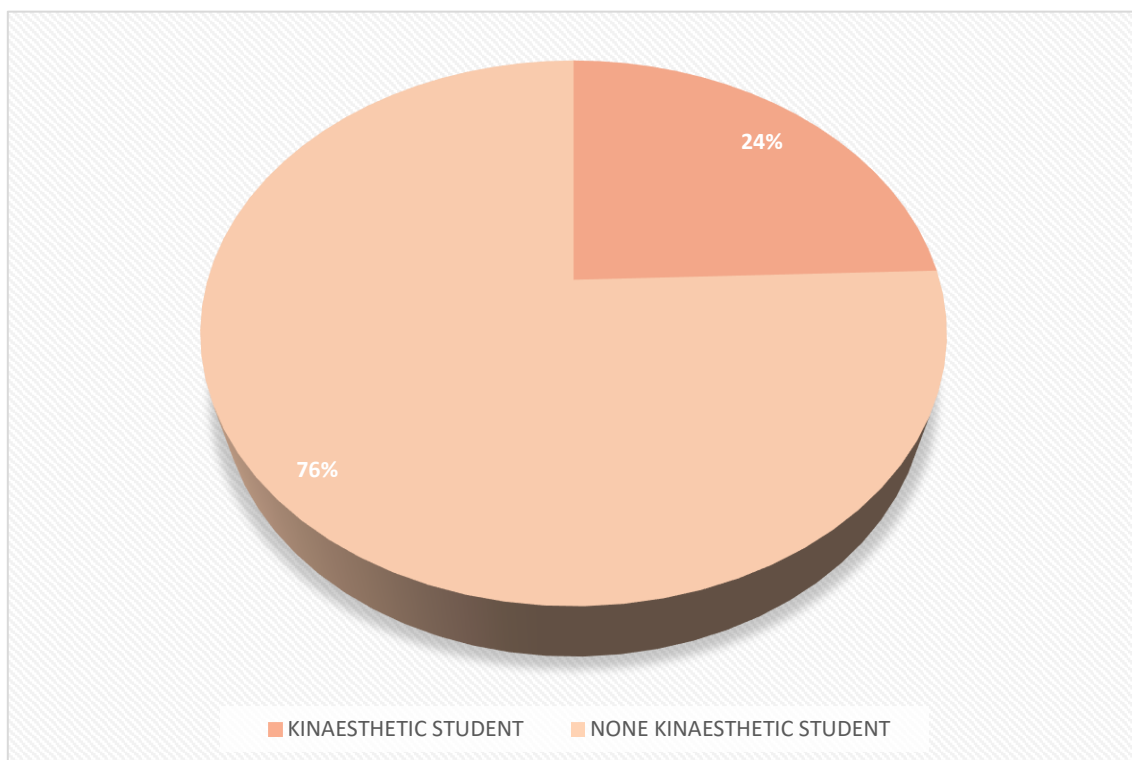


Figure 3.7: Students’ learning styles 2: preferences that involve physical activities

The majority of students (76%) say they did not like having physical activities during class, while others (24%) say they enjoyed having physical activities during class. According to the findings, the students differed in terms of preferring to engage in physical activities such as moving around or arranging objects with their hands.

Question thirteen: Are you currently facing any of the following problems?

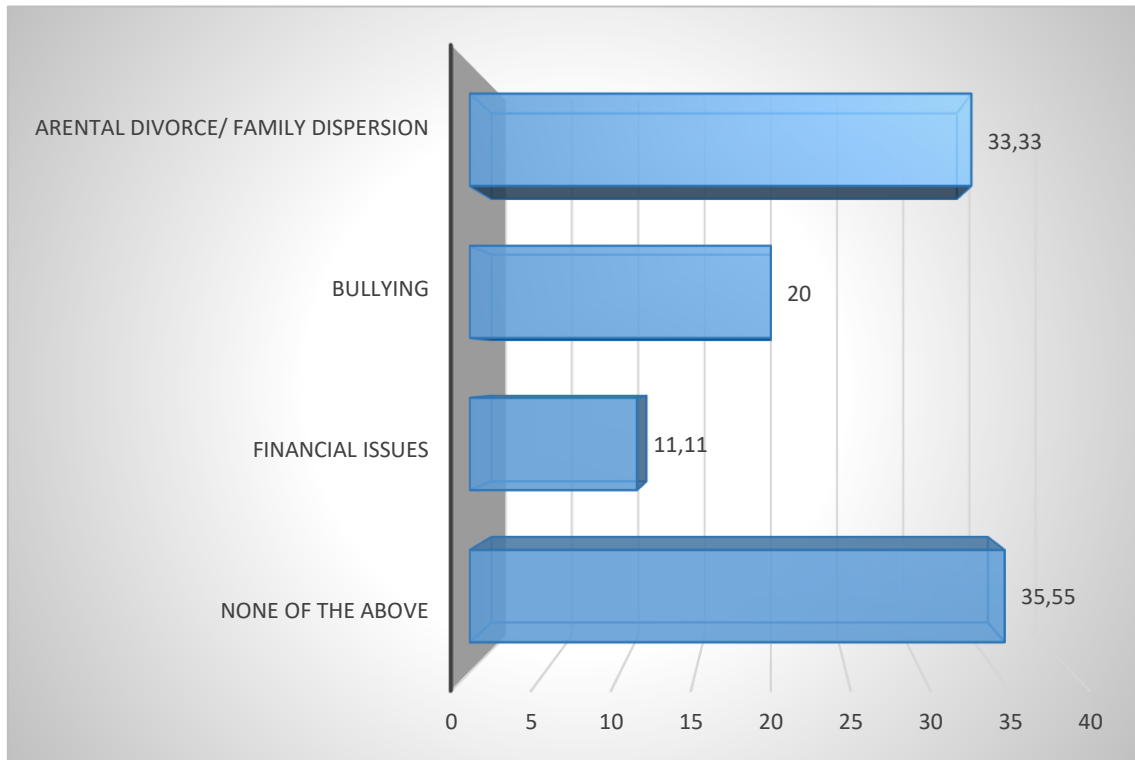


Figure 3.8: The social condition of EFL learners

In response to this question, figure 08 shows that (33.33%) of students lived in a home where their parents are divorced or separated, and (20%) of students were bullied. (11.11 %) of students were experiencing financial hardship. The remaining students (35.55%) were not affected by any of the aforementioned difficulties. The findings show that societal issues affect the majority of the students. They were dealing with a variety of social issues, including family dispersion, bullying, and financial difficulties.

3.4. School Guidance Counselor Interview:

3.4.1. Analysis of the Questions:

Question 1: How long have you been working as a secondary school guidance counselor?

This question aimed to know the experience of the school guidance counselor in the secondary school of Saida. The answer was that the school guidance counselor had 20 years old of experience.

Question 2: According to you, what are the main Psychological barriers that hinder secondary school EFL students in classroom?

This question aims to know the primary psychological barriers that prevent secondary school EFL students from succeeding in the classroom. The explanation was that there are a slew of psychological obstacles in the way of EFL learning progress. Anxiety, fear of learning a new language, early unfavorable experiences, the student's attitude toward learning the language as well as the English teacher, the learner's personality, and the differences in types of intelligence from one learner to another are among the most essential factors.

Question 3: according to your experience, What is the source of these psychological barriers?

The question was about the reason psychological barriers are due to. The results recorded reveal that there are three main reasons leads the psychological barriers to occur: first: pedagogical reasons such as leaning styles differences, the teacher's proficiency (style of correction, biased study of those participants as opposed to non-participants, the teacher's psych pedagogy), lessons accumulation (students' absorption capacity), the module's coefficient. Second reason involves personal psychological issues for instance: The safe zone, Psycho-complex because of physical defects like orthodontics, apprehension as

well as the student's personality. Third reason and for my point of view most effective factor on EFL learning in particular and in learning progress in general, social conditions. It involve bullying, family dispersion (parental divorce, poverty), and religious background.

Question 4: In what way do these barriers reflected in EFL learners' outcomes?

This question was asked in order to know to what extent psychological barriers affect learners' EFL learning progress. In responding to this question, school guidance counselor respond: Because of their language anxiety, the majority of students fail to achieve total fluency. Concerning the intelligence differences, Students may find themselves in a situation where their brain refuses to accept certain norms mentally.

Concerning the lessons accumulation, students may have a "mental block" when it comes to digesting a foreign language, even though they are good learners in other situations, This approach slows down the entire process and makes it more difficult to learn the target language. Learners are challenged in a language classroom depending on their ability to generate the language correctly, particularly if they have poor self-esteem or very low self-confidence and in some cases, they may be effected by their previous negative experiences.

The unprofessionalism of EFL teachers (wrong style of correction, incorporates his own judgment, and is subjective) also is a major barrier to successful learning, and it makes EFL students unwilling to grasp the English language.

Question 5: Does the impact of barriers differ from one learner to another?

The impact of the psychological barriers is depending on the student's personality, the influence of barriers varies from one learner to another. There are certain students who have sensitive personalities and are easily influenced by their classmates' opinions as well as other factors affecting their academic performance in English. In some instances, two learners may be faced with the same negative social circumstances; one may be severely hampered in his learning progress due to social problems, while the other may have control over his concerns and be able to make the distinction between the two.

Question 6: How, in your opinion, may teachers identify students who are experiencing psychological difficulties in their EFL learning?

The question aims to know how the teacher notice learners who are facing psychological barriers, the answer, Students that are experiencing psychological difficulties might be identified by their facial expressions, isolation, shyness, and constant silence.

In some cases the teacher can use some activities such as oral or written expressions where the teacher ask the students to talk about their personal issues in learning or to express them self in terms of their social lives or psychological issues. Most of the cases that face such conditions are capable of expressing themselves honestly and directly especially if they have a good interaction with the EFL teacher. In another words, when the student trust his teacher the helping mission becomes much easier and the learner himself can help the teacher to do so.

Question 7: Is there procedures that teachers can follow to help EFL learners who are negatively effected by the psychological barriers, according to you?

CHAPTER THREE: DATA ANALYSIS

This question aims to understand how teachers assist this group of students in order to reduce the problem. She suggests that teachers help them by creating group projects, speaking with them, and advising them to free themselves. However, in some cases, teachers are unable to aid them, and these students should be referred to a competent school psychologist.

3.5. Analysis of Classroom Observation:

Research tool	Objectives	Shortcomings
Classroom observation	<ul style="list-style-type: none"> - To pay close attention to both teachers' and students' attitudes in a direct and precise manner. - To have a better understanding of the strategies used by teachers and students in EFL courses. - better notice the interaction between the learners and the teacher during the EFL course. - Reviewing the cultural and linguistic abilities of the students. - The students' reactions and behavior in relation to the EFL course. - To have an in-depth observation of how students express themselves, as well as how they produce and perform 	<ul style="list-style-type: none"> - Unconscious bias interaction of English teachers with those participants students as opposed to non-participants students. - When asked a question, students generally reply with "yes" or "no," rather than providing accurate responses or a whole sentence or answer. - Instead of interacting with teachers, students tend to be passive listeners who rely primarily on teachers for ready-to-use information. - Teachers allow students to express themselves in Arabic since they are aware that some students have a basic weakness, consequently lowering their English level. - students make fun of each other for mispronouncing or expressing themselves incorrectly in English which lead some of them choose to

	<p>in an EFL classroom.</p>	<p>remain silent.</p> <ul style="list-style-type: none">- In most of the time, students are unaware of how to collaborate effectively with their classmates (completing tasks, listening to partners, staying on-task).- When contrast to literature students, scientific students do not put too much emphasis on studying English because its coefficient is low in comparison to the other modules.- Students who are isolated and absent-minded, who do not participate in class and do not pay attention to what is being said.
--	------------------------------------	--

3.6. Conclusion:

This chapter provides detailed descriptions of the experimental study's research design as well as the reasoning for methodological choice. It has provided an outline of the research design in order for the reader to see the many processes used to carry out this investigation. In this regard, I've included an overview of previous studies based on the data gathering devices.

The chapter focuses on explaining each methodological decision and how it is supplemented in order to make the research more reliable. After gathering data through the use of research instruments such as school guidance counselor interviews, class observations, and student questionnaires, we were able to get a better insight of our research by observing both EFL students and teachers, as well as interviewing the school guidance counselor at Kadi Mohamed Secondary School. In order to acquire real findings, we investigated the data quantitatively and qualitatively.

***CHAPTER FOUR: A TENTATIVE
SOLUTION TOWARD PSYCHOLOGICAL
BARRIERS ON EFL LEARNING
CONTEXT***

4.1. Introduction:

The current chapter focuses on the solutions to the issues discovered while gathering data for the study under investigation. This chapter will go over the shortcomings found in the data analysis as well as suggestions for how to resolve them. Its purpose is to help researchers gain a better understanding of how to solve difficulties they may face in the future.

There were anomalies observed in the classroom during the classroom observation and using a questionnaire to collect data from both teachers and students. As a result, this chapter will provide advice and suggestions for both English teachers and EFL students.

Teachers might be given some ideas based on the research findings so that they can put certain measures in place and assist pupils in overcoming the obstacle. It is divided into recommendations and suggestions addressed to teachers and learners. Suggestions for teachers such as the teachers' personality qualities, students' learning styles and suggestions for EFL learners such as student's internal psychological barriers, Time restriction, perception and intrinsic motivation.

4.2. Students' Internal Psychological Issues:

Several research investigations have shown that a learner's personal qualities can contribute to explain his or her unique outcomes. Male and female students' social contexts, beliefs and experiences, aptitude and cognitive qualities and personal characteristics all contribute to a better understanding of their learning processes and outcomes.

To achieve better EFL learning outcomes, the student should be conscious that he is in command of his own learning process, and that he may exert control over himself by attempting to avoid allowing internal negative psychological difficulties to hinder his learning progress. Previous unpleasant experiences,

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

social troubles, a lack of confidence, and low self-esteem are all variables that significantly influence EFL learning.

There are psychological challenges that can be treated, and by understanding them and working to master their personalities, a learner can overcome them. EFL learners can employ a variety of methods to overcome psychological challenges that impede their learning progress, such as reading literature about their own psychological issues.

Psychological and human development books are the finest for psychological recognition and problem solutions, especially if the learner is a secretive person who cannot share his feelings and internal problems. Many specialists and psychologists give free and quick approaches to solve psychological problems and teach how to conquer them successfully and scientifically through psychological books.

Because of scientific advancements, it is now easy to obtain psychiatric and instructional movies and websites, as well as to contact professionals via social media. However, there are psychological barriers that the EFL student cannot overcome on his own; instead, he requires assistance from professionals such as a school guidance counselor or a psychiatrist. The following are the most well-known psychological hurdles that can only be overcome with the help of a professional: apprehension, depression. Depression and apprehension play a significant impact on EFL learners' mental and physical health and emotions.

They are terms that are often used to describe the feelings and emotions of grief and tension that everyone experiences at different times in their lives, such as tests, interviews, formal meetings, and work meetings. They are also used to denote a variety of diagnosable depressive disorders; EFL learners with this issues typically have low self-esteem. Students who perform poorly on their exam paper can become depressed and apprehensive. Students should approach

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

psychological obstacles constructively in order to avoid them, as the negative effects of difficulties can be gradually eliminated in their minds.

4.3. Time Restriction:

Time has an impact on students' emotions; not only is a huge class a hurdle for both students and teachers, but also the amount of time allotted is viewed as a barrier. As a result, teachers are unable to provide adequate time for their students to talk and express their thoughts, opinions, and feelings, as well as engage.

Furthermore, some students believe that their teachers are unconcerned with them, leading to a bad attitude toward the teachers. As a result, teachers are victims of both time constraints and huge classrooms, as they do not have the time or space to do their best, making learners uncomfortable throughout their classes. As a result, time constraints can be viewed as a deterrent to students' engagement.

Since teachers are also hampered by time limits and large classrooms, it is the responsibility of learners to promote learning by providing a conducive environment by avoiding commotion and distracting questions, as well as maintaining a serious and well-focused attitude. Adopting such positive behaviors aids both teachers and students in mastering the EFL learning quality and allows students to participate in a more orderly manner.

4.4. Perception:

Perception is a sophisticated mental process which, at the same time, aids the individual in interacting with his surroundings. As a result, without this skill, we are unable to respond to the sensations we get from our surroundings. As a result, without this skill, we are unable to respond to the sensations we get from our environment.

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

When a teacher assigns an exercise to his students, the activity's instruction will be viewed differently. This means that each student will interpret or comprehend the activity based on his or her particular cognitive abilities. Some students will find it simple, while others may find it challenging. Their vision is influenced by their feelings toward such a subject in this case. There is another cognitive skill that influences learning in addition to perception. This is about attention, which is a generally stable view about a person, object, or action that has a cognitive component (positive or negative).

If a student believes that he needs to learn a language, this method encourages him to devote more time to it in order to attain the greatest results; otherwise, he will be uninterested. The process through which the brain organizes and interprets sensory information is known as perception. What it hears is one thing, but we are all different as humans. We are concerned not just with what we experience, but also with how our thoughts and feelings influence our perceptions.

This demonstrates that perception is an internal process involving the senses that is linked to the outside world. It is a skill that allows us to react to environmental stimuli in order to comprehend what is going on around us. Furthermore, when a teacher assigns an exercise, some students may find it simple, while others may find it tough, because individuals perceive it differently depending on how important or relevant it is to them.

4.5. The Intrinsic Motivation:

Goal-directed theories of motivation that focus on the function of extrinsic rewards and punishments have given way to the concept of intrinsic motivation. Interest, in addition to curiosity and discovery, is regarded as the most important factor in motivation. A learning activity that is intrinsically motivated is pleasant in and of itself; it offers the learner pleasure simply by doing it.

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

It fosters improved learning and retention of the information and concepts gained by including the learner more fully in the activity. Classroom instructions should aim to increase intrinsic motivation as much as possible, which implies that teachers should give it their all when giving a lecture, capturing the attention of the students. A positive response to stimuli based on existing cognitive processes arouses and maintains the learner's curiosity. Intrinsically driven activities are those for which there are no rewards other than the activity itself.

People appear to participate in activities for their own sakes rather than for extrinsic benefits. Intrinsic motivation is obtained from the enjoyment or pleasure gained from language learning. Learners that are naturally motivated like participating in language learning assignments. As a result, teachers should use such inspiring projects and activities to maintain their students' motivation levels. In the aim of increasing the levelk of the intrinsic motication in EFL learner, the teacher is required to apply some strategies to do so such as:

- Autonomy tasks for students
- Open L2 syllabuses
- allowing the student to choose and negotiate what he or she wants to do
- Boosting the student's self-esteem by emphasizing his or her EFL learning abilities
- Favoring self-control and self-regulation of EFL learning
- Assisting the student in perceiving his or her personal cognitive competence

4.6. The Teacher's Personality Qualities:

The teacher's social class, ideology, and views derived from his or her upbringing may also influence his or her classroom behavior and performance,

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

as well as the attitudes and ideas (s)he transmits, promotes, and develops in his or her students.

Teachers, like students, have personal qualities and individual distinctions that affect their performance in the EFL classroom and, as a result, their impact on student achievement. Male and female professors, for example, may transfer particular ideals and foster attitudes that have an impact on a student's academic performance and final grades.

Sometimes a teacher's ideology is linked to his or her willingness to compromise and commit to the type of instruction and education that he or she gives. Some progressive teachers, for example, align with particular methods linked with the progressive teaching movement. Others hold more conventional views and teaching techniques, or combine progressive and traditional practices, choosing different points along the spectrum.

Teacher's personality qualities and classroom behavior are important aspects that influence students' attitudes and motivation in an EFL class. When we asked students what they appreciated best about their EFL teachers, they responded with a slew of responses about emotional and personal elements. the most comment responses are the following: Show an interest in the students, Be friendly and funny, Get along well with the students, have a good sense of humor, Treat the students properly, Be patient, Teach in a pleasant and graceful manner, Be kind.

While teaching EFL learners, teachers' personality play a crucial role in their learning outcomes as well as improving the EFL learning quality. For the sake of improving the teaching quality, EFL teachers should adopt qualities and characteristics that define a good EFL teacher. such as follow: Having a strong command of the target language is essential, Being explicit in your explanations,

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

accountable, fair, and tolerant, Being able to communicate in English and pronouncing words correctly, Assisting the student through being a good friend,

Developing a relationship with the students. In a closed questionnaire, where we asked EFL learners about how do they think about the teacher-student relationship, we obtained very similar results. The students again highlighted the importance of being: a motivating relationship, a context-flexible contact and a counseling teacher. All of these characteristics are highly valued by students, thus any effort on the part of the instructor to educate and behave in this manner is likely to have a favorable impact on the students' performance. Individual attributes that teachers bring to the EFL classroom may have an impact on students' performance and end results. Teacher - related variables are the teacher's formative experiences, training experiences, and personal qualities.

4.7. Classroom Management:

Classroom management refers to the actions and tactics used by teachers to keep the classroom in order. It is the responsibility of teachers to create and maintain an effective teaching and learning environment. In other words, efficient classroom management and effective curriculum and instruction have a strong and mutual link. In order to find acceptable answers to diverse challenges in the classroom, teachers employ a variety of strategies and tactics.

The claim that classrooms are well-managed frequently results in a pleasant learning environment and, as a result, excellent learning outcomes. Planning curriculum, coordinating processes and resources, structuring the environment to optimum efficiency, evaluating student achievement, and predicting future problems are all elements of classroom management. To put it another way, learners understand what is expected of them and recognize the need of properly organizing classroom activities to guarantee a seamless flow of learning.

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

EFL Teachers should be aware of the appropriate strategies that fits their EFL learning classroom as well as their students in terms of activities, authority, critical moments, grouping and seating, tools and techniques to arrange the EFL classroom successfully.

At this respect, there is the instance of the scientific study made by koba that proved that In the case of linguistic anxiety, it is preferable to support the seat arrangement. Students will form a class community by sitting face to face. This type of face-to-face engagement may encourage cooperative learning, and pupils may be able to address their problems. Teachers' ability to control classrooms and their students' behavior is crucial to obtaining great academic achievements.

The importance of classroom management in ensuring that students learn the information is essential to create a positive and productive learning atmosphere; it is one of the most crucial tasks that teachers play since it influences how well they teach. Individual teachers can make significant improvements in their students' learning if they understand and implement specific approaches.

The teacher should use implicit error correction when he corrects a student's mistake without saying so, in order to encourage students to correct their own mistakes. It will boost their self-esteem and give them the confidence to repair their mistakes on their own. Students may be able to assist one another if the classroom is set up properly.

This reciprocal help could have a two-fold impact. The first consequence is that it improves students' cognitive abilities since nervous students may receive assistance from non-anxious pupils in preparing for class. The second method is to reduce anxiety. Anxious students may feel less isolated in the classroom if they know that their peers are ready to assist them anytime they require assistance. This includes the positive thinking method because it may

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

help them realize that non-anxious students are also their friends and they are not a threat

4.8. Student's Learning Styles:

Every student in EFL classroom learns in a unique way. Learning style means that different people receive and process information differently. The basic types of learning are visual, auditory and kinesthetic. Every learner, on the other hand, may have a mix of learning styles and tactics, or only one dominating way of assimilating a foreign language.

EFL teachers should concentrate on understanding their EFL students' learning styles in order to adapt teaching strategies and techniques to their students' learning preferences utilizing a variety of methods and activities. Teachers in EFL classrooms with visual learners should employ flashcards, illustrations, and images.

They should highlight the most relevant facts using different colors of chalk or markers. Posters, maps, and other visual aids should be shown in the classroom. Encourage these pupils to build visual dictionaries, take notes, and highlight significant terms while Teachers with auditory learners in EFL classes should ask them to summarize or paraphrase what they have heard, or to respond to inquiries.

Introducing songs and chants to help students practice vocabulary and entire sections of the language. Create lesson ideas that emphasize group work and teamwork to put their social skills to good use. Furthermore, In the EFL classroom, teachers dealing with kinaesthetic learners should allow them to take notes or simply doodle during lectures. To aid memorization, EFL teachers should include a variety of physical exercises and games in their lesson plans.

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

Use manipulative teaching resources such as blocks, puzzles, or board games with their students. In an EFL classroom, the teacher meets students with a variety of learning styles at the same time and in the same place. That could be a challenge. The teacher's only approach is to vary his or her instructional materials and tactics.

To develop a helpful and effective lesson plan, teachers should consider all of the students' requirements and learning styles. That is why an EFL teacher should visualize his or her teaching materials, give a good sample of spoken language, and put what he or she is teaching into practice in every lesson.

4.9. Socio Economic Status of Students:

Among the individual differences variables used to identify specific EFL students or even the entire school population, socioeconomic position and social class may be the most relevant. This indicates that the teachers should be aware of their students' social backgrounds, because learning a language is dependent not only on the learner's abilities, but also on the views held by members of the society in which they reside or the closest individuals to them, such as parents or friends.

Typically, social class is defined in a more personal manner that reflects local prominence and acceptability. The next sentence expresses the same idea: respectable, influential, or prestigious people come from a high social class. To put it another way, the learning process is influenced by society, specifically the social class to which the pupils belong, as well as the members of that social class and their views toward them. The learner's parents play an important role as well. In any situation, teachers place a premium on parental educational attainment because it is linked to parental involvement in and attitudes toward education.

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

This demonstrates that the language teacher should consider the learners' parents' level of education as well as their occupation. As a result, they had a better understanding of how to deal with each individual student. Regardless of their educational level, parents always want the best for their children. If they have a higher level of education, they want their children to obtain the same degree of education; they will be more aware of the importance of education and want their children to achieve what their parents could not.

The data analysis conducted using the questionnaire addressed to the student in this research indicated that most of the student suffer from harsh social conditions such as bullying, parental divorce and financial issues. These conditions affect the learners' outcomes in a way or another. It caused him day dreaming, Distraction and lack of focus. EFL learners' outcomes in this situation will probably decreased. learners who are facing sociological or financial issues can be noticed by their Facial expressions, isolation, timidity, and persistent quiet. these are all signs indicate that the student is having a psychological troubles.

EFL teachers at some points can help this them by forming groups, conversing with them, and advising them to be self-sufficient. Teachers may be unable to help them in some circumstances, and these students should be sent to a qualified school psychologist.

4.10. Classroom Anxiety :

Classroom anxiety has been shown in various studies to be a barrier to language learning. We discovered anxiety difficulties among students in EFL classrooms while utilizing English during our research data collecting. This issue is influenced by previous negative recollections of language study and exam pressure. One of our participants described how, as a child, he was

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

thrashed by his teachers at school and lost his confidence in speaking in front of others.

Another student stated that his class had a large number of pupils and that he was afraid to ask his teacher about his concerns because of the large number of classmates. Eventually, his teacher's anxiety developed into a fear of the subject as a whole. It is critical to establish a welcoming environment where a learner does not feel threatened and language comes effortlessly to him when learning a foreign language.

The lesson will not be participatory if there is friction between the teacher and the students. As a result, language acquisition will be impeded. To master EFL learning, active participation and dynamic class lectures are essential. Learners must believe that their discoveries are the result of their own efforts, and a later session on discourse prosody may be the best method to bring the latent discovery to fruition as a learned ability.

In order to acquire learners' cooperation in EFL classes, teachers must create an environment in which they fulfill learners' cultural and ethnic needs, as well as their social, emotional, and cognitive demands. Nonetheless, the majority of interviewees stated that they are pressured in foreign language classes and are afraid to speak in English in front of the class. Among the responses in the questionnaire, one student made an unusual comment concerning language learning, saying that anytime she does not understand a new term, she feels foolish and thinks less of herself.

This is most likely due to stress and peer pressure. If a person is worried, negative self-related cognition might start in any situation. Another student stated that a fear formed in him as a result of a terrible experience in school, causing him to be stressed in the classroom. He also mentioned that he does not speak English well and that this concerns him when speaking in front of the

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

class. While speaking, he becomes uneasy and runs out of words. He is unable to articulate himself due to a lack of precise words.

Language anxiety is commonly linked to language acquisition issues, such as differences in listening comprehension, a lack of word formation, poor vocabulary development, lower grades in language courses, and lower standardized test scores.

Another intriguing point brought up by a student was that he gets anxious anytime he is given grammatical rules to memorize. But at the other hand, if the class is filled with class activities and tasks, he learns better since he is not under pressure and can learn spontaneously and without stress. He believes that if he learns in a fun way, he will be more motivated to engage, and English will become less difficult. It is clear that they are afraid of speaking in front of others in the target language, and because they are afraid of public speaking, it is critical to progressively reduce their anxiety through various tasks such as brief presentations, group tasks, and role play.

Another participant stated that she had difficulty understanding the pronunciation of native speakers. Another source of stress could be this. She also feels self-conscious when presenting a presentation because she is aware of any grammatical errors. It makes her feel anxious. She becomes nervous when she cannot relate to proper grammar. She believes she is unable to talk effectively because of this, and she finds it "embarrassing." She is constantly concerned about her word knowledge and fluency.

It is a well-known fact that if students want to learn a language, they must first learn how to speak the language; otherwise, mastering grammar and writing will be useless. In this case, anxiety issue in classroom seems to be the biggest barrier for the students. For another student, he feels anxious if the classroom is

new to him but once he gets familiarized with the environment, he feels a bit stress free while speaking in English

4.11. Attitude Towards Learning the Language:

It is understood that a learner's attitude toward the language, whether positive or negative, has a direct impact on their ability to learn. In reality, if it is positive, it will encourage learning, whereas if it is negative, it will stifle it and lead to failure. As a result, the language student should be informed of the language's historical background, culture, and political, economic, and social status in his country and around the world. As a result, having such a broad understanding of the language we are learning is extremely beneficial to each individual student.

People have opinions on a wide range of topics. Furthermore, they believe that attitudes have an impact on how people see the world and the explanations they give for events. We can deduce from these assertions that people view and think about things in different ways. In our situation, learners' attitudes toward language acquisition; some may regard English as a prestigious language through which they can achieve prestigious employment; it may also assist them in traveling.

Others may believe that you can travel overseas and communicate with people effortlessly, while others may disagree. i.e. they learn for the sake of learning. Learning as if they were studying a different subject. They have no desire to travel overseas, and as a result, they are unconcerned whether they obtain a good or bad grade. In this respect, it is important to mention the teacher's role to inspire the EFL learner by showing them the value of learning a new language even though they do not have the desire to travel abroad.

The English language itself has a great importance in the current era since it is pointed as the most useful language. It is the science language. Through

CHAPTER FOUR: A TENTATIVE SOLUTION TOWARD PSYCHOLOGICAL BARRIERS ON EFL LEARNING CONTEXT

learning the English language, the learner can get access to any information without facing the problem of not knowing the English language.

4.12. Conclusion:

This chapter sheds light on the numerous flaws in both teaching and learning EFL development. The final goal of this chapter is to provide a clear picture of the anomalies we discovered while examining the research at hand in order to achieve this goal.. In addition, we provide suggestions and solutions to the problems we have discovered through our data gathering progress. It covers a wide range of topics to assist teachers in dealing effectively with student behavior. It also has objectives and significance that aid teachers in establishing a pleasant learning environment. Furthermore, it emphasizes the attributes that teachers should possess in order to be effective, as well as their function as effective managers in creating a positive environment. In the other hand, it offer suggestions and advise EFL learners to gain quick and good English level.

The first hypothesis was explained and proven after previous studies demonstrated that there are many and numerous psychological barriers that limit EFL learning progress. The second and third hypotheses, like the first, have been confirmed based on the findings of the present research instruments. The results of the EFL learners' questionnaire and classroom observation show that EFL students in secondary school confront a number of psychological hurdles to their learning progress, which vary based on the learner's personality as well as internal and external variables.

General conclusion

GENERAL CONCLUSION

Human psychology plays a significant role in each learning situation. Learners may encounter significant levels of psychological stress as well as mental disorders in the setting of EFL learning. This can have a negative impact on their performance. In terms of the psychological element, it has been noticed that the majority of EFL students in secondary school struggle with learning the English language.

This study intends to shed light on the psychological barriers that hamper secondary school EFL learners. The researcher identify the learners' psychological weaknesses and difficulties (anxiety, motivation, self-esteem, shyness, Confidence Inadequacy, Student Reticence, Mother-Tongue Use, Fear of Making Mistakes, EFL learner's personality, The Incentive for EFL learning, Enjoyment, and Social Context, The student's beliefs and experiences and gender) in secondary school (KADI MOHAMMED SAIDA).

In other words, the objective of this report was to determine whether psychological hurdles to effective EFL learning exist in KADI MOHAMED secondary school, and to what extent these barriers may impede the EFL learning process. Furthermore, it tries to determine the function of EFL teachers in enabling their students in overcoming psychological obstacles and challenges in the classroom.

The research is based on three main hypotheses: The first hypothesis is; there are various barriers to hinder the learning progress in EFL learning context such as personal psychological issues and social conditions; second hypothesis is: Psychological barriers differ from one EFL learner to another, depending on the learner's personality and internal and external influences.. While the third and last hypothesis was, : EFL learners might register good scores, if their psychological barriers were overcome . The reasearch was devided into four chapters.

GENERAL CONCLUSION

In *the learning situation analysis* chapter, we have presented firstly we introduced the way we have conducted our research in the research methodology section, then we identify our participants in terms of level, age range, gender, proficiency level, the learning pathway, behaviours, tendencies and learning preferences and attitudes followed by the Instruments section. In the Instruments section, we provided an explanation of the research tools which has been used in data gathering in the research under investigation, which are: questionnaire addressed to EFL learners, Interview with the school guidance counsellor and classroom observation.

In the *literature review* chapter, we have presented various terms and issues related to the impact of the psychological barriers on EFL learners outcomes. At first, we start by defining the key concepts in our research such as definition of EFL, learning outcomes, psychology definition and history, and psychological barriers in EFL learning context. In addition, we dealt with the impact of the main psychological barriers on the EFL learner's outcomes in the aspect of experts and previous studies. In this chapter, the first hypothesis was clarified and confirmed since the previous studies stated that there are different and numerous psychological barriers that hinder the EFL learning progress.

In the *Data analysis* chapter, we described the methods and techniques used during this study to collect data and analyze them. Data was gathered through a questionnaire distributed to EFL students at KADI MOHAMED Secondary School in Saida, as well as classroom observation and a face-to-face interview with the school guidance counselor at the same school. The results of the EFL learners' questionnaire and classroom observation confirm that EFL students in secondary school face a variety of psychological barriers in their learning progress, which vary from one EFL learner to another depending on the learner's personality as well as internal and external factors. Therefore, the second hypothesis has been confirmed. Moreover, the results gathered from the

GENERAL CONCLUSION

interview with the school guidance counselor confirm that students who are aware about their own psychological barriers tends to be able to overcome them thus the third hypothesis was also proved.

The current study discovered that practically all EFL students experience psychological barriers, which vary depending on their intrinsic and inxtrinsic motivation, as well as their personalities.

EFL teachers play a critical role in assisting their students in overcoming it. In the *A tentative solutions towards psychological barriers on EFL learning context*, after our investigation, we compiled a list of suggestions and recommendations for EFL teachers to help with teaching and learning.

To conclude, the purpose of this study was to present a vivid image of the major psychological difficulties that secondary school EFL students face during studying. As a result, it is critical to conduct a thorough investigation into the situation of psychological hurdles in EFL teaching/learning process at the secondary school level in Algeria.

Bibliographie

- Al Othman, Fadel H.M. & Shuqair, Khaled M. (2013). The Impact of Motivation on English Language Learning in the Gulf States. International Journal of Higher Education Vol. 2 No. 4. Published by Sciedu Press. ISSN 1927-6027 E-ISSN 1927-6052.
- Arnold, J., & Brown, H. D. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in language learning*. Cambridge: Cambridge University Press.
- Arnold, J. (2003). Speak easy: How to ease students into oral production. *Humanising Language Teaching*, 5(2), 1-13.
- Auerbach, E. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9-32. Retrieved from <http://onlinelibrary.wiley.com/doi/10.2307/3586949/full>
- Baldwin, & Caroline, (2011). How to Overcome Shyness during an Oral Presentation. [Online] Available: http://www.ehow.com/how_7852354_overcome-shyness-during-oralpresentation.html (February 17, 2011)
- Bowen, Tim, (2005). Methodology: Shy Students; An Article Offering Suggestions and Advice on Teaching Shy Students. [Online] Available: <http://www.onestopenglish.com/support/ask-the-experts/methodology-questions/methodology-shy-students/146385.article> (March 15, 2011)
- Burstall, C. (1975) "Factors affecting foreign-language learning: a consideration of some relevant research findings". *Language Teaching and Linguistics Abstracts* 8: 105-125.
- ush, D. (1981): "Introversion-extraversion and EFL Proficiency of Japanese Students". *Language Learning*, vol. 32, 1:109-132.
- Boyle, J. (1978): "Sex differences in listening vocabulary". *Language Learning* 37: 273-84.
- Brown, H.D. (2002). *Strategies for success: A practical guide to learning English*. New York, Longman.
- Brown, H.D. (2001). *Teaching by principle: an interactive approach to language pedagogy*. (2nd ed.). New York, Longman.

- Brown, S. (2005). Assessment for learning. *Learn. and Teach. in High. Edu.*, 1, 81-89.
- Cubukcu, F. (2008). A Study on the Correlation between Self Efficacy and Foreign Language Learning Anxiety. *Online Submission*, 4(1), 148-158.
- Chen, D. (2010). Enhancing the learning of Chinese with Second Life. *Journal of Technology and Chinese Language Teaching*, 1(1), 14-30.
- Cook, v. (2001). Using the first language in the classroom.(402-419) New York retrived from https://scholar.google.com/scholar?q=using+the+first+language+in+the+classroom&hl=fr&as_sdt=0&as_vis=1&oi=scholart&sa=X&ved=0ahUKEwibq9fA9OrTAhXL2xoKHV3nD4gQgQMIHzAA
- Dulay, Heidi, Burt, Marina, & Krashen, Stephen. (1982). *Language Two*. Oxford:Oxford University Press.
- Dubrin, Andrew J. (2008). *Applicable Psychology*, (Gholamreza Memarzade, Tehran, Hojat Taheri Gudarzi, Alborz Gheytni, Trans.) Tehran: Basarang Publication.
- Dörnyei, Z. (1990, April). Analysis of motivation components in foreign language learning. In *9th World Congress of Applied Linguistics, Thessaloniki, Greece, April* (pp. 15-21).
- Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4, 237-274.
- Ellis, R. (1985). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press. Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press. Fermoso Estébanez, P. (1990): "La Escuela como institución social" en Fermoso, P. et al. *Sociología de la Educación*. Alamex, Barcelona.
- Eysenck, M. W. (1979). Anxiety, learning, and memory: A reconceptualization. *Journal of Research in Personality*, 13(4), 363-385

- Gardner, R. C. (2001). *Integrative Motivation and Second Language Acquisition*. Honolulu, HI: National Foreign Language Resource Center.
- Gebhard, G.J. (2000). *Teaching English as a Foreign or Second Language*. USA: The University of Michigan Press.
- Gibbs, G. (2010). *Using assessment to support student learning*. Leeds: Leeds Met.
- Harmer, J. (2001). *The practice of English language teaching*. (4th. Ed). Pearson Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom: A Guide to Current Ideas About the Theory and Practice of English Language Teaching*. RoutledgeFalmer (UK).
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Karim, K. M. R. (2004). Teachers' perceptions, attitudes and expectations about Communicative Language Teaching (CLT) in post-secondary education in Bangladesh
- Kormos, J., & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves, and motivated learning behavior. *Language learning*, 58(2), 327-355.
- Latha, B. Madhavi. (2012). *Teaching English as a Second Language: Factors Affecting Learning Speaking Skills*. International Journal of Engineering Research & Technology (IJERT) Vol. 1 Issue 7. ISSN: 2278-0181.
- Lavob, W. (1991): "The intersection of sex and social class in the course of linguistic change". *Language Variation and Linguistic Change* 2: 205-51.
- Lightbrown, Pasty M. & Spada, Nina. (2001). *How Languages are Learned: Second Edition*. Oxford: Oxford University Press.
- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. In N.F. Davies (Ed.), *System* 34 (pp.301-316). New York, Elsevier.
- Lee, w., & Ng. S. (2009). Reducing student reticence through teacher interaction strategy. *ELT journal*, 10.1093, -080
- Mak, B. (2011). An exploration of speaking-in-class anxiety with Chinese ESL learners. *System*, 39(2), 202-214

- MacIntyre, P. D. (2017). An overview of language anxiety research and trends in its development. In C. Gkonou, M. Daubney, & J.-M. Dewaele (Eds.), *New insights into language anxiety: Theory, research and educational implications* (pp. 11-30). Bristol: Multilingual Matters.
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The modern language journal*, 79(1), 90-99.
- McDonald, A. (2001). The prevalence and effects of test anxiety in school children. *Educational Psychology*, 21(2), 89-101.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers: An International Thompson Publishing Company, Boston, Massachusetts 02116 USA
- Ortega, Lourdes. (2009). *Understanding Second Language Acquisition*. London: HODDER EDUCATION: AN HACHETTE UK COMPANY.
- Preston, D. (1989): *Sociolinguistics and Second Language Acquisition*. Oxford: Blackwell.
- Ramsden, P. (2003). *Learning to teach in higher education*. New York: Routledge.
- Saurik. (2011). *Learning English, the Easy way!* [Online] Available: <http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wuchx26/>
- Schmidt, R., Boraie, D., & Kassabgy, O. (1996). Foreign language motivation: Internal structure and external connections. *University of Hawai'i Working Papers in English as a Second Language* 14 (2).
- Svanes, B. (1988): "Attitudes and cultural distance in Second Language Acquisition. *Applied linguistics* 9: 357-71.
- Tasnimi, M. (2009). Affective factors: Anxiety. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(2), 117-124.
- UR, P.A course in Language Teaching Practice and Theory. Cambridge University Press, 2000
- Wenden, A. (1986): "What do second language learners know about their language learning? A second look at retrospective accounts". *Applied Linguistics* 7:186-201.
- Williams, M., Burden, R (1997) *Psychology for Language Teachers*. Cambridge University Press

Bibliographie

- Williams, M., Burden, R. (1999). Students' developing conceptions of themselves as language learners. *The Modern Language Journal*, 83(2), 193-201.
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64-70.

APPENDICE – A

THE QUESTIONNAIRE

My name is Halimi Amina Belkais, I am preparing for memoire dissertation of «Master Two » specialty «Didactic ». My research is entitled: «The impact of the psychological barriers on EFL learners “outcomes” ». Second years’ students in secondary school as a case study at «Kadi Mohamed» secondary school, Saida. This questionnaire aims to investigate the impact of the psychological barriers on EFL learners « outcomes ». Please note that the responses you provide are anonymous and confidential and your giving information will be used for academic purposes. Thank you in advance.

1- Gender: (put a tick)

a- Male

b- Female

2- Do you like studying English?

○ YES

○ NO

3- Did you have any previous experience that affected your desire to learn English? if yes write it down

○ YES

○ NO

Specify.....
.....
.....

4- Did your previous attainment’s level have an impact in your current level in English?

○ YES

○ NO

5- How influential are the external conditions on your academic achievement in English?

- It has no effect
- Little effect
- Crucial effect

6- How do you consider a positive teacher-student interaction?

- a. A motivating relationship
- b. A context-flexible contact
- c. A counseling teacher
- d. All of the above equally

7- How do you describe yourself?

- Reclusive personality
- Social personality

8- Do you feel that your personality affect your learning progress?

- YES
- NO

9- How do you assess your current English level?

- Low level
- Intermediate level
- High level

10- Do you express yourself in English when you are alone same way as you do when you are in front your classmates? justify why

- YES
- NO

.....

11- What kind of activities do you prefer in English lessons?

- Listening to Audio materials
- Watching educational movies
- Tactile activities

12- Do you like the teacher involving physical activities during the lesson?

- YES
- NO

13- Are you currently facing any of the following problems?

- Bullying
- Parental divorce/ family dispersion
- Financial issues
- None of the above

APPENDICE – B

CLASS OBSERVATION

Class Observation

Ministry of Higher Education:

Dr.Moulay Tahar University-Saida.

Faculty of « Arts and Languages ».

Section of « Technology of Communication ».

Academic Year: 2020_2021.



Class Observation Form

The Observer:

Halimi Amina Belkais

Teacher:

Ms. Yazid Amina

The Observed Points :

- Teacher's qualification: license English
- The presented lesson: Disasters
- The Course:
 - *-Quality: medium
 - *-Authenticity:
 - *-Specificity: presentation of the vocabulary related to disasters

- The students :
 - *- Number: 15 student
 - *- Motivation: low motivating
 - *- Punctuality: accurate Punctuality

 - *- Collaboration: low collaboration

 - *- Perception: different perceptions

- Timing : One hour and a half
 - Unconscious bias interaction of English teachers with those participants students as opposed to non-participants students.

 - When asked a question, students generally reply with "yes" or "no," rather than providing accurate responses or a whole sentence or answer.

 - Instead of interacting with teachers, students tend to be passive listeners who rely primarily on teachers for ready-to-use information.

 - Teachers allow students to express themselves in Arabic since they are aware that some students have a basic weakness, consequently lowering their English level.

 - students make fun of each other for mispronouncing or expressing themselves incorrectly in English which lead some of them choose to remain silent.

- Attendance :
 - *- Teachers : Good attendance
 - *- Students : low attendance

- Comments and Remarks :
 - In most of the time, students are unaware of how to collaborate effectively with their classmates
 - The EFL teacher was so good at trying to get the student's attention.