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Dedications

Iextremely grateful to anyone who has directly or indirectly given me helping hand to achieve my work.

Ahmed Ouis

Dedications

In the loving memory of my father,

For mom, my spine,

My brother Khalil who drove me back and forth during study,

And all of my brothers.

Belaïd Ahmed Malek

Table of contents

Acknowledgments i

Dedication iv

Dedication iii

Table of Contents iv

List of Tables viii

List of Figures x

List of Acronyms and Abbreviations xii

Abstract xiii

ملخص xiv

Chapter One: introductory part 1

Introduction 2

Statement of the Problem 3

Aim of the Study 4

Research Questions 4

Research Hypothesis 5

Research Methodology 5

The method 5

Tools of investigation 5

The population 6

Sampling 6

Structure of the study 6

Chapter Two: Literature Review 7

Introduction 8

Definition and Factors of Demotivation 9

Recent Research Studies on Demotivation 10

Demotivation 12

Internal and External Demotivation 13

Demotivating Factors in Learning English 14

Motivation 16

Definition of Motivation 16

The Importance of Motivation 17

Types of Motivation 18

Intrinsic Motivation 18

Extrinsic Motivation 18

The role of Motivation In The Learning Process 19

Conclusion 20

**Chapter Three: An Overview Of The Pedagogical, Social and Psychological Factors
Affecting Language Learning 21**

Introduction 22

Pedagogical Factors 22

Teachers' effects 22

Classmates' effects 23

Social Factors 24

Community effects 25

Parents' effects 26

Psychological factors 27

Personality effects 28

Anxiety effects 28

Motivation effects 30

Conclusion 31

Chapter Four: Results, Analysis and discussion. 32

Introduction 33

students questionnaire 33

population of the study 33

description of the questionnaire 34

Teachers' Questionnaire	36
Aim of the Questionnaire	36
population of the study	36
Description of the Questionnaire	36
Discussion	68
Implications of the Research Findings	69
Discussion of the Hypothesis and Research Questions	70
The Limitations of the Study	70
Conclusion	71
Chapter Five : Suggestions and recommendations.	72
Introduction	73
Suggestions for Further Research	73
Suggestions for teachers	73
Suggestions for students	75
Recommendations	76
Conclusion	77
General Conclusion	79
References	81
Appendices	83

List of tables

Table 01: the reasons students chose to study English. 39

Table 02: students who speak English at home. 40

Table 03: students who have someone who speak English in their family. 41

Table 04: students' parents' educational background. 42

Table 05: students who get nervous when the teacher asks them a question. 43

Table 06: students cause for getting nervous when the teacher asks them a question. 44

Table 07: students who prepare lessons in advance. 45

Table 08: reasons why students don't prepare lessons in advance. 46

Table 09: teachers who use audiovisual aids to present lessons. 47

Table 10: students' difficult aspects of learning English. 48

Table 11: students preferred situations. 49

Table 12: students who study in private institutions to reinforce their English. 50

Table 13: students who perform activities related to English learning. 51

Table 14: students who have phobia of speaking English inside the classroom. 53

Table 15: causes students have phobia of speaking English inside the classroom. 53

Table 16: students who take it personal when the teacher or classmates don't understand them. 55

Table 17: the reasons students take it personal when the teacher or classmates don't understand them. 56

Table 18: students who faced failure before. 57

Table 19: students who think failure demotivates them. 58

Table 20: students who ask themselves what they might do to get better. 59

Table 21: how many years teachers have been teaching English. 63

Table 22: teachers who use audiovisual aids to present lessons. 64

Table 23: teachers who believe pair work and group work motivate their students. 65

Figure 01: students' gender. 38

Figure 02: the reasons students chose to study English. 39

Figure 03: students who speak English at home. 40

Figure 04: students who have someone who speak English in their family. 41

Figure 05: students' parents' educational background. 42

Figure 06: students who get nervous when the teacher asks them a question. 43

Figure 07: students cause for getting nervous when the teacher asks them a question. 44

Figure 08: students who prepare lessons in advance. 45

Figure 09: reasons why students don't prepare lessons in advance. 46

Figure 10: teachers who use audiovisual aids to present lessons. 47

Figure 11: students' difficult aspects of learning English. 48

Figure 12: students preferred situations. 50

Figure 13: students who study in private institutions to reinforce their English. 51

Figure 14: students who perform activities related to English learning. 52

Figure 15: students who have phobia of speaking English inside the classroom. 53

Figure 16: causes students have phobia of speaking English inside the classroom. 54

Figure 17: students who take it personal when the teacher or classmates don't understand them.

55

Figure 18: the reasons students take it personal when the teacher or classmates don't understand them. 56

Figure 19: students who faced failure before. 57

Figure 20: students who think failure demotivates them. 58

Figure 21: students who ask themselves what they might do to get better. 59

Figure 22: teachers' gender. 62

Figure 23: how many years teachers have been teaching English. 63

Figure 24: teachers who use audiovisual aids to present lessons. 64

Figure 25: teachers who believe pair work and group work motivate their students. 65

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

IT: Information Technology

L2: Second Language

LMD: License – Master - Doctorate

Q: Question

Abstract

This study investigated language learning demotivating factors among EFL students (English as a foreign language). It investigated language learning demotivating factors among third year English students at Chadli Ben Djedid university. It also explored the educational implications and recommendations for promoting EFL students' motivation from teachers' perspectives. The sample of this study responded to a 49 item self-structured questionnaire to record their demotivational and motivational factors towards learning English as a foreign language. A total of 38 students and 11 teachers from Chadli Ben Djedid University participated in the study. The data of the study were collected via one research instrument: a questionnaire with students and teachers. The results revealed that pedagogical and psychological such as subject - related and teacher - related demotivating factors were the most reported demotivating factors for EFL students. The results also showed that lack of interesting topics, lack of activities for practicing English, overemphasis on grammar, lack of instruction materials and incompetence of teachers were the most demotivating factors for EFL students toward English learning. Moreover, several recommendations for promoting students' motivation have been suggested by teachers such as technology use, extrinsic motivation and encouragement, and competitive and collaborative work.

Keywords: EFL, motivation, demotivation, demotivating factors.

المخلص

بحثت هذه الدراسة في العوامل المحيطة لمتعلمي اللغة الإنجليزية السنة الثالثة من اللغة الإنجليزية في جامعة الشاذلي بن جديد. كما استكشف الآثار التعليمية والتوصيات لتعزيز دوافع طلاب اللغة الإنجليزية كلغة أجنبية من وجهة نظر المعلمين. استجابت عينة هذه الدراسة إلى 49 عنصرًا استبيانيًا منظمًا ذاتيًا لتسجيل العوامل المحيطة والتحفيزية تجاه تعلم اللغة الإنجليزية كلغة أجنبية. شارك في الدراسة ما مجموعه 38 طالبًا و 11 مدرسًا من جامعة الشاذلي بن جديد. تم جمع بيانات الدراسة من خلال أداة بحث واحدة: استبيان مع الطلاب والمعلمين. وكشفت النتائج أن العوامل التربوية والنفسية مثل العوامل المحيطة للمتعلمين والمتعلقة بالموضوع كانت أكثر العوامل المحيطة للهمم التي تم الإبلاغ عنها لطلاب اللغة الإنجليزية كلغة أجنبية. أظهرت النتائج أيضًا أن عدم وجود موضوعات شيقة، وقلة الأنشطة لممارسة اللغة الإنجليزية، والإفراط في التركيز على القواعد، ونقص المواد التعليمية، وعدم كفاءة المعلمين كانت أكثر العوامل المحيطة لطلاب اللغة الإنجليزية كلغة أجنبية تجاه تعلمها. علاوة على ذلك، تم اقتراح العديد من التوصيات لتعزيز تحفيز الطلاب من قبل المعلمين مثل استخدام التكنولوجيا، والتحفيز الخارجي والتشجيع، والعمل التنافسي والتعاوني.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، التحفيز، التنشيط، العوامل المثبطة للهمم

Chapter One:
Introductory Part

Introduction

It is undebatable that motivation is fundamental in second or foreign language learning. Previous studies showed that motivation is one of the influential factors that can affect the process of language learning (Al-Hoorie, 2018; Bradford, 2007; Dörnyei & Ushioda, 2021). Dörnyei (2005) stated “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (p. 65). Motivation researchers were strongly interested in the positive effects of motivation that increase students’ interest toward learning (Al-Hoorie & MacIntyre, 2020; Boo et al., 2015; Dörnyei, 2020; Crookes & Schmidt, 1991; Peacock, 1997). However, there are negative factors that can affect motivation and disturb any process of learning, specifically language learning. Dörnyei (2001) named such factors ‘demotivating factors’. As opposed to the positive factors that can enhance language students’ motivation, demotivating factors gradually lessen motivation and hinder effective language learning.

Recently, demotivation has been a focus of educational research; yet, it has not received much attention in the field of language learning. In fact, language learning researchers were mostly interested in how motivation can positively affect language learning (Dörnyei, 2001). However, Baldauf (2007) argued that demotivation is a major concern in the field of foreign or second language learning. He stressed the need for a framework that considers the different sources of demotivation toward language learning. Given the negative impact that demotivation can have on language learning in different settings around the world, understanding demotivation factors is important for L2 teachers and learners (Albalawi, 2017).

Previous demotivation studies in language learning showed several demotivation factors considering language learners from various contexts (Al-Khasawneh, 2017; Çankaya, 2018;

Evans & Tragant, 2020; Sakai & Kikuchi, 2009; Zang, 2007). Most of these studies investigated demotivation among university students. However, very few studies explored demotivation among high school students in spite of its importance in this stage. Investigating demotivation factors for high school students is fundamental as it can help to identify major problems before university admission. In addition, there is a need for further research on demotivation in the EFL setting. Being motivated in an EFL setting is of paramount importance to compensate for the insufficient language practice opportunities. More importantly, demotivation research seems to be scarce in the Arab world. Thus, this study aims to explore Chadli Ben Djedid EFL students' demotivating factors toward language learning. It also investigates the educational implications and recommendations for promoting students' motivation toward language learning.

Statement of the Problem

It is quite observable that some learners learn a new language more quickly than others due to their successful by their strong will and determination and hard work. in contrast, some other learners are not very successful in learning a new or a second language and it seems that there are some demotivating factors influencing and slowing their success. These demotivating factors or few of them are out of the control of the learner.

Lately, it has been noticed that learners in Algerian universities are influenced and still suffer from these demotivating factors of EFL learning.

Aim of the Study

The present data shows different factors demotivate English learning and enlighten the struggles that English learners have.

To begin we will deal with literature review in chapter two that demonstrate the difference between Motivation and demotivation and it is explained as follows:

First part is the definition of demotivation followed by internal and external motivation. Then the demotivating factors in learning English.

In the third chapter we will deal with the pedagogical factors then we will investigate the social ones and finally we will work on the psychological agents that affect the learner.

Each factor splits into sub-factors. The real reason that demotivates EFL learners can be to one factor or one of its sub-factors or to a combination of two or all the three factors.

Whereas in Chapter four, we will state the results, analyze and discuss them. And we will conclude in chapter five providing some suggestions and recommendations.

This research attempts to bring solutions to the problems faced by the learners and clear away some of the obstacles faced by third year EFL students in Chadli Ben Djedid university. It will raise the awareness to improve their learning, also future teachers will understand their students in a better way.

Research Questions

This research hopes to find answers to the following questions:

- 1- What are the demotivating factors to study English among EFL students?
- 2- What effects pedagogical, social and psychological factors may have on EFL learners?

3- How can EFL learners overcome the negative influence of these factors?

Research Hypothesis

In the light of what has been mentioned above, we hypothesize the following:

- 1- Demotivating factors of EFL learners are internal and external.
- 2- Pedagogical, social and psychological factors may influence the learning of English language.
- 3- We can overcome the negative influence of these factors if both learner and teacher become aware of the negative and positive sides of the influence of these factors.

Research Methodology

The method

This research uses a descriptive method in order to realize our aim because motivation, demotivation, also pedagogical, social and psychological factors are hard to observe and can be conducted by questionnaires.

A descriptive method provides us with factors to identify the current situation of learning English

Tools of investigation

In order to test the stated hypothesis a questionnaire is directed to third year EFL students at Chadli Ben Djedid university since they are the core of the learning process.

Chapter One/ Introductory Part

We used the questionnaire because it is useful in gathering information by asking different questions, we can collect many ideas although observation is a very useful instrument, we cannot use it because of the nature of the three factors which are challenging to examine.

The questionnaire revised students view about what effects motivation. demotivation and the three factors have on their success in English.

The population

The population of interest in the present research are third year students and teachers from the department of English at Chadli Ben Djedid university. we have chosen this category because they must have already experienced the demotivating factors affecting their learning.

Sampling

Our representative population is third year LMD students of English at El Tarf university. the samples' number of participants are 49 (38 students and 11 teachers). They were randomly chosen from a larger population of third-year students.

Structure of the Study

The dissertation will embody five chapters;

The 1st chapter will focus on the introductory part, the second chapter is about literature review, it talked about the definition of demotivation and motivation, and factors of demotivation in general, whereas the 2nd chapter will involve three main parts; the first part covers pedagogical factors influencing English learning mainly the teacher and classmates' effects on students' achievements.

The second part deal with the social factor, community and parents' effect on students while the third part is devoted to psychological factors, personality anxiety and motivation.

The fourth chapter involves the result, description and analysis of the data collected from the questionnaire and finally the discussion of the findings. In addition to pedagogical implication and some suggestions and recommendations for both EFL students and teachers in the fifth chapter.

Chapter Two: Literature Review

An Entry to Motivation and Demotivation

Introduction

It is undebatable that motivation is fundamental in second or foreign language learning. Previous studies showed that motivation is one of the influential factors that can affect the process of language learning (Al-Hoorie, 2018; Bradford, 2007; Dörnyei & Ushioda, 2021). Dörnyei (2005) stated “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (p. 65). Motivation researchers were strongly interested in the positive effects of motivation that increase students’ interest toward learning (Al-Hoorie & MacIntyre, 2020; Boo et al., 2015; Dörnyei, 2020; Crookes & Schmidt, 1991; Peacock, 1997). However, there are negative factors that can affect motivation and disturb any process of learning, specifically language learning. Dörnyei (2001) named such factors ‘demotivating factors’. As opposed to the positive factors that can enhance language students’ motivation, demotivating factors gradually lessen motivation and hinder effective language learning.

Recently, demotivation has been a focus of educational research; yet, it has not received much attention in the field of language learning. In fact, language learning researchers were mostly interested in how motivation can positively affect language learning (Dörnyei, 2001). However, Baldauf (2007) argued that demotivation is a major concern in the field of foreign or second language learning. He stressed the need for a framework that considers the different sources of demotivation toward language learning. Given the negative impact that demotivation can have on language learning in different settings around the world, understanding demotivation factors is important for L2 teachers and learners (Albalawi, 2017).

Previous demotivation studies in language learning showed several demotivation factors considering language learners from various contexts (Al-Khasawneh, 2017;

Çankaya, 2018; Evans & Tragant, 2020; Sakai & Kikuchi, 2009; Zang, 2007). Most of these studies investigated demotivation among university students.

Definition and factors of demotivation

Motivation provides learners with the primary trigger to start learning the L2 and later push them to enhance learning process in long term. As Dörnyei (1998) stated, individuals with necessary skills cannot manage language goals without sufficient motivation even with a suitable curricula and teaching (p.117). Dörnyei (2001), identified demotivation as “the specific external forces” that decrease or diminish the motivation in learning (p.143). Undoubtedly, conducting a research study on demotivation will be of decisive importance as many teachers regard their learners as demotivated in their daily classrooms within various educational contexts (Ghadirzadeh et al., 2012, p. 189). One of the main factors for a successful L2 learning is indeed motivation, because it provides learners with a sustainable effort to master a language. However, recently, there has been arised a shift towards demotivation which is “another side of motivation” (e.g., Falout and Maruyama, 2004; Kikuchi& Sakai, 2009b) in second language learning. Demotivation, as defined by Dörnyei (2001), is a decrease or drop in level of motivation starting from an external force before being an internalized process (Ghadirzadeh et al., 2012).

Demotivating factors can be grouped under two main subheadings as internal factors (i.e. reduced self-confidence, attitudes of group members, etc.) and external factors (i.e. textbook/reference, book-related issues, teachers' personalities, etc.). Internal factors are student-self related ones leading negative outcomes while external sources of demotivation are those resulting from the outside such as the teachers, books, learning environment, etc. (Jomairi, 2011). In this respect, having great importance for learning goals, the motivation is to be sustained and reinforced by preventing demotivating factors from daily classrooms (Moskovsky et al., 2011).

Recent research studies on demotivation

Research investigating motivation vary in many aspects even though the majority of them focused on the relationship between motivation and language learning success (Guilloteaux & Dornyei, 2008; Kurum, 2011; Tarhan & Balban, 2014.). However, demotivation has been scarcely researched in various contexts (Kikuchi & Sakai, 2009a; Dörnyei, 2001; Falout & Maruyama, 2004; Falout, 2012; Tsuchiya, 2004; Gorham & Christophel,1992) with very differing purposes. Among them are determining demotivating factors in learning English, discovering other variables affecting learners' motivation such as the characteristics, age, gender, culture, (Falout & Maruyama, 2004; Tsuchiya, 2004; Gorham & Christophel, 1992). A review of significant research studies will be discussed below.

Kikuchi and Sakai (2009a), conducted a quantitative study through a 35-item questionnaire developed by themselves aiming at identifying demotivating factors among Japanese learners. They listed the following five main categories

- a) learning contents and materials,
- b) teachers' teaching styles, c) inadequate school facilities,
- d) lack of intrinsic motivation,
- e) test scores.

The results indicated that the Learning Contents and Materials and Test Scores factors ranked the highest demotivating factors for many Japanese high school students, especially for less motivated learners. Teachers' Competence and Teaching Styles were not found as strong causes of demotivation contrary to what previously suggested in many studies.

Likewise, Dörnyei (1998) investigated the sources of demotivation listing the factors in 9 groups. Among them are teachers' personalities, competence, teaching methods,

inadequate school facilities, reduced self-confidence, negative attitude toward the foreign language studied, compulsory nature of the foreign language study, interference of another foreign language, attitudes of group members. Another research was carried out in China, Germany, Japan and America by Zhang (2007) and the results showed that the most demotivating factor in their English language learning as teachers' incompetence. Similarly, in the study of Gorham and Christophel (1992), teacher behavior ranked the highest demotivating factor among learners. The researchers concluded that teachers could promote learner motivation simply by preventing demotivation. Negative teacher behavior was recognized as the most demotivating factor in the US (Millette & Gorham, 1997; Kim, 2011) and Japan (Potee, 2002).

However, contrary to what many researchers agreed that demotivation is mainly external, some researchers conducted studies on internal factors such as lack of self-confidence and negative attitude within learners themselves (Arai, 2004; Falout, et al., 2009; Tsuchiya, 2004; Ikeno, 2002). In this respect, research concerned with the internal sources of demotivation was employed by Ikeno (2002) and the results showed that both internal factors such as the lack of a sense of control over what one is learning and feelings of inferiority about one's English ability, and external ones to name teachers' inability, exam-oriented classes were the main demotivating factors. Besides, Tsuchiya (2004) found that the following nine demotivators having negative effect on unsuccessful learners, namely teachers, classes, the compulsory nature of English study, a negative attitude toward the English community, a negative attitude toward English itself, reduced self-confidence, negative group attitude, the lack of positive English-speaking models and ways of learning. Another research was conducted by Falout and Maruyama (2004) with an aim to find out whether demotivating factors differ between high and low proficiency learners before entering to college by employing a 49-item questionnaire constructed on the basis of nine

categories suggested by Dörnyei (1998). The results showed that external factors were blamed for demotivation among learners, thus, protecting self-beliefs, provides demotivation of students. Falout and Maruyama (2004) also suggested that lower-level learners were less likely to regard external factors as demotivating compared to higher proficiency learners. When Turkish context is considered, there is a lack of research on demotivation (Kızıltepe, 2008; Tunaz & Erdoğan, 2012; Aydın, 2012). In Kızıltepe's study (2009), it was aimed to find out the causes of demotivation among teachers at a public university. The results indicated that students, economics, structural and physical characteristics, research and working conditions were among the main demotivating factors.

Although the research concerning with the relationship between demotivation and proficiency level has been carried out many times, the effect of other variables such as gender, age and, culture on the sources of demotivation has not adequately researched. Hence, this study aims to shed light on this point of view and fill the gap in this respect.

Demotivation

Demotivation is defined as specific external forces that reduce or diminish the motivational basis of a behavioral intention or continuous action (Dörnyei, 2005 p.143). However, demotivation relatively new issue having a negative effect on students' learning in the field of second language learning has been scarcely researched (Gardner and Tremblay, 1994). As a result, the demotivation literature review is quite limited. Hence, the review of this study's literature is organized around two main points. The first part discusses the meaning and demotivation factors while the second part explores a set of empirical studies on demotivating factors in learning a language between different groups of participants in different contexts.

Dornyei (2001) identified the demotivation as "relevant external forces" which reduce or diminish the learning motivation. Undoubtedly, undertaking demotivation research will be of crucial significance as many teachers find their students in their everyday classrooms to be demotivated in different educational contexts (Ghadirzadeh, 2012). One of the main issues in learning a second language is undoubtedly motivation, because it provides a sustainable effort for learners to master a language. Recently, however, there has been a shift towards demotivation in second language learning, which is "another side of motivation".

Demotivating factors can be grouped under two main subheadings as internal factors (reduced self-confidence, attitudes of group members) and external factors (textbook reference, book related issues, teachers, personalities). Internal factors are student self-related with negative results, while external sources of demotivation are external sources such as teachers, books, learning environments (Jomairi, 2011).

Internal and external motivation

Motivation is influenced by intrinsic (internal) and extrinsic (external) factors. For instance, second language learners are encouraged to learn second language since they have interest in the foreign language (intrinsic) and the learners have a desire to gain achievement as rewards (extrinsic). Williams and Burden (1997) the reason that people choose particular ways is because the push of different motivation types. The prompts come from intrinsic and extrinsic motivation.

Intrinsic motivation is described as the inner reasons of learners for learning, interest, curiosity, independent mastery and judgement, internal criteria for success are some of the intrinsic reasons to operate on language learning. On the other hand, extrinsic reasons are defined as factors affecting the learner process externally. These factors can be sequences

as parents, teachers, grades, friends, rewards, learning environment, cultural contexts etc. (Williams&Burden,1997).

To some extent, this current study is similar to the research done by Williams and Burden in discovering the demotivating factors in learning English language. In contrast, the number of questions, sample participants, and schools in which the researches were conducted are different.

Therefore, internal and external demotivation is a negative counterpart of motivation that does not have elements of the intrinsic and extrinsic motivation as explained in the previous paragraph. There is no way for students to succeed in English course without having internal and external motivation.

Demotivating factors in learning English

Demotivation is a situation that causes a lot of problems during the process of learning a language, and it may lead the learner to a complete rejection. A famous psycholinguist Dornyei (2001). defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or ongoing action. The demotivating factors outperform the motivating ones. The demotivation level differs from one learner to another; as there are high and low motivated students, there are also high and low demotivated students, the range goes from diminished motivation to total loss of motivation.

Chambers” (1993) main focus was precisely directed towards pupil’s view on language learning. Most of the 191 pupils claim that learning a language is very important or quite important, which implies that they are aware of the significance of FLL in their lives, but they do not consider it an enjoyable process “only about 10% express any kind of pleasure, about 50% do not mind andthe

remainder either do not enjoy it or loathe it” (Chambers, 1993). Moreover, Chambers (1993) reported that among the four language skills, listening was classified as the least popular one due to the fact that “pupils complain of unclear recordings, defective equipment, foreigners speaking too fast and inappropriate exploitation of material. It is seen as a test rather than a learning experience. “On the contrary, the pupils point out that speaking is enjoyed even though many of them view it embarrassing, because they do not want to be laughed at or poked at if they make a mistake”.

For shy and reserved students, writing is the most desired skill as it is an opportunity not to be asked by the teacher and to keep away from embarrassment, whereas only a minority considers writing as a useless skill. Reading skill is given less importance because the pupils state that reading texts that are not understood is nonsense. Classroom is not important for most of the pupils, but some of them criticize class-size as an important element of language learning, they mention that they cannot learn German as the classroom is crowded, and that they need a large classroom and two teachers. Other students come to classroom with attitudes brought from home or with unsuccessful experience with another language or with low self-esteem.

Learning should be motivating for all learners especially in second language such as English in order to attain the objectives of the learning. The learning environment should be efficiently evolved so that learners are attracted to learn. Meshkat and Hassani (2012) shows that there are five factors which determine the decrease of motivation in learning English namely learning content

and materials, teachers' competence and teaching styles, inadequate school facilities, lack of intrinsic motivation, and test scores.

The most influential factor to motivation is learning content and materials. As a matter of fact, textbook, hand out materials, teaching materials and content, lesson plan should be created creatively and properly so as to eschew demotivation in learning.

Another research conducted by Kushabaroh, et al (2018) shows the result that students' characteristics reach the highest percentage as demotivating factor. They explain that this was caused by difficulty in memorizing, low English score, not priority lesson, shyness, no opportunities to practice, forbidden to use cellphone, dislike English, and no reason to learn English.

Regarding the students' characteristics, it is related to the methodology and how interesting the materials are presented to the learners. For example, learners are difficult to memorize vocabulary and shy to perform in front of the class. Teachers might change the teaching method and enhance the quality of teaching materials.

Motivation

Definition of Motivation

Motivation is the key factor for students' involvement in classroom, it is the pleasure, the impetus, and the propulsion towards attempting any given task or assignment and being enthused to learn and achieve certain goals. Motivation, as the name indicates, is perceived by the strong desire to do something, so, many researchers have defined this term starting by its origin. Sozer (2013, p. 81) said that "The root of motivation comes from the Latin verb

"movere" (to move) and means action and determining the direction of an activity." That is, motivation is the state of moving towards doing or accomplishing a certain thing.

According to Pintrich and Schunk (2003), motivation is the stimulus that orients the desire of a person to do a task which is longed for (as cited Mojavezi&Tamiz, 2012). More specifically, Sozer (2013) described that being motivated expresses how powerful and positive an individual feels towards trying a given task. Similarly, according to Harmer (2005) motivation is the psychological assertion which guides a person to successfully accomplish the desired objective. (as cited in Taqi, Taqi& Akbar, 2017).

The Importance of Motivation

Motivation is of a great value in the educational setting. Sieberer- Nagler (2016) affirmed that motivation has a sounding impact upon students learning. She claimed that motivation is the power that gives orientation to students' desire to study. It is then, helpful and necessary in building and guiding their disciplines and maintaining focus on any given activity, thus accomplishing the assumed targets, and pushing them strive to fulfill the designed learning objectives.

In fact, Hamalik (2002) also emphasized that "motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation" (as cited in Bakar, 2014. p. 723). The distinction between having sufficient motivation to complete a task and not having that impetus is largely realized by the success or failure of the activity itself.

Agreeably, to further explain the importance of motivation in the learning process, Bakar (2014) pointed out that motivated students are stimulated to succeed and work hard if the task is of paramount significance and interest. Besides, Dimyati and Mudjiono 2006 as cited in

Bakar, 2014, p. 724) agreed that "motivation has a willingness to activate, mobilize, channel and direct the attitudes and behavior of a learner", From their statement, we can say that motivation is the energy that nudges the students' discipline for achieving better results.

Types of Motivation

Motivation opens the door for endless outlook and further success, it provides precious opportunities to examine the extent of a learner's abilities and self-determination. Motivation then, is of two distinctive types: intrinsic motivation and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation is a personal issue that characterizes some students who are aware the benefits behind trying a particular activity, as opposed to other students who are not able to recognize the value of being intrinsically motivated.

According to Ryan and Deci (2000) intrinsic motivation is the inner willingness to do a task, it is then a concept for self-determination which entails that a person is doing such an activity by his own desire seeking enjoyment rather than being forced or obliged to do it. In the process of learning, students who are intrinsically motivated, certainly feel eager to challenge the different problems they encounter and try to learn from their previous errors. (Walker, Greene & Mansell, 2006 as cited in Mahadi & Jafari. 2012), In other words, learners who are on call to experience difficulties, and try to defeat certain impediments, are likely to be intrinsically motivated.

Extrinsic Motivation

Ryan and Deci (2000) on the other hand, defined extrinsic motivation as "a construct that pertains whenever an activity is done in order to attain some separable outcome." (p. 60). That is to say, being extrinsically motivated means that the person or the learner is extraneously forced to do the task, or he intends to attempt the task for some beneficial purposes. They further asserted that the contradiction between intrinsic and extrinsic motivation may appear in a way

that the former entails trying a certain task for the sake of pleasure, but the latter on the contrary, holds that accomplishing an activity by force is said to gain or obtain something.

A similar stand point highlighted the fact that extrinsic motivation is "the propensity to take part in activities because of the reasons which do not link to the activity. These can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark." (Vansteenkiste, Lens &Deci, 2006 as cited in Mahadi & Jafari, 2012, p. 232). Therefore, when a student is forced to participate in a given assignment due to some external powers related to grades or marks is then closely linked to his extrinsic motivation.

The Role of Motivation in the Learning Process

The role of motivation in the educative atmosphere is quite pragmatic to the extent that the students' motivation is easily displayed through tireless attempts to prove their capability towards achieving the designed goals (Gardner, 1885 as cited in Mahadi & Jafari, 2012).

Bakar (2014) stressed the immense role that motivation plays in the learning sequence. Putting that "students who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task."(p. 723). These characteristics best express students' inner determination to learn, challenge, and take the risk to better achievements.

Motivation then is the engine that turns a person to be enthused towards doing something. For students, it is better to be described as the inner or outer propulsion to attempt or accomplish a certain task; it further gives a learner the chance to activate his prior knowledge, share it during classroom interaction or discussion, and nurture it by the frequent involvement. So, it is immensely significant in the learning process.

Conclusion

In light of the results, it is concluded that subject-related and teacher-related demotivating factors are the most reported demotivating factors for EFL students. More specifically, grammar-focused syllabi, lack of interesting topics, and lack of opportunities to practice English affect EFL students' motivation toward English learning negatively. Furthermore, the incompetence of English teachers and their incomprehensible explanation demotivate EFL students. However, EFL students don't struggle with teachers' personality or behaviors. In addition, the difficulties in memorizing English words and phrases, and feeling lost in how to self-study for English lessons demotivate EFL students. To increase students' motivation, EFL teachers recommend technology use, having one source book, bonus marks, certificates, verbal praise, and competitive and collaborative work.

**Chapter Three: An Overview of the Pedagogical,
Social and Psychological Factors Affecting
Language Learning**

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

Introduction

A foreign language (FL) is a language that is studied in a setting where it is not the major mode of communication and when input is limited. Because of the increased interest in learning FL in the modern world, particularly English, educators have conducted several research to determine the elements that influence successful English as a Foreign Language (EFL) learning and their relationship to learners' FL achievement. In this chapter, we'll focus on three major variables that learners should think about carefully. Regardless of whether you succeed or fail in EFL study, you will confront a range of challenges.

Pedagogical Factors

Teachers' Effects

Within the realm of education, there has been a gradual but considerable shift in attention during the last few decades. Emphasis is placed on the pedagogical aspects that are used to ensure successful teaching in general and language education in particular. Students are impacted not only by their parents, but also by their teachers. Most of them have positive attitudes toward teachers who, for example, may incorporate the first language from time to time in their teaching to support the growth and development of English language learning through their instruction in the classroom, believing that these teachers are closer to them.

Teachers that are creative have a strong knowledge basis. They are experts in their field - English, teaching English, and studying English - and use that knowledge to create engaging lessons. A knowledge base is necessary since imagination cannot function without it. Creativity does not imply acting in a haphazard and unprincipled manner. It does not imply that you make it up as you go along.

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

In this situation. According to Widdowson (1978), a language teacher must always be knowledgeable about something other than the language he is teaching. This knowledge has traditionally been of the culture and literature linked with the language in question. As a result, the English instructor is expected to be well-versed in British and/or American institutions, social norms, and traditions, among other things. (p.242)

Students sometimes have unfavorable opinions toward professors, in addition to their positive attitudes. Negative attitudes about teachers are so prevalent at the university that many students choose for other schools or completely stop their language studies. If the teacher is uninterested in the students' educational and scientific interests, the teacher-student interaction might make learning difficult.

Teachers who are passionate about their students' success are known as creative teachers. They are continually altering their teaching in order to better aid learning since they are innovative. They want their students to succeed, therefore they try to learn as much as they can about them so that they can best meet their needs. They also try to build their students' self-confidence. In short, teachers' personalities, adaptability, and capacity to absorb cultural norms and values, as well as their willingness to adapt to social change and new learning patterns, all contribute to their students' readiness to learn English.

Classmates' Effects

The study's main goal is to figure out how and in what ways students' social relationships affect their academic performance. Peers who are friends and academic assistants, in particular, contribute to the peer impact by combining friendship and the ability to provide academic aid.

There are several opportunities for children to engage and play with one another throughout a normal preschool day. Preschoolers benefit from peer connections in a variety of ways.

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

Preschoolers learn to share, solve issues, and collaborate throughout the day as they observe, imitate, model, and interact with one another. They also foster excellent social and emotional development by forming friendships.

Classmates may have a significant influence on the learner's behavior and on his or her success in school, first of all, learners spend much time at school, classmates have many things in common such as age, interest, homework, and classes after all. So, they discuss their impressions about new teachers, solve problems together, do their homework, gain new knowledge and experiences and even make their own discoveries, therefore sharing all these makes them closer.

Rayan (2001) observed that "peers' accomplishment can influence other peers' achievement" (p75), implying that high achievers may pass on their influence to classmates and dorm roommates with whom they spend time or discuss academic subjects. Leaders of groups of friends and popular students, on the other hand, are not always excellent academic achievers, and they tend to pass on their attitudes toward learning to those around them. Residential peers, in addition to classmates, can have a significant impact on a student's educational environment. Studious housemates can be fantastic role models for their spouses and are less likely to distract them from their academics.

Social Factors

Each community has particular cultural norms and characteristics that set it apart from others, and its people share similar parts of life such as beliefs, traditions, and history. These factors all play a role in determining how individuals interact in a given society. As a result, people frequently react differently to components that are foreign to their culture. Algerian EFL students, for example, struggle to find opportunities to speak English in their society, just as

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

they do when speaking their native language. They recognize that specific cultural factors, such as societal attitudes toward the target language, people's beliefs, and even historical and economic factors, all influence their participation in the target language. As a result, Algerian culture can have an impact on speaking ability.

Community Effects

Algeria became an independent country, yet it is still affected by French language influences. The nation has been steadily recovering from this influence for more than a century, because the linguistic impact is deeper than is widely acknowledged, and the solution of complete and speedy Arabization is not as simple as it appears. Algerian bilingualism is also unique in that it is the result of contact between the French language and the Algerian dialect for the vast majority of the population.

Self-concept refers to the internalization of students' social image, developed by social comparison of his/her achievement potential and influenced by the acceptance of significant others. Each social class has its own limits, restrictions, and stereotypes, while attempting to predetermine its attitudes, values, and social advancement for its members. As the driving force of personal and social development in university, a positive self-concept enhances effectiveness. While a negative self-concept is a more reliable predictor of student failure, social networks, cultural factors, experiences, context, and compensatory education can typically mitigate class limits.

The achievement gap refers to the disparities in academic performance between pupils from different classes or groups (ethnic, racial, or socioeconomic status). Furthermore, regardless of their location or race, cultures communities provide the lenses through which school and learning are regarded, valued, and conducted. Algeria, according to Mohamed (1993, p.24), is

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

a silent type of bilingualism in which multiple languages interact. The most major French and Berber cultures have been in contact for a long time and have naturally influenced one another. Miliani, on the other hand, considers Algerian bilingualism to be unreal if we accept the notion that there is always a bias in favor of Arabic.

Students are influenced not only by their parents, but also by their first language, the speech sound that we articulate as for word-for-word translation, which some English learners translate literally from their mother tongue into English. The Algerian society's tradition does not promote English as it does French. As a result, culture surrounds us and provides the framework for our value system, which guides all of our major life activities.

Finally, sociolinguistics is the study of all elements of language in society, including bilingualism, multilingualism, and other phenomena. Algeria's historical heritage has a direct impact on its linguistic repertoire.

Parents Effects

Because parents' involvement and attitudes play such a significant influence in their children's success in learning English, it is critical to evaluate the educational background of the parents, as it is linked to the learners' involvement and attitude. In certain areas, their good opinions toward the target languages will encourage their children, but in others, their negative attitudes will not. "One reason why some kids achieve low levels of success in foreign languages is that they have a home environment that is not conducive to this," writes Carrol (1967). (p.138). However, social-contextual elements are more likely to have a stronger impact on personal factors (parents' effect on their children's learning) than vice versa. It's also feasible that people's personal circumstances will alter.

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

Individuals' personal factors may also influence the dynamics of social-contextual elements. For example, a student's good or improved grades may raise parents' hopes and aspirations for that child, which are positively related to students' accomplishment. In addition, parents' earnings might have a significant impact on their children's success. Poverty students typically obtain worse grades than students from the middle and higher classes. (This isn't always the case.) Parents must understand that their favorable views toward learning a foreign language will assist their child in becoming more open-minded and connected to many cultures. Learning a new language is enjoyable as long as you are willing to put out the effort. Learning a new language is enjoyable as long as you keep up with it.

Psychological Factors

Over the years, language acquisition has undergone various transformations, ranging from a focus on teaching tasks to a focus on learners' needs and psychological aspects that influence their learning. This prompted scholars to focus on understanding learners' psychology in order to improve teaching and learning since they believe psychological elements may influence foreign language proficiency. Furthermore, psychological factors can influence learners in either a positive or negative way: they can help or hinder learners' progress in learning English.

Personality Effects

Learners with diverse personalities interpret language learning differently. Personality is regarded a crucial component that contributes to the success of learning English as a foreign language (EFL). Risk-taking, empathy, tolerance, inhibition, self-confidence, introversion, and extroversion are all aspects of personality. All of these factors could influence the learning process. As a result, these traits tend to be generalized and correlated with one another.

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

"Correlation studies suggested that personality traits, self-esteem, language class risk taking, and sociability were generally strongly linked with one another," Liu (2012) writes in his paper on Predicting Effects of Personality Traits (46). Which may suggest the best characters to be successful in foreign language learning, i.e., the correlation between different personality traits appears to be observable, since learners with high self-esteem are more risk-taking and extrovert, which may help them improve and accelerate their learning process. As a result, it is commonly recognized that extroversion, openness, and control of learning conditions are associated with higher levels of success among students. Extroverts are better at oral communicative speaking and have lower anxiety levels due to their good physiological stress-resistance equipment. Johnson's (2001) description of extroverts and introverts' personalities can explain extroverts' success in oral communicative speech and introverts' success in listening comprehension, reading, and grammar: "the typical extrovert is sociable, likes parties, has many friends, needs to have people to talk to, and does not like studying by himself." He seeks thrills, frequently sticks his neck out, acts on the spur of the moment, and is an impulsive person in general. He is always prepared with an answer and enjoys change in general. The classic introvert, on the other hand, is a quiet, introspective individual who prefers books to people, except for close friends. He prefers to plan ahead of time and distrusts spur-of-the-moment decisions. He dislikes excitement, treats ordinary problems with sufficient seriousness, and prefers a well-ordered lifestyle." p. 140

Anxiety Effects

Early-on worry in school can have a severe impact on children' willingness to learn and attitudes toward learning. "First, teachers and parents must be more attentive in how they judge early children's competency," said Michou (2014). High expectations and criticism lead to an increased fear of failure. Second, rather than encouraging children to improve their skills in

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

order to prove themselves, teachers and goal-setters should encourage kids to enhance their skills for their own enjoyment and development. Longitudinal and experimental studies would be beneficial in future study"; this suggests that people who had established a fear of failing at a young age were more likely to accept the aims to affirm their ego. Rather than for their own personal development, they were less likely to employ effective learning tactics and more likely to cheat. Failure begets success. The majority of us recognize that failure is an unavoidable part of life.

According to Covington (2016), our feeling of self-worth is closely tied to our fear of failure. His student research, which was published in the handbook of school motivation, discovered that one way we safeguard our self-worth is by feeling we are competent and convincing others of it as well. As a result, the ability to achieve is crucial to one's self-worth. To fail to perform implies that we are not capable and, as a result, unworthy. Covington (2016) discovered that if a person does not believe he or she has the ability to achieve, he or she would participate in self-worth-preserving behaviors. The majority of the time, these practices are excuses or defense mechanisms. When it comes to dealing with failure, there are a few things to keep in mind. Covington divides his students into four groups.

- Success-oriented students love learning for the sake of learning They see failure as a way to improve, rather than a slight on their value as a human being.
- Over-strivers are the university students; Covington calls "closet-achievers". They are so afraid of failing that they avoid it at costs, even if it means exerting themselves beyond what is reasonably expected.
- Failure avoiding students do not expect to succeed, they just want to avoid failing. In order to do so, they frequently make excuses, procrastinate or simply do not participate.

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

- Failure-accepting students have given up trying to succeed altogether. Unsurprisingly, these are the most difficult students to motivate because they have internalized failure. Anxiety that learner associates when learning English as a foreign language is considered relevant. Each learner has his /her own anxieties regarding English usefulness.

Motivation Effect

Motivation is defined as "the desire to begin L2 learning and the work required to keep it going" (Ortega, 2009, p. 168). One of the most crucial psychological variables that determines a learner's performance in learning a second or foreign language is motivation.

Motivation can come from a variety of places and for a variety of reasons. The sources can be intrinsic or external, and the goal can be integrative or instrumental. However, a learner guided by integrative motivation may choose to study a second or foreign language for personal enrichment (intrinsic) or because someone else has asked him or her to learn it for an integrative motive (extrinsic).

Furthermore, a learner motivated by instrumental motivation may want to use the second language to achieve goals (intrinsic) or for practical purposes (extrinsic).

Another essential factor to consider when it comes to motivation is if learners are more motivated by "success" or "failure." Learning from both is crucial since it allows us to evaluate what went wrong and what went right. We probably don't seek out failure to gather learning experiences in general, and failure can have major implications in some cases. We need to look at our successes for learning opportunities for future advancement, but we also need to learn from our failures since we profit from seeing what went wrong. Learners employ each mechanism more or less in different ways, according to Ellis et al (2014), who described three processes for how we can look at success and failure.

Chapter Three/An Overview of the Pedagogical, Social and Psychological Factors Affecting Language Learning

1. Self-Explanation: analyzing our behavior and trying to find reasons why we failed or succeeded.

2. Data-Verification or Counterfactual Thinking: brainstorming different ways we could have approached the problem and how we might affect the outcome.

3. Feedback: determining whether there is success or failure, and then stating what we learned and what we will do to change in the future. Furthermore, we can ask ourselves different questions after success and failure:

*After success we can ask, "What did I do wrong and how can I make it better next time?"

*After failure, we can ask, "What did I do well and what did I do not so well? How will I change it next time?"

Conclusion

It is critical to understand a wide range of elements that influence English language learning in order to ensure that students succeed in studying the language. To reach this goal, EFL learners must be able to recognize the elements that may have a good or negative impact on their learning, as well as how to cope with them for the betterment of their learning. The three main aspects connected to EFL that we have chosen as a field of inquiry, educational, social, and psychological factors, are discussed in this chapter, and each one has a different impact on the learners.

Chapter Four:
Results, Analysis and Discussion

Chapter Four:

Introduction

This research is about the main factors that affect learners' success while learning English language. In the previous chapters, we presented a brief review of literature to affective factors that influence learners' performance. In order to understand the effects pedagogical, social, and psychological factors may have on learners' success in mastering English language, this chapter is an investigation of learners' attitudes towards the effects of the three main factors on promoting or hindering learners' success. We presented the aim, population, description, and then the analysis of students and teachers' questionnaire. Besides, the results of this analysis will allow us to draw a correlation between the three factors and their contribution to the success or the failure of EFL students at Chadli Ben Djedid University.

Students' questionnaire

Aim of the Questionnaire

We designed this questionnaire for third year EFL students at El Tarf University. Our aim was to collect information about their attitudes towards factors affecting their successful English learning inside and outside the classroom. In addition to some other factors they can tell us by their own, and what they can suggest so they can be more motivated to learn.

Population of the Study

This questionnaire is concerned with third year students of English at Chadli Ben Djedid University of El Tarf. Twenty - nine (38) of them were randomly chosen (eleven (11) males and twenty-seven (27) female). they learned the English language since the first year of

middle school, which makes a sum of seven - years before entering the university. As they come from government schools, they share roughly the same educational background. Arabic is their mother tongue; French is their first foreign language and English is their second foreign language.

Description of the Questionnaire

This questionnaire is composed of 16 close-ended questions plus two open-ended questions in addition to 4 sub-questions. It is divided into four sections, students were allowed to choose more than one option if they found it necessary, to justify their answers when asked to, or to provide their own suggestions or answers.

Section One: Personal Information

This section contains demographic questions about the students. In Q1, students are asked to specify their gender.

Section Two: Social Factors

In section two, we attempted to know students' attitudes towards the social environment surrounding them.

Q1 was about clarifying the motives that derived the learner in making his/her decision of choosing to learn English language.

In Q2, students were asked whether they practice English at home or not.

While in Q3 we wanted to know if their surrounding environment is rich of languages and if it pushes them towards a better learning of English.

Chapter Four/ Results, Analysis and Discussion

Q5 which is the last question in this section, it was meant to find out whether the students' parents' educational background has an influence on the learners' decision making of learning English or not.

Section Three Pedagogical Factors

In this section, first, we asked about learners' attitudes when being asked questions by the teachers if they get nervous or not when the teacher ask them a question, those who get nervous are required to choose the appropriate reason (s) for that from the options given.

In Q2, we were interested in knowing if the students prepare their lessons in advance, and what is their reason for not doing so.

In Q3, we wanted to know if teachers use audiovisual aids or not.

Q4 offers different difficult aspects of learning English the learners may face and they are requested to choose from them (they can choose more than one option if they want to).

In Q5, we wanted to find out about how are learners prefer to learn English.

Section Four Psychological Factors

The final section is separated in three sub-sections, which are motivation, anxiety, and personality. Q1 and Q2 were designed to measure students' motivation, to see if they are eager to seek knowledge outside the university and how many activities they practice to learn English successfully. In Q1 and Q2 under the section of Anxiety, we wanted to see to what extent anxiety prevent students from achieving successful English learning and what is the cause of their fear of speaking English. Q1 under the section of Failure, we wanted to know if the student has faced failure before or not.

Chapter Four/ Results, Analysis and Discussion

In Q2 we wanted to know if failure demotivates the student or not.

In Q3 We asked them if they wonder what might they do to get better?

Last not least, in three open-ended questions,

We asked them what are the factors that motivates them in their EFL learning in Q4,

What are the factors that demotivates them?

And what they suggest to be more motivated to learn.

Teachers' Questionnaire

Aim of the Questionnaire

We designed this questionnaire for teachers at Department of English Chadli Ben Djedid University El Tarf. Our aim was to collect information about factors affecting their students' successful English leaning inside the classroom. In addition, to some other factors they can tell us by their own, and what they can suggest so their students can be more motivated to learn.

Population of the Study

This questionnaire is concerned with the English department teachers at Chadli Ben Djedid University of El Tarf. Eleven (11) of them were randomly chosen (four males and seven females). they teach English language since quite a long time.

Description of the Questionnaire

This questionnaire is composed of 8 questions (4 close-ended plus 4 open-ended questions)

Chapter Four/ Results, Analysis and Discussion

The first question was about teacher's gender,

The second question was about how many years the teacher has been teaching at the university, this question is to know whether the teacher is familiar with student's learning milieu or not.

The third question was meant to confirm or disconfirm students answers about the students' questionnaire question whether their teachers use or don't use audiovisual aids when presenting their lessons.

The fourth question was asked to know in which situation students really like to engage so they can be more motivated to learn.

In the fifth question we asked teachers about the strategies they use to motivate learners.

In the sixth question we asked them about the missing or the materials the university or the English department lacks that can make students more motivated to learn and acquire better results.

In the seventh question we wanted to investigate -through teachers points of views- the factors that demotivate students,

And in the final (eighth) question, we asked them what do they suggest so the students demotivation in EFL learning can be solved.

Students' Questionnaire

Total participants : 38

Males : 11

Females : 27

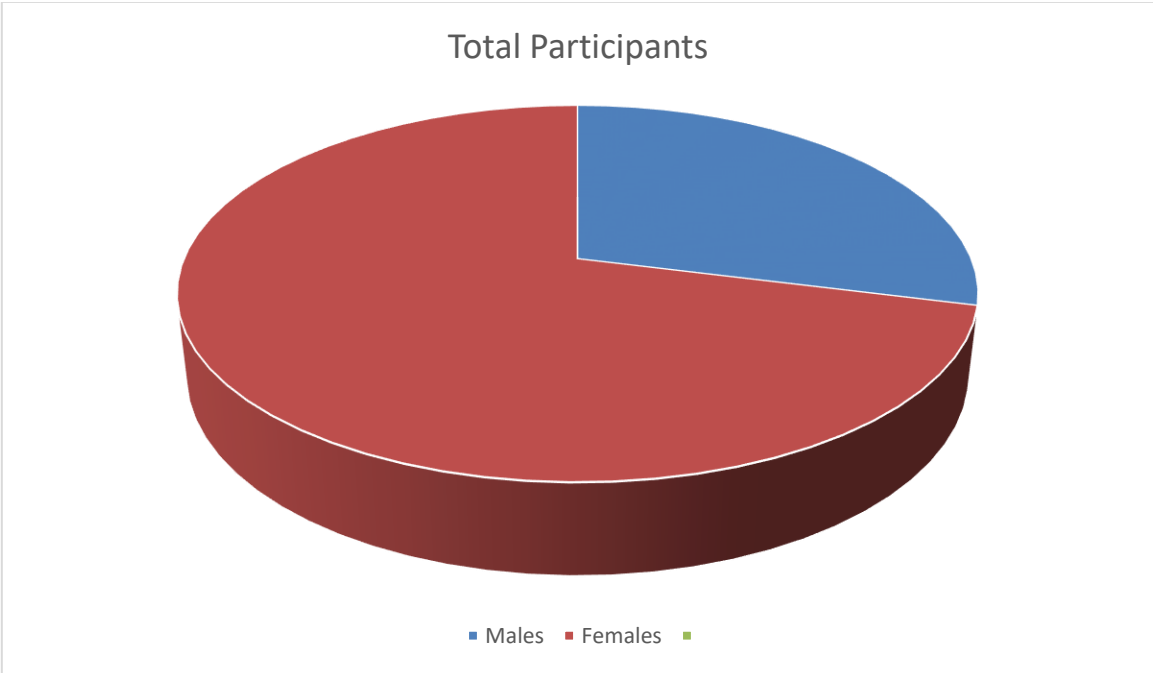


Figure 01 : students gender

The aim of this question is to identify the gender of the students, the data gathered from 38 twill investigate whether being male or female affects the motivation to learn english or not.

From this diagram we can see that the majority of participants are females.

Social factors

Why did you choose to study English?

	Males	females	total
A- personal decision	9	23	32
B- parents decision	0	4	4
C- administrative decision	2	0	2

Table 01: the reasons students chose to study English

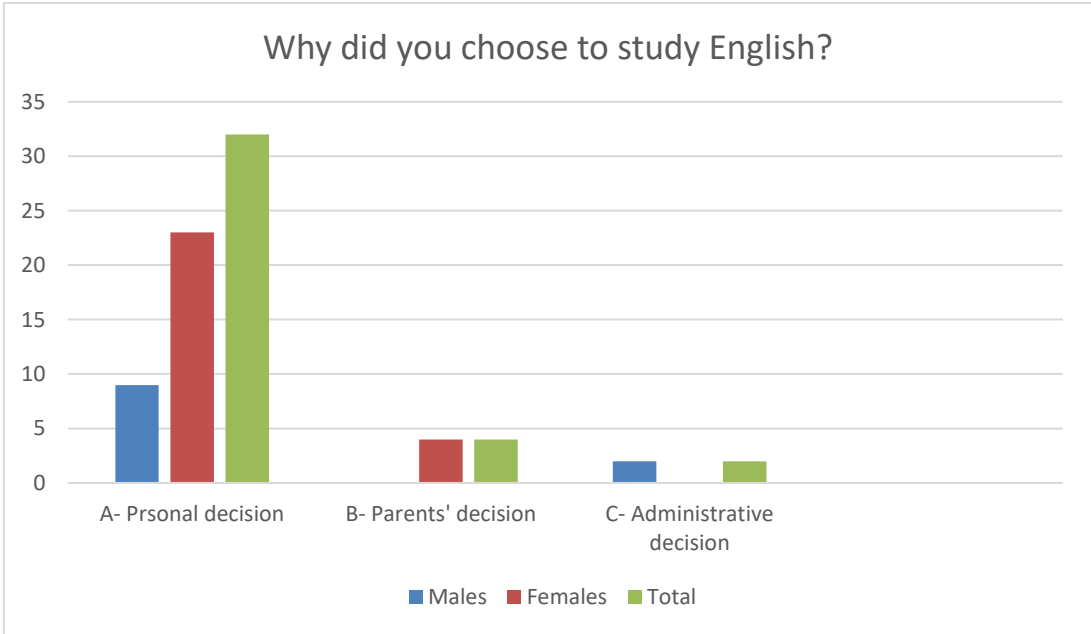


Figure 02: the reasons students chose to study English

The aim of this question is to identify what motivated the student to choose or to decide to study English language. 9 male and 23 female students making a total of 32 students have chosen to learn English for personal reasons, 0 male and 4 female making a total of 4 students have chosen to study English back to their parents’ decision. 2 males and 0 females have chosen to study English because of administration’s decision.

Do you speak English at home?

	Males	Females	total
A- Yes	5	18	23
B- No	6	9	15

Table 02: students who speak English at home

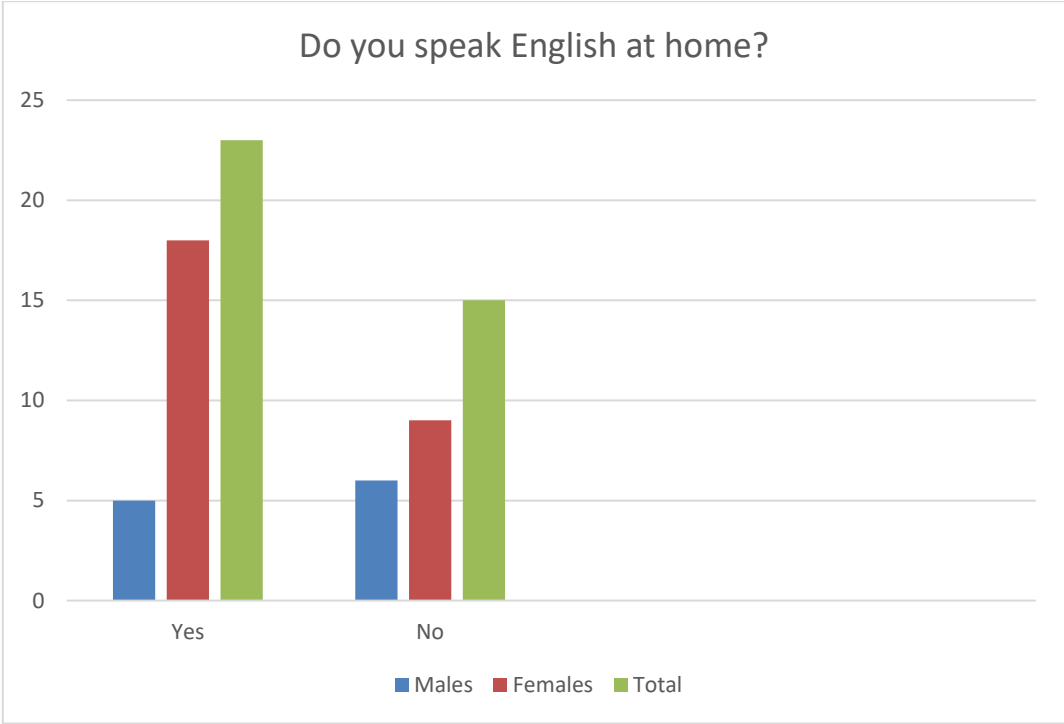


Figure 03: students who speak English at home

This question is conducted to know if students practice English by speaking it at home or not, because the most of the students does not use English language outside the classroom. 5 males and 18 females making a total of 23 students answered they do, while 6 males and 9 female students making a total of 15 answered they don't.

Is there anyone in your family who speaks English?

	Males	Females	Total
A- Yes	6	22	28
B- NO	5	5	10

Table 03: students who have someone who speak English in their family

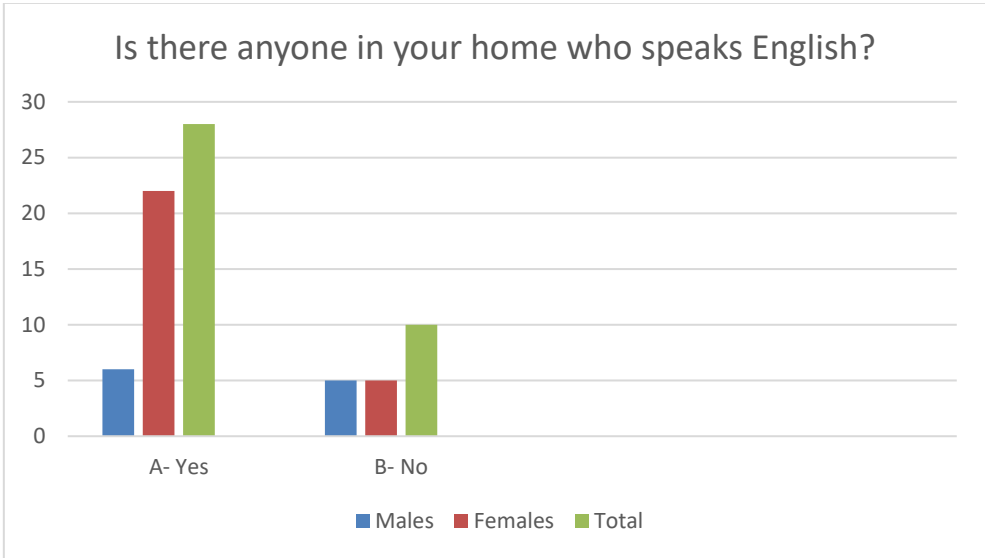


Figure 04: students who have someone who speak English in their family

This question is related with Q5, it attempts to find out if there is anyone who speak English at student’s home or not, and whether the student is assisted in his/her EFL learning by using speaking and listening skills. 6 males and 22 female students making a total of 28 answered yes, while 5 males and 5 females making a total of 10 students answered no.

What are your parents' educational background?

	Males	Females	Total
A- University/ High Education	5	14	19
B- Medium Education	1	7	8
C- Primary School	2	1	3
D- Illiterate	2	0	2
E- No answer	1	5	6

Table 04: students' parents' educational background

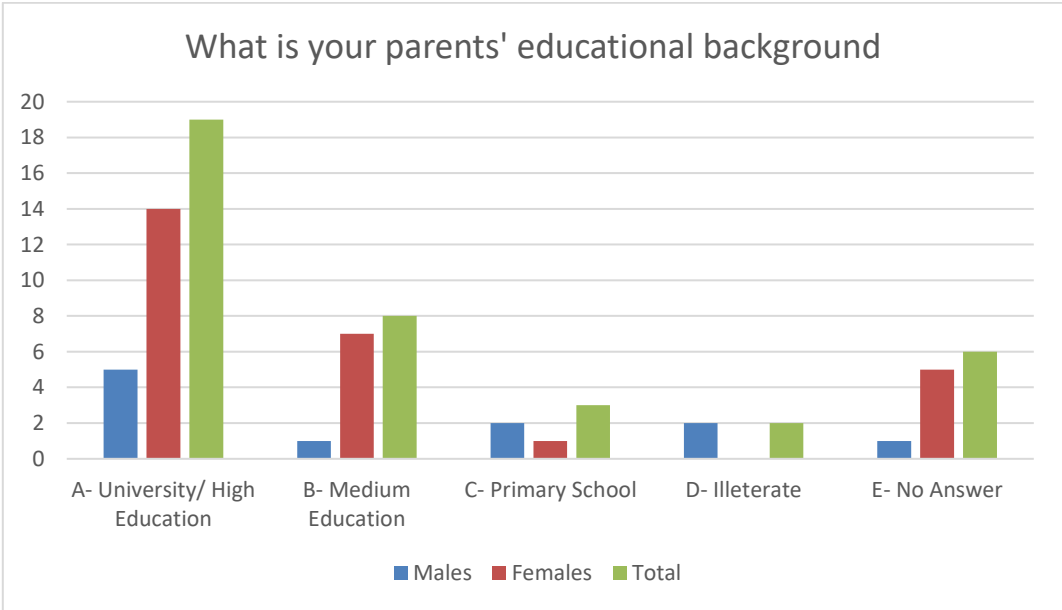


Figure 05: students' parents' educational background

This question has a relationship with Q5 and Q6. The person can affect the environment and be affected by the environment. When the child is raised in an educational background he will be motivated and encouraged in his studies and if he is raised with illiterate members he will be demotivated and suffer during his studies. The majority of students parents have university

grades and high education, 5 males and 14 female students making a total of 19 student upvoted this answer. Medium education got a total of 8 votes; 1 male and 7 females. 2 males and 1 female making a total of 3 chose to answer for primary school. 2 males and 0 female making a total of 2 answered that their parents are illiterate. And a total of 6, 1 male and 5 females chose not to answer.

Pedagogical factors

Do you get nervous when the teacher asks you a question?

	Males	Females	Total
A- Yes	6	16	22
B- NO	5	11	16

Table 05: students who get nervous when the teacher asks them a question

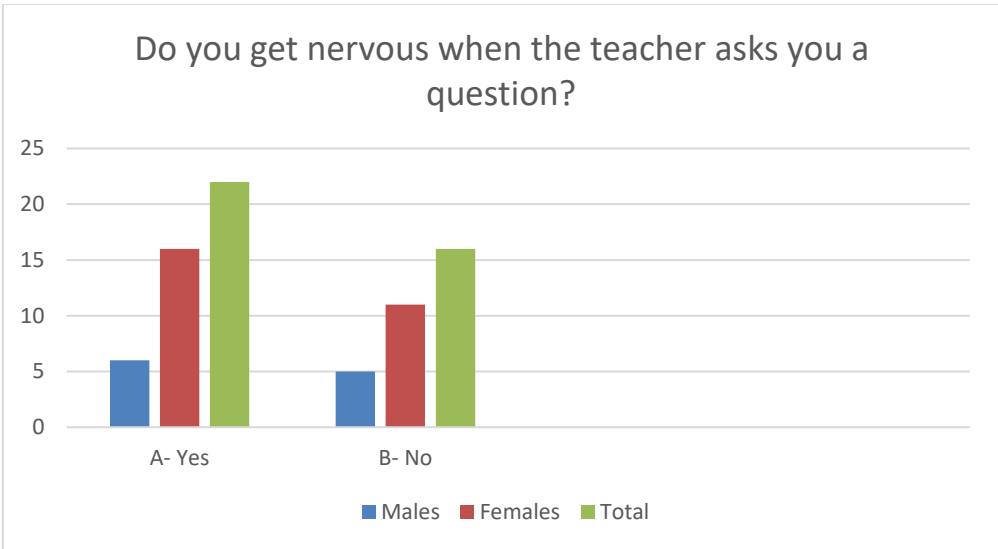


Figure 06: students who get nervous when the teacher asks them a question

Chapter Four/ Results, Analysis and Discussion

This question aims to discover the student’s attitude when asked by the teacher; if they get nervous or not and they’re asked another question about the reason behind that attitude if they answered yes. 6 males and 16 females making a total of 22 students answered yes while 5 males and 11 female students making a total of 22 answered no.

***If yes, it is because of:**

	Males	Females	Total
A- Low Performance	1	5	6
B- The Teacher	2	0	2
C- The content	1	5	6
D- The Classroom Climate	3	7	10

Table 06: students cause for getting nervous when the teacher asks them a question

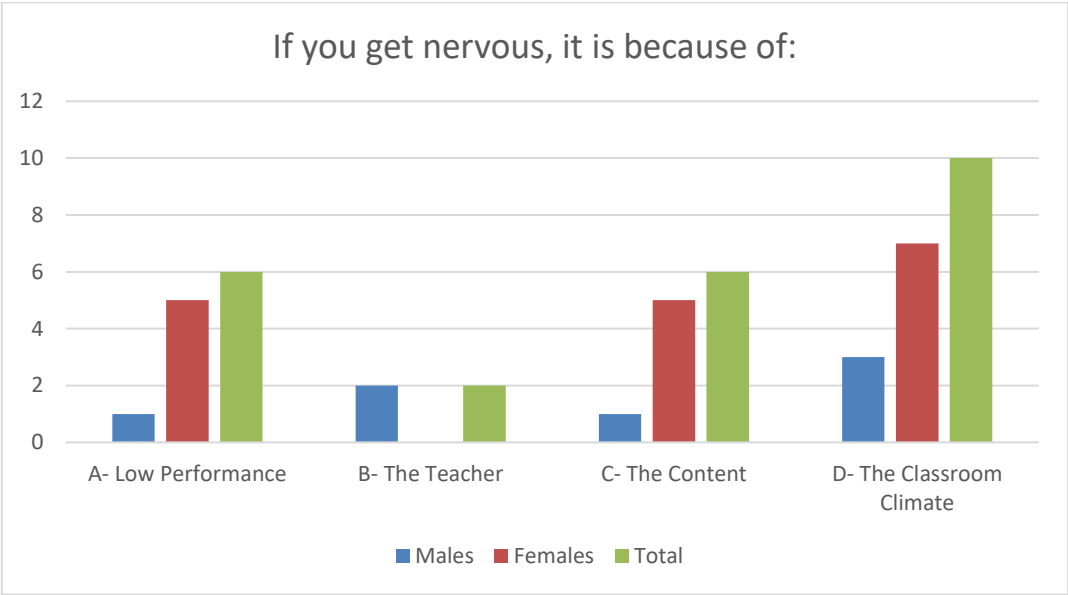


Figure 07: students cause for getting nervous when the teacher asks them a question

Chapter Four/ Results, Analysis and Discussion

Students who get nervous when asked by the teacher, 1 male and 5 females making a total of 6 answered it is due to their low performance. 2 males and 0 females making a total of 2 answered it is because of the teacher. 1 male and 5 females making a total of 6 answered it is back to the content. And 3 males and 7 females making a total of 10 answered it is because of the classroom climate.

Do you prepare lessons in advance?

	Males	Females	Total
A- Yes	3	21	24
B- NO	8	6	14

Table 07: students who prepare lessons in advance

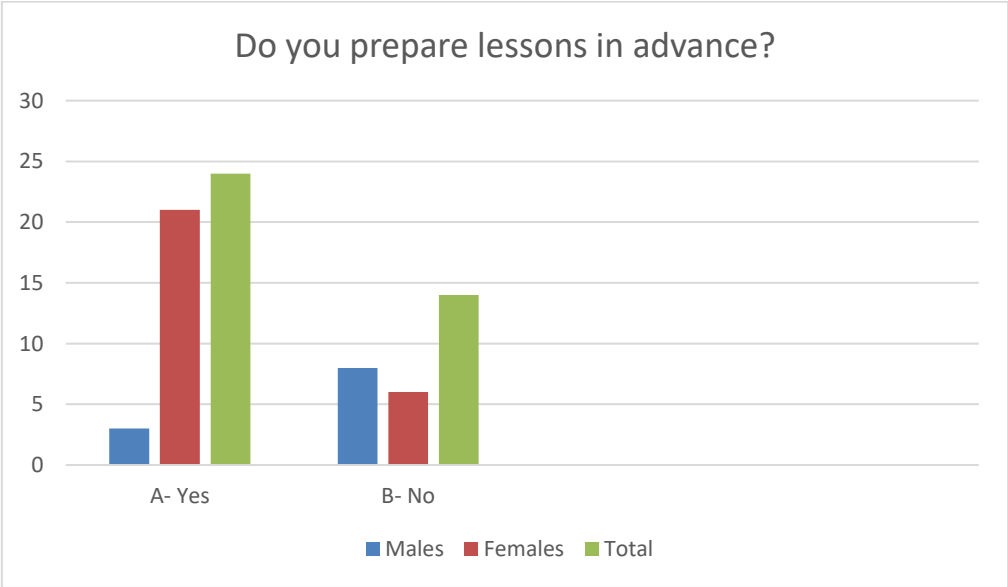


Figure 08: students who prepare lessons in advance

Chapter Four/ Results, Analysis and Discussion

The aim of this question is to find out whether the students prepare their lessons or not. And then they were asked to point the reason. 3 males and 21 females making a total of 24 answered yes, while 8 males and 6 females making a total of 14 students answered they don't.

***If no, it is because:**

	Males	Females	Total
A- You just do not prepare	4	1	5
B- The teacher doesn't ask you to do	1	2	3
C- No interest in the curriculum	3	2	5
D- No answer	0	1	1

Table 08: reasons why students don't prepare lessons in advance

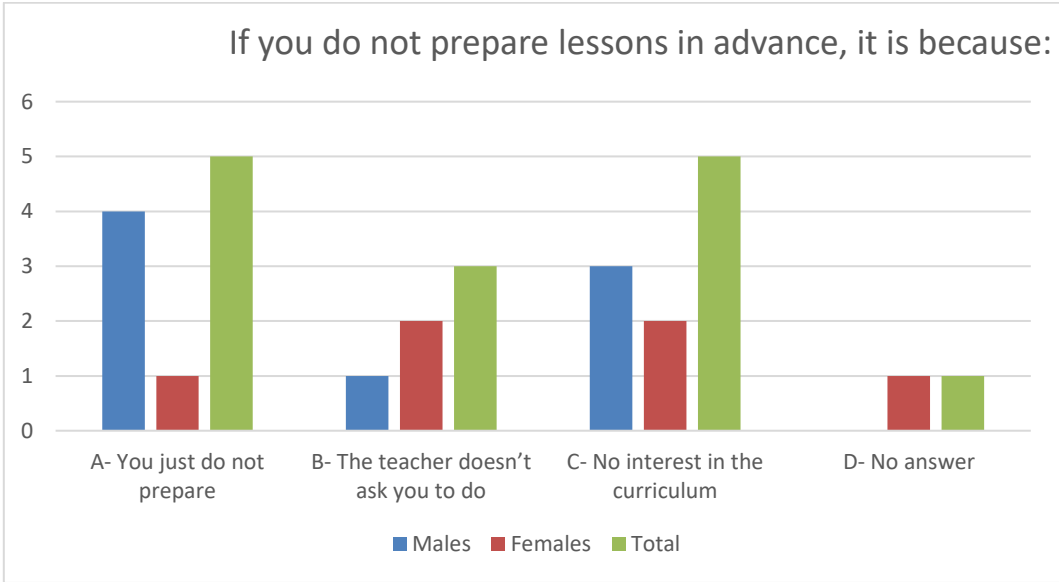


Figure 09: reasons why students don't prepare lessons in advance

Those who answered no, 4 males and 1 female making a total of 5 answered they just don't prepare. 1 male and 2 females making a total of 3 answered the teacher doesn't ask them to do.

Chapter Four/ Results, Analysis and Discussion

3 males and 2 females making a total of 5 answered it's because they have no interest in the curriculum. And 1 female preferred not to answer.

Do teachers use audiovisual aids to present lessons?

	Males	Females	Total
A- Yes	1	3	4
B- No	5	11	16
C- Sometimes	5	11	16
D- No answer	0	2	2

Table 09: teachers who use audiovisual aids to present lessons

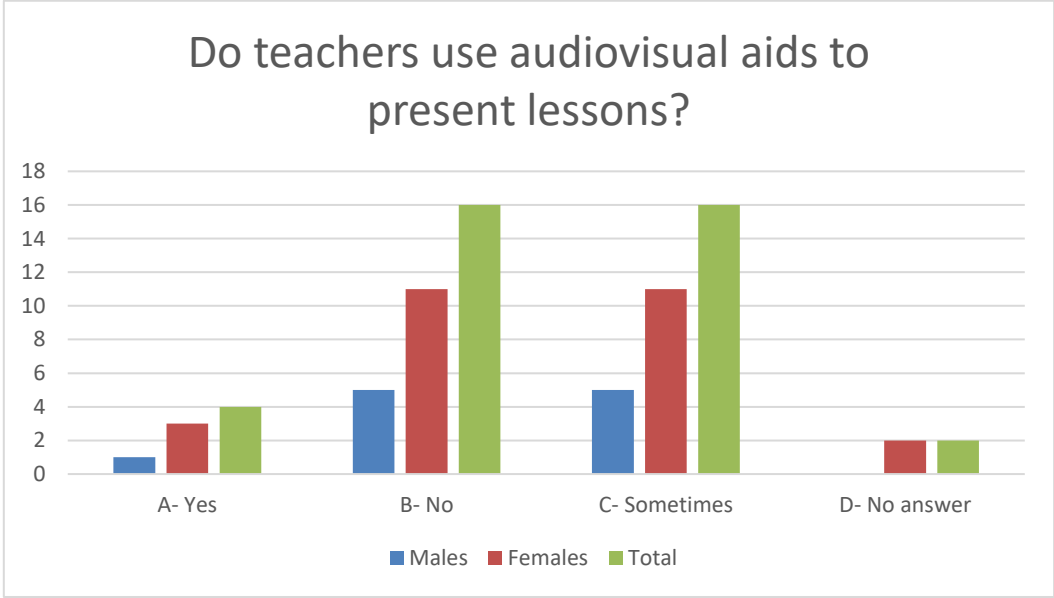


Figure 10: teachers who use audiovisual aids to present lessons

The purpose of this question is to know if teachers use audio-visual aids to present lessons or not. Therefore, it helps us to identify the quality of the given lessons. 1 male and 3 females

Chapter Four/ Results, Analysis and Discussion

making a total of 4 answered yes. 5 males and 11 females making a total of 16 answered no, and the same statistics for sometimes. While 2 females chose not to answer.

What is the most difficult aspect of learning English for you?

	Males	Females	Total
A- Memorizing	5	5	10
B- Teachers' Personality	2	11	13
C- Lots of lessons	3	14	17
D- Time	0	3	3
E- No positive spirit	1	2	3
F- Number of students	1	1	2
G- Library policies	0	0	0
H- No answer	0	1	1

Table 10: students' difficult aspects of learning English

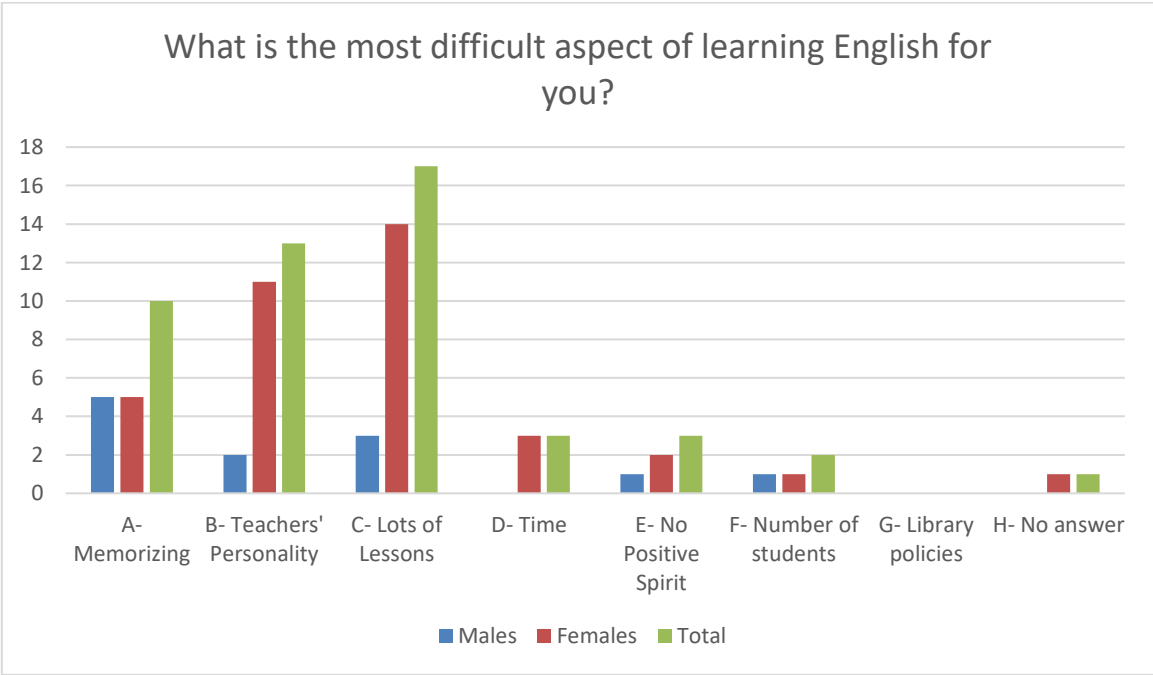


Figure 11: students' difficult aspects of learning English

This question aims to spot the light on the most difficult aspect of EFL learning for students. A total of 10 students, 5 males and 5 females chose the memorizing option. Teacher's personality option got a total of 13 votes; 2 males and 11 females. Lot of lessons option got a total of 17 votes; 3 males and 14 females. The option 'time' got a total of 3 votes from 3 females. The 'no positive spirit' option got a total of 3 votes; 1 male and 2 females. The option 'number of students' got a total vote of 2; 1 male and 1 female. No vote for the option 'Library Policies' and 1 female student preferred not to vote for any option.

Which of these situations do you prefer?

	Males	Females	Total
A- Working in Pairs	2	9	11
B- Working in groups	4	9	13
C- Doing oral presentations	3	7	10
D- Carrying out projects	2	1	3

Table11: students preferred situations

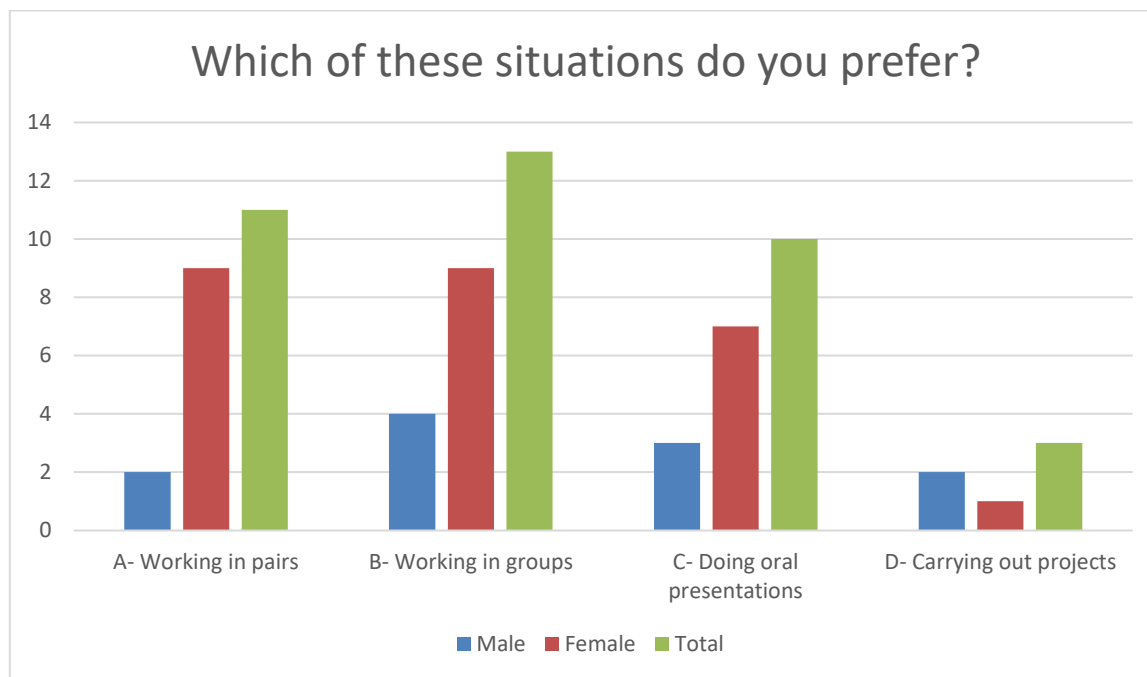


Figure 12: students preferred situations

The aim of this question is to identify the most preferred and in which situation the student is more motivated to learn. 2 males and 9 females making a total of 11 answered they prefer working in pairs. 4 males and 9 females making a total of 13 prefer working in groups. 3 males and 7 females making a total of 10 prefer doing oral presentations. 2 males and 1 female making a total of 3 students prefer carrying out projects.

Psychological factors

Motivation

Are you reinforcing your English by studying in private institutions?

	Males	Females	Total
A- Yes	0	6	6
B- NO	11	21	32

Table 12: students who study in private institutions to reinforce their English

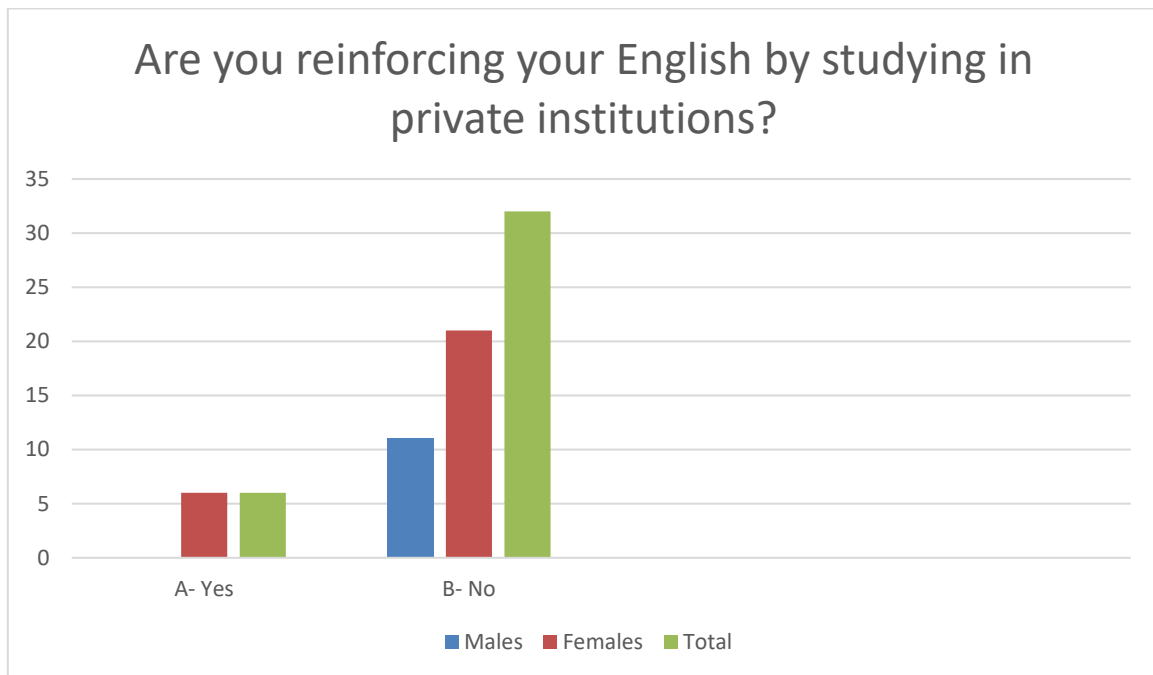


Figure 13: students who study in private institutions to reinforce their English

The purpose of this question is to explore to what extent students are motivated in their EFL learning by reinforcing it by studying in private institutions or taking special courses. A total of 6 females answered they do, while 11 males and 21 females making a total of 32 students answered no.

How often do you perform these activities?

Read books in English – watch videos in English – listen to English songs – watch TV programs in English – speak English with friends

	Males	Females	Total
A- Sometimes	6	15	21
B- Very often	1	5	6
C- Regularly	1	0	1
D- Always	3	7	10
E- Never	0	0	0
F- No answer	0	1	1

Table 13: students who perform activities related to English learning

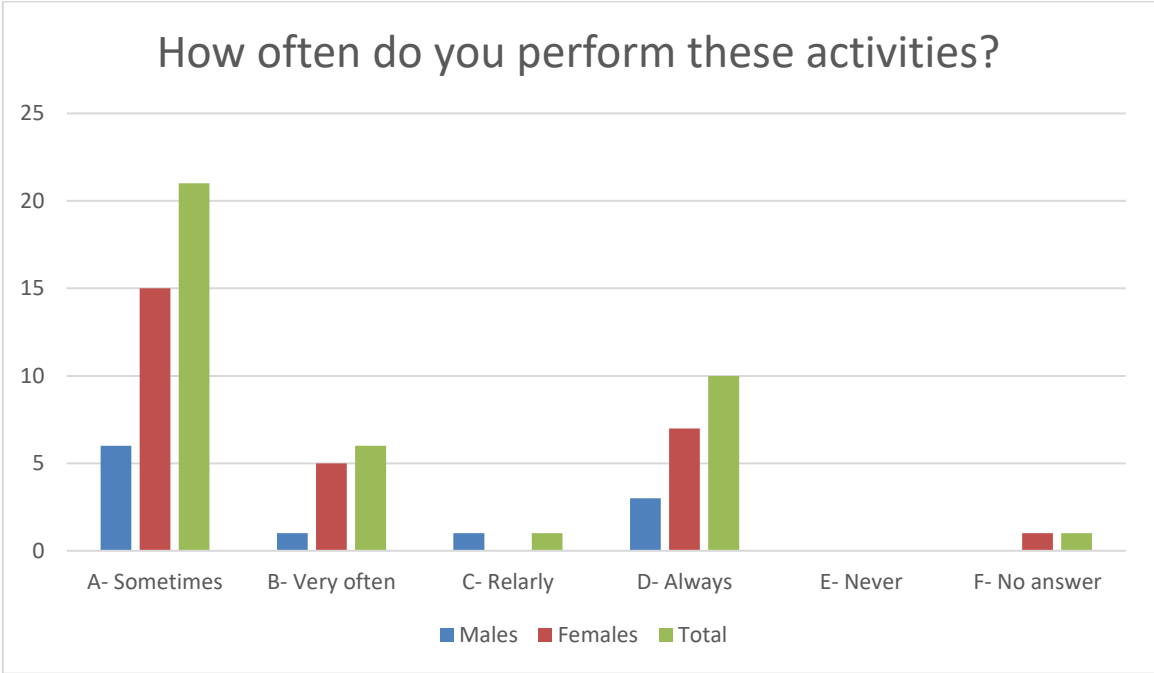


Figure 14: students who perform activities related to English learning

The aim of this question is to investigate how often students perform certain activities (Read books in English – watch videos in English – listen to English songs – watch TV programs in English – speak English with friends) to reinforce and practice English in their EFL learning.

6 males and 15 females making a total of 21 answered sometimes. 1 male and 5 females making a total of 6 answered very often. 1 male answered regularly. 3 males and 7 females making a total of 10 answered they always perform those activities while no one said they never do them, and 1 female did not answer.

Anxiety

Do you have phobia of speaking English inside the classroom?

	Males	Females	Total
A- Yes	6	17	23
B- NO	5	10	15

Table 14: students who have phobia of speaking English inside the classroom

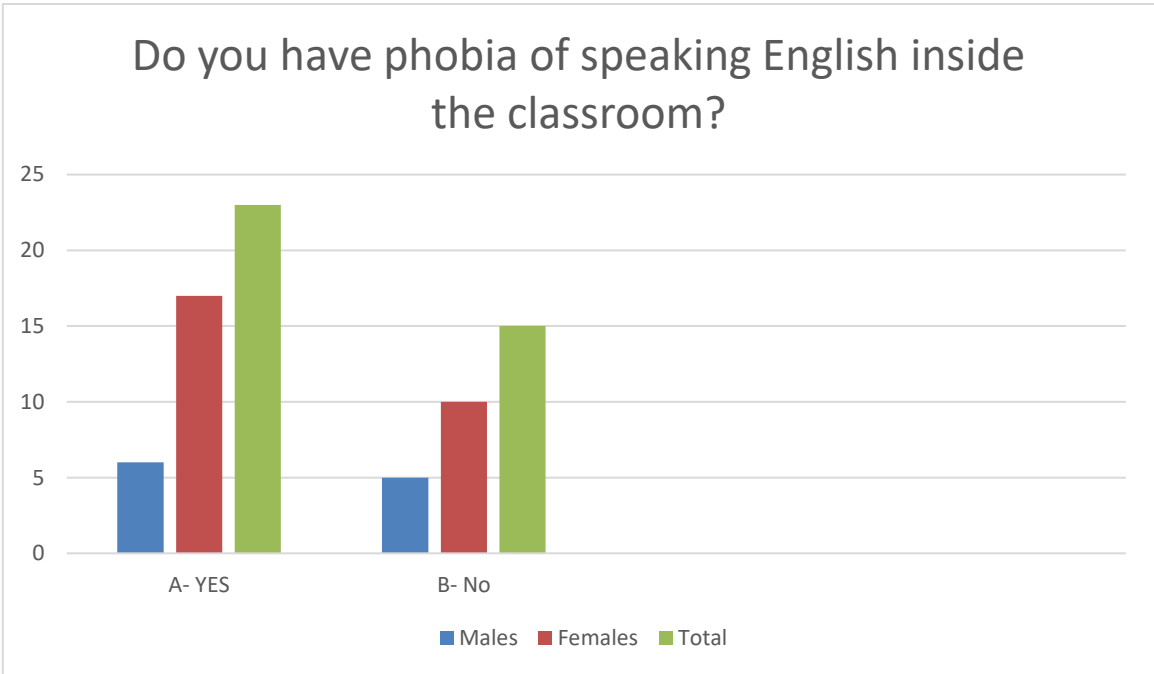


Figure 15: students who have phobia of speaking English inside the classroom

The aim of this question is to ensure if students have a phobia of speaking English inside the classroom, and if their answer is yes, they were asked to choose a reason from the listed reasons. 6 males and 17 females making a total of 23 students answered yes, while 5 males and 10 females making a total of 15 answered no.

***If yes, it is because of:**

	Males	Females	Total
A- Fear of making mistakes	6	15	21
B- Fear of being misunderstood	1	5	6
C- Fear of being underestimated	1	0	1
D- Fear of being joked at	3	7	10

Table 15: causes students have phobia of speaking English inside the classroom

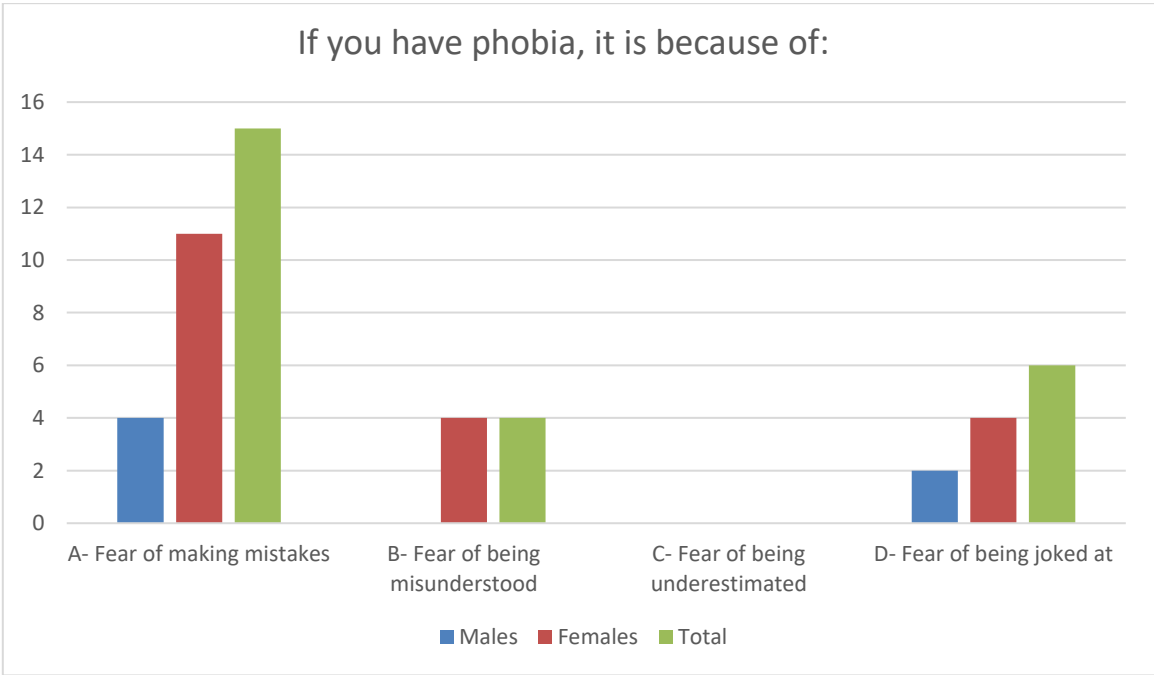


Figure 16: causes students have phobia of speaking English inside the classroom

Those who answered yes have marked several reasons, ‘fear of making mistakes’ have been selected by a total of 21 students; 6 males and 15 females. ‘Fear of being misunderstood have been selected by a total of 6 students; 1 male and 6 females. ‘Fear of being underestimated’ have been selected just once by a male student. ‘Fear of being joked at have been selected by a total of 10 students; 3 males and 7 female students.

Do you take it personal when your teacher or classmates do not understand you while speaking English?

	Males	Females	Total
A- Yes	0	13	13
B- NO	11	14	25

Table 16: students who take it personal when the teacher or classmates don't understand them

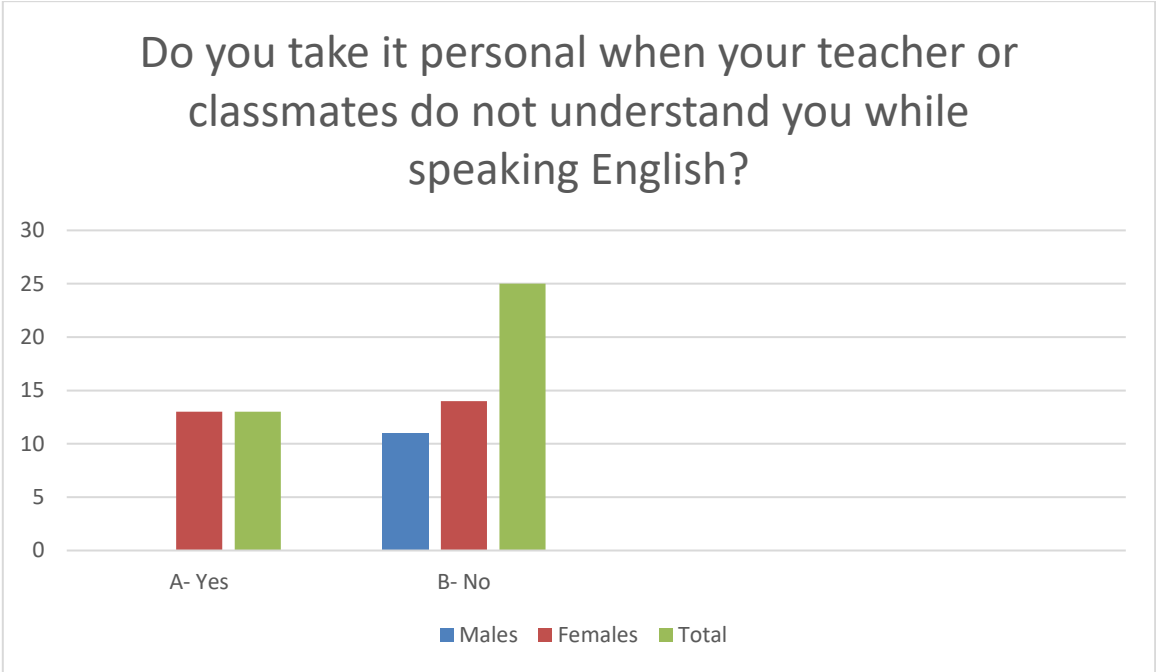


Figure 17: students who take it personal when the teacher or classmates don't understand them

This question aims to explore student's attitude when being misunderstood by the teacher and classmates, and if being misunderstood is a barrier and a demotivating factor in learning. Those who answered yes have been asked if being misunderstood makes them demotivated or makes them feel embarrassed. No male answered he take it personal if he is misunderstood,

while 13 females answered they do. 11 males and 14 female students making a total of 25 answered they don't.

***If yes, it is because:**

	Females
A- It demotivates you	7
B- You feel embarrassed	5
C- No answer	1

Table 17: the reasons students take it personal when the teacher or classmates don't understand them

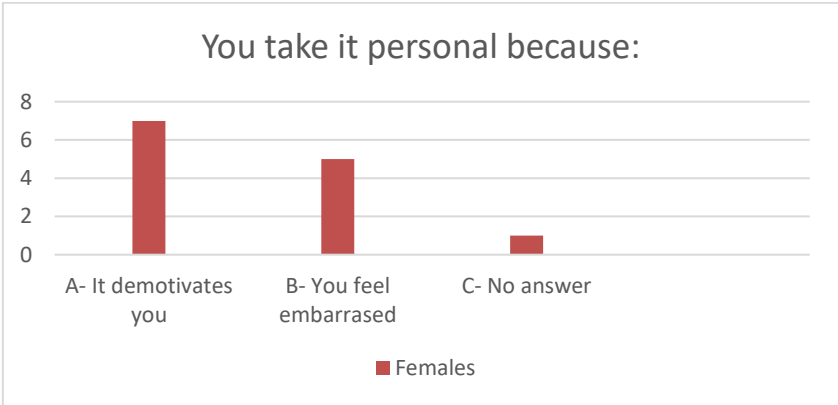


Figure 18: the reasons students take it personal when the teacher or classmates don't understand them

Those female students who take it personal when they're misunderstood by the teacher and students when they speak English in the classroom, 7 of them said it demotivates them, while 5 said it makes them feel embarrassed and 1 student preferred not to choose any option.

Personality (failure)

Did you face failure before while learning English?

	Males	Females	Total
A- Yes	2	12	14
B- NO	9	15	24

Table 18: students who faced failure before

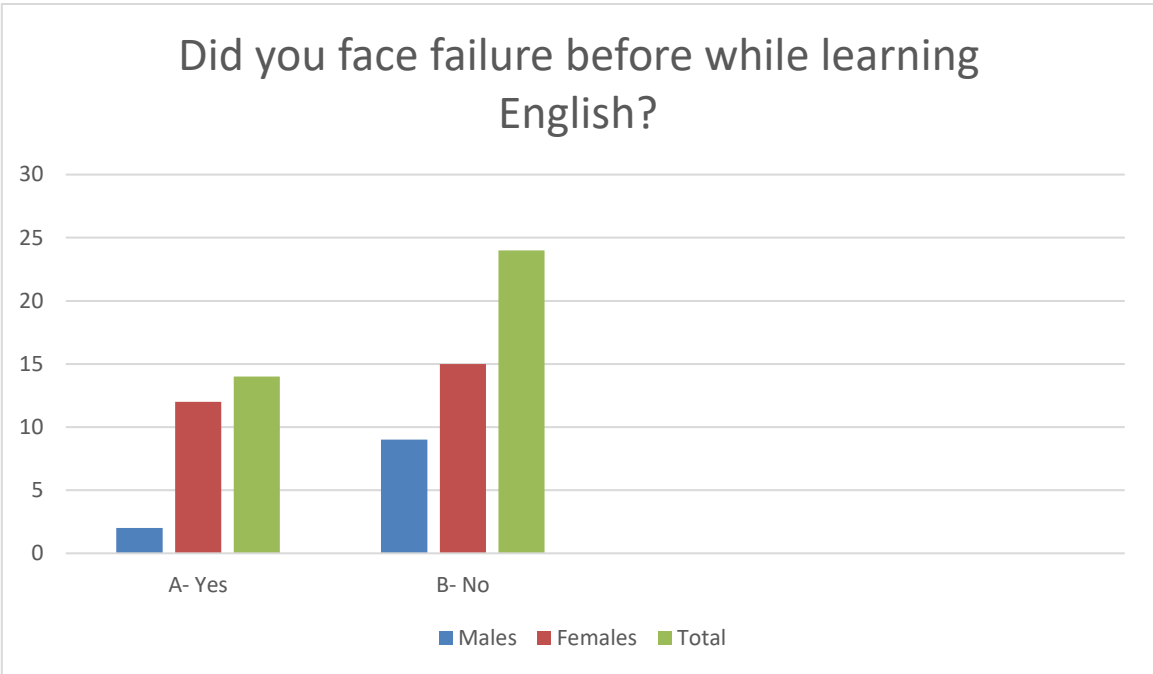


Figure 19: students who faced failure before

The aim of this question is to get statistics about how many students have faced failure before and their position between successful and unsuccessful EFL learning, also, who has faced failure before he is stronger and more reinforced psychologically, whereas who has not experienced failure yet he will be more fragile. 2 males and 12 females making a total of 14 answered yes, while 9 males and 15 females making a total of 24 answered they didn't.

Do you think failure demotivates you?

	Males	Females	Total
A- Yes	5	15	20
B- NO	6	12	18

Table 19: students who think failure demotivates them

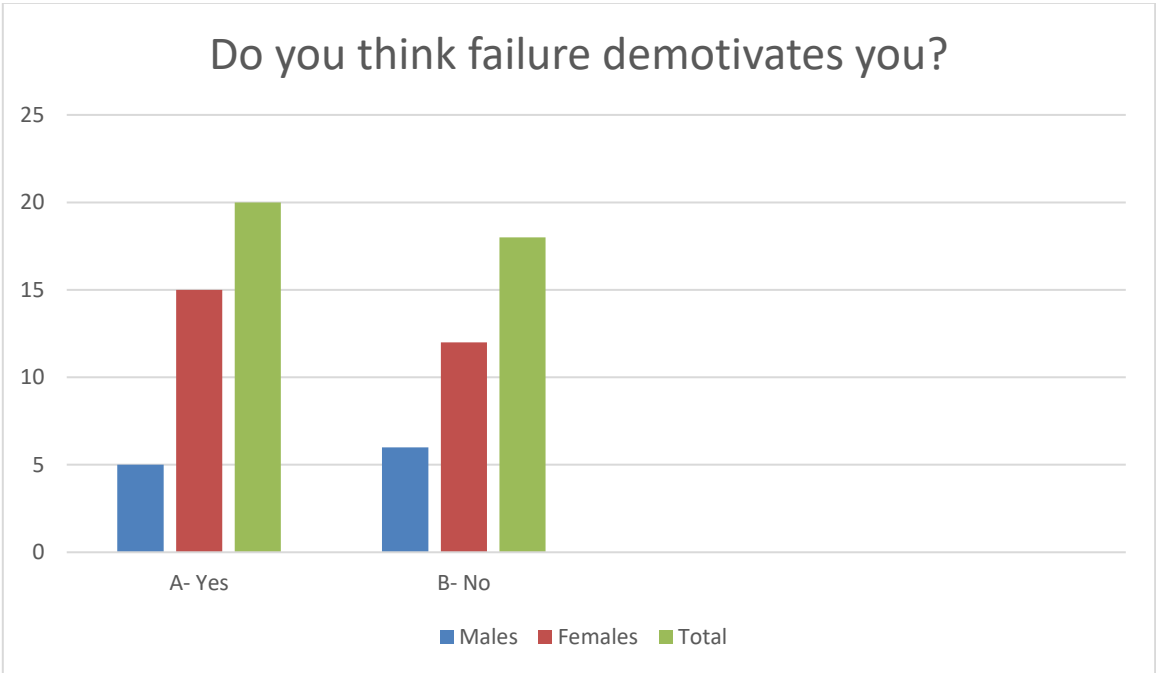


Figure 20: students who think failure demotivates them

The purpose of this question is to know what do students think about failure; if it is a demotivation factor for them or not. Psychologically, some students be demotivated from the first-time failure, whereas, others get stronger and reinforced by their first failure. 5 males and 15 females making a total of 20 students answered it demotivates them, while 6 males and 12 females making a total 18 students answered failure doesn't motivate them.

“What might I do to get better?” do you ask yourself this question?

	Males	Females	Total
A- Yes	8	23	31
B- NO	3	2	5
C- No answer	2	0	2

Table 20: students who ask themselves what they might do to get better

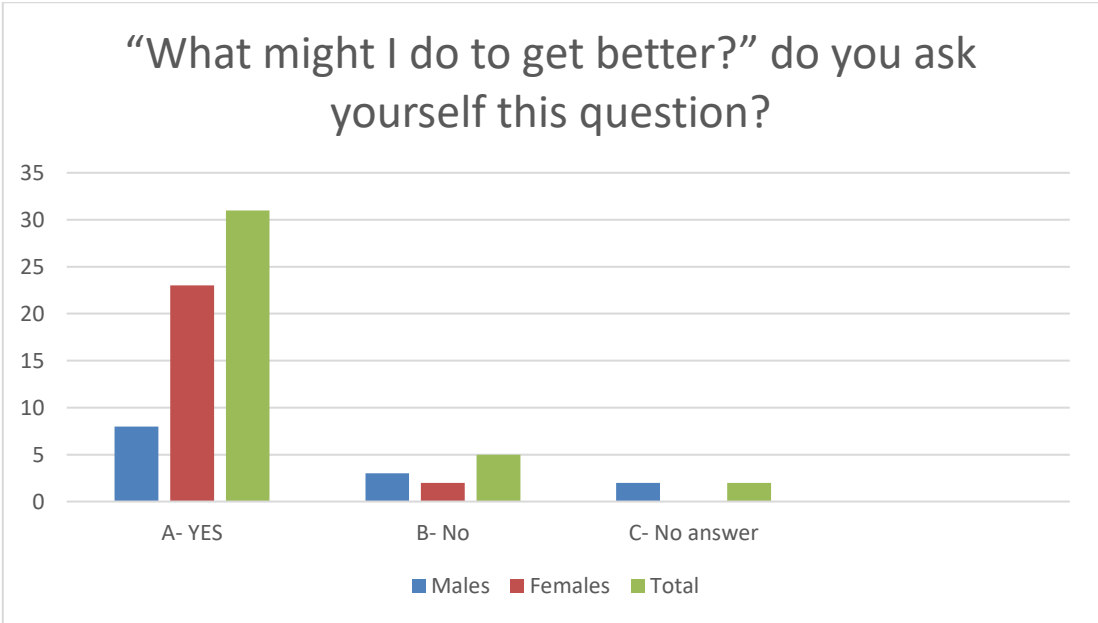


Figure 21: students who ask themselves what they might do to get better

This question aims to investigate if students have motives, interest and willingness to develop themselves or not in their EFL learning. 8 males and 23 females making a total of 31 students answered yes, while 3 males and 2 females making a total of 5 students answered they don't. and 2 male students didn't answer.

Yes because

Some students answered yes, because according to them they want to get better and improve themselves, some said they need to know where their weaknesses are and working on avoiding them in the future, while some didn't answer.

No because

Some students answered no because as they said it's just natural for them, someone said it's just time thing, while a female student said she doesn't ask herself this question but she does her best. another female student said only the not so confident ask him/ herself this question.

What are the factors that motivates you in your EFL learning?

This question aims to make students freely express what makes them motivated to learn. From the answers we have found; Knowledge, using the language to speak, to enjoy playing games and watching anime, enjoying watching videos and listening to music, talking with foreigners in social media, diploma and future career, having a good marks and rewards and being complimented and treated good by teachers, personal motives, the other good students, the positive atmosphere, group work, teaching instruments, student's own abilities and skills in learning, friends, online studying and parents.

What are the factors that demotivates you in your EFL learning?

In this question we wanted to let students freely talk about the factors that demotivates them, and among the answers we found: memorizing, projects, tests, oral presentations, thinking about future career, teachers' personality or experience and level, and when he/she doesn't appreciate the students participation, getting low marks and negative remarks, classroom decoration, lack of instruments, low sense of humor in the classroom, writing too much, other students, being

misunderstood, fear of failure, lot of lessons and long years of studying, lack of time and opportunities, lack of practice, crowded classrooms, fear of failure and making mistakes, failure followed by another, lack of vocabulary, negative feedbacks, methods of teaching, bad conditions of classrooms, fast speech, being discouraged and underestimated, not taken seriously and being not interested at by teachers, preference between students by teachers and preference of students between each other.

What do you suggest in order to be more motivated in your EFL learning?

In this question we wanted to let students freely suggest what might motivate them in their EFL learning. Among the answers there are suggestions like: making teaching and learning English more enjoyable, focus more on communication, making learning English a habit, making a special module of at least 1 hour in the library for reading, competitions and events, decorating classrooms, use instruments and illustrations, design interactive lessons, learn English abroad, good pedagogical methods of teaching, teaching culture, improve teaching quality and university services and hire professional staff to attract students and build a strong relation between them and the administration, buying modern materials and repair the laboratories, write the lesson plan on the board with slow explanations, make conferences with native speakers, making teaching and learning more fun, treating students according to their abilities.

Teachers' Questionnaire:

Total Participants: 11

Males: 4

Female: 7

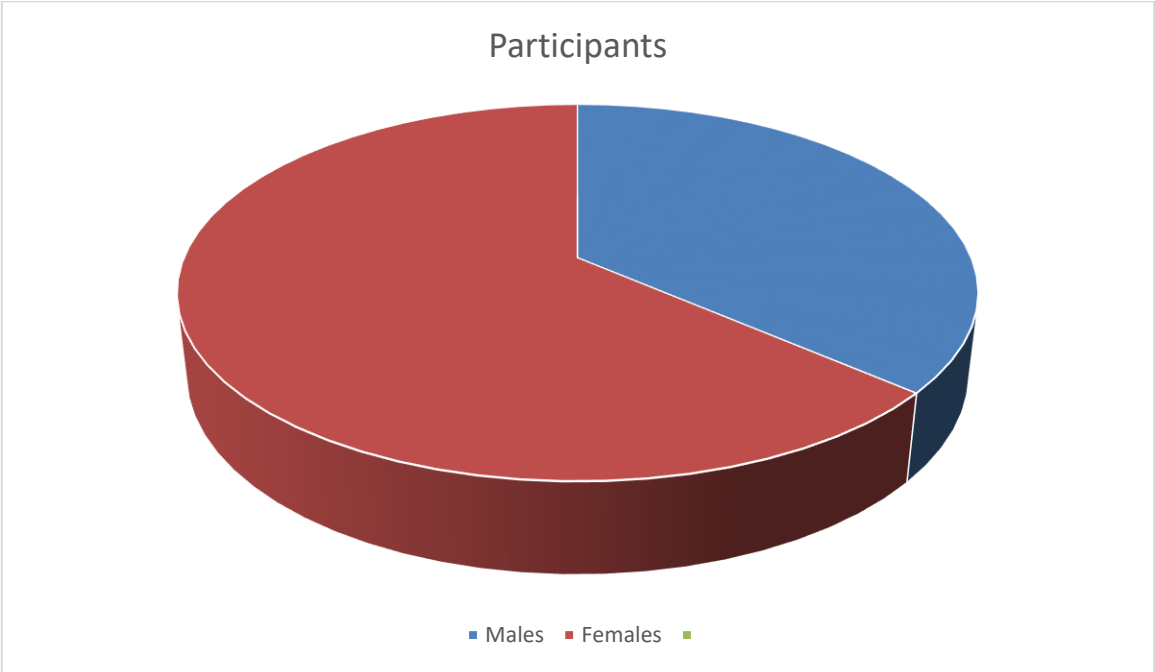


Figure 22: teachers' gender

How long have you been teaching English?

	Males	Females	Total
A- 01 – 05 Years	0	1	1
B- 05 – 10 Years	1	3	4
C- More than 10Years	3	3	6

Table 21: how many years teachers have been teaching English

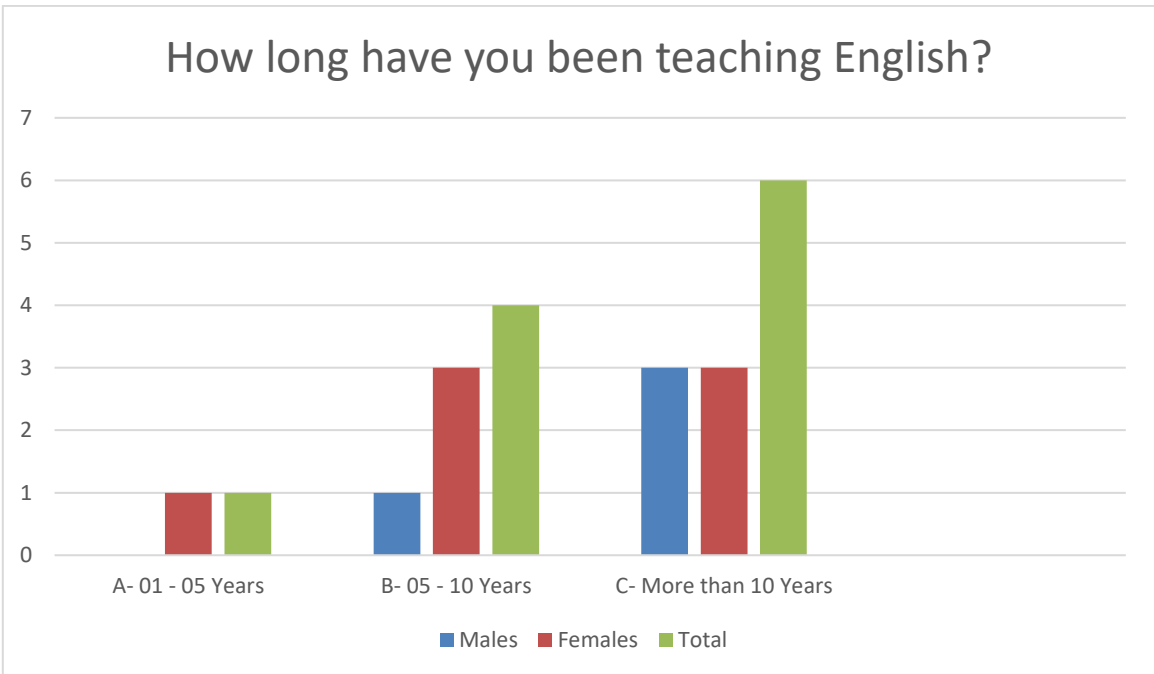


Figure 23: how many years teachers have been teaching English

The aim of this question is to have information about teacher’s teaching experience and if they’re familiar with student’s learning environment. Experienced teachers can deal with all kinds of students, and with several situations, also, they can transmit the information however it takes.

1 female teacher has less than five years teaching experience. 1 male and 3 female teachers making a total of four have from 5 to 10 years’ experience in teaching, and 3 males and 3 female teachers have an experience of more than 10 years in EFL teaching.

Do you use audiovisual aids to present lessons?

	Males	Females	Total
A- Yes	2	0	2
B- NO	2	1	3
C- Sometimes	3	3	6

Table 22: teachers who use audiovisual aids to present lessons

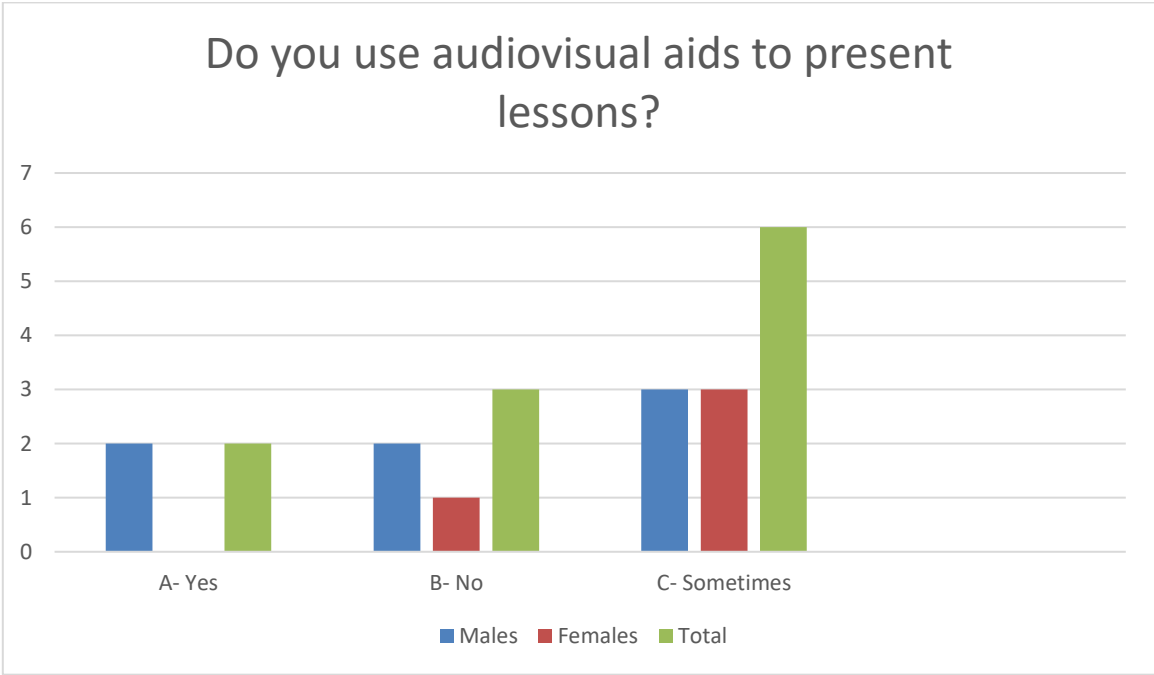


Figure 24: teachers who use audiovisual aids to present lessons

This question aims to confirm or disconfirm students’ answers about whether do teachers use audiovisual aids to present their lessons. Some teachers are not familiar with audiovisual

aids, and others could use it but simply they do not. 2 male teachers answered they do, 2 males and 1 female making a total of 3 answered they don't, while 3 males and 3 female teachers answered sometimes.

Do pair work and groupwork motivate your students in their EFL learning?

	Males	Females	Total
A- Yes	4	7	11
B- NO	0	0	0

Table 23: teachers who believe pair work and group work motivate their students

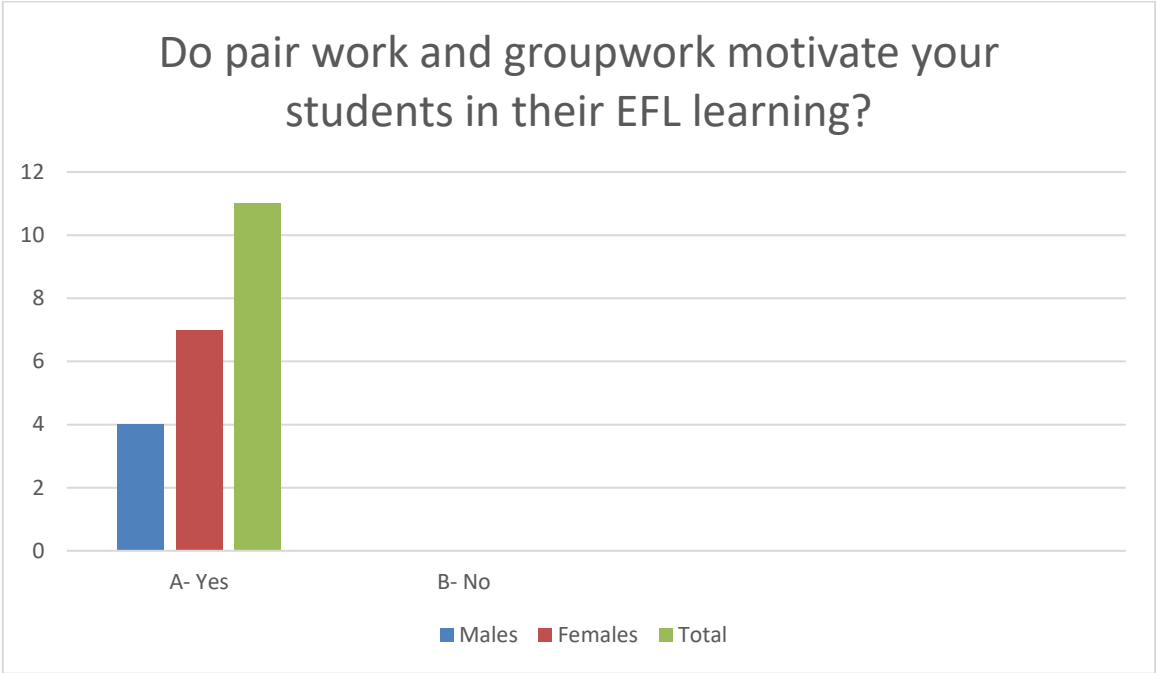


Figure 25: teachers who believe pair work and group work motivate their students

This question aims to find out to what extent pair work and group work motivate students in their EFL learning. The overwhelming majority responded in the affirmative.

What strategies do you use to motivate your students?

The purpose of this question is to know if teachers ever use any strategies to motivate their students, and what these strategies are.

Among the answers, teachers use pair and group work, give students the freedom to choose topics, the chance to express themselves freely and discuss topics in classroom, creating a flexible environment and an entertaining atmosphere, provide students with positive feedbacks, listening to their learning problems and trying to understand them and use different topics to avoid boredom as strategies to motivate students.

What are the missing/ lacking materials in the university that can motivate students in their EFL learning?

In this question we wanted to investigate one of the biggest issues in EFL teaching and learning. Teachers pointed out to laboratories, overhead projectors, up-to-date books, electronic devices, interactive whiteboard and internet.

What are the major factors that demotivate students in their EFL learning?

From this question we wanted to know if teachers and students have the same point of views about the factors demotivating students in EFL learning. Absence of teaching instruments, boring lectures by teachers, long lessons, no encouraging environment, system, failure, and uninteresting syllabi, lack of practice, inappropriate methods of teaching were teachers answers to this question.

What do you suggest to solve the problem of students' demotivation?

This question aims to find out what teachers suggest so their students become more motivated in their EFL learning. And teachers suggested to conduct a real life-based research, better syllabi, better training for teachers, varying materials in class, applying more learner-centered approach, give students the opportunity to initiate lessons and freedom to speak, provide teaching technological aids to encourage students and teachers, being patient with learners and trying to understand their learning problems to create a healthy and relaxing learning atmosphere, encourage students with positive feedbacks, compliments and extra marks for their work.

DISCUSSION

From the results obtained from the students' questionnaire we notice that students are doing quite a good job in their study, but their learning environment isn't much helpful and supportive, as well as there are many factors that prevent them from attaining a successful EFL learning.

The results obtained from studying three main factors social, pedagogical, and psychological shows that society's hands are clean from EFL learners' demotivation, but this doesn't mean it's offering them the motivation they need. Whereas, pedagogical and psychological factors limit learners from achieving successful English language learning. Pedagogically, classroom environment, learning situation, strategies and methods used to teach, teachers, lack of instruction materials and the syllabi are major aspects that cause problems in the learning process. Psychologically, at school the student is burdened by many factors; teachers and classmates' attitude, anxiety, fear of making mistakes and fear of failure at different levels.

In this study, major factors that demotivate Chadli Ben Djedid university EFL learners during the process of language learning were questioned. Also, strategies used by the students in order to overcome these negative factors were investigated. Mixed-method research was carried out by the researchers as the nature of demotivation requires having a deeper insight into its main sources and affective ways to overcome it. Thirty-eight EFL students from third year participated in the study. And eleven teachers from different grades with different experience and years of teaching. A questionnaire including three open-ended questions were administered to the participants.

Implications of the Research Findings

This research work is carried out to investigate the factors demotivating EFL learners at Chadli Ben Djedid university. The data analysis has revealed that pedagogical factors such as teachers' and classmates' effects, also social factors' including community and parents' effects, in addition to psychological factors like personality, anxiety and motivation effects affects students' motivation and their learning level. Moreover, the students are aware enough about the negative nature of the overall learning environment which unfortunately characterizes some classes.

Throughout this enquiry, it is clearly apparent that many learners have copious recognition about the diversified impediments shaping the negative classroom atmosphere and its deep impact upon their motivation. Actually, the questionnaire was much more helpful and feasible in figuring out students' perceptions towards engaging in such unsupportive learning milieu. So, it was not surprising that learners' demotivation in classroom was due to a number of unsuitable learning circumstances and/or conditions they are obliged to be engaged in.

Accordingly, throughout the answers, it is well noticed that learners do agree about what effects the inconsistent classroom atmosphere could bring about to their willingness to learn, effects like crowded classroom could lead to distraction, overthinking, getting lost, therefore, weak academic performance alongside achievement in the long run.

Moreover, large proportion of students outvoted that lots of lessons, teachers' personality and memorizing are difficult aspects in learning.

What's been observed also through the questionnaire and is agreed about by both teachers and students was the missing teaching materials and IT, which is also an undeniable issue for

both teachers and students. Teaching and learning would be much beneficial, resultful and enjoyable in the presence of well-equipped laboratories, technology in classroom or amphitheater such as data projectors, loudspeakers, ...

Other factors such as syllabi, teaching method, lack of practice and no interaction which are an essential part for an effective EFL learning were also mentioned by teachers and students in the open-ended questions of the questionnaire.

Discussion of the Hypothesis and Research Questions

To give direction to the present study, the suggested hypothesis was extremely devoted to explore and investigate factors demotivating EFL learners.

The obtained results of the questionnaire which was conducted with two 2nd year master students in the department of English at Chadli Ben Djedid University, have Investigated factors demotivating EFL learners at the previously mentioned university

On the whole, the posed question alongside the stated hypothesis been investigated and discovered to give a certain value to this study. With such results, we have certainly arrived at gathering necessary data of the stated question.

The Limitations of the Study

Despite the fact that the research was of greater importance to scrutinize the topic being examined and which we think that it was a pariah for a long period of time, we cannot deny the number of constraints which have been unfortunately confronting us.

Chapter Four/ Results, Analysis and Discussion

We have chosen 3rd year EFL students at Chadli Ben Djedid university specifically because the time provided to accomplish this work was quite short, while data analysis would take us a long time if we chose to investigate a large number of students, thus, we were obliged to hurry a little bit to complete the research earlier.

Moreover, some number of questionnaires copies we sent to teachers and students we couldn't recover because recipients got absent or forgot to bring them back.

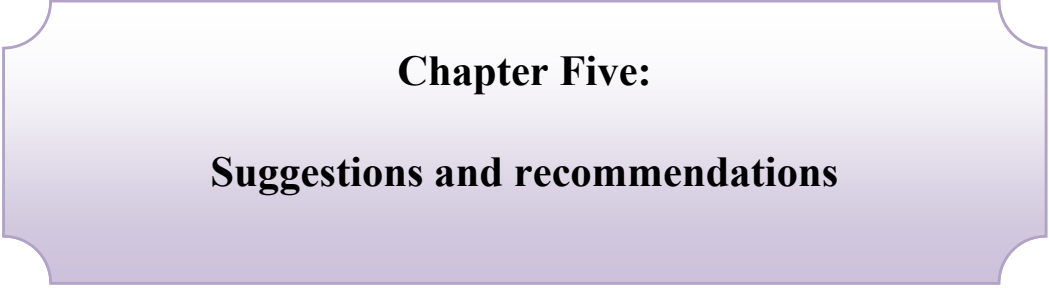
In addition, some students didn't take our questionnaire seriously so they answered in some ways of joking, and other students didn't answer all of the questionnaire questions.

Furthermore, Corona virus protocol forbade us to manage our questionnaire with third year students because they were studying week by week.

Conclusion

In general, some of the results revealed significant points on demotivation factors for participants in learning English. The most salient finding is that among three groups of demotivation factors, the most mentioned one by many participants was class characteristics which includes such reasons as learners' being unsatisfied with the syllabi and pace, lack of instruments, teacher factor. And other psychological factors like fear of failure and fear of making mistakes. In addition to the lack of instruction materials and labs. Students tend to prefer working in groups and focus on practicing the language rather than just following what the syllabi dictates.

Teachers and students suggested a supportive environment that is equipped with necessary tools for teaching and learning, an environment with good teaching competencies and syllabi, and where they can practice the language.



Chapter Five:
Suggestions and recommendations

Introduction:

The current research work is carried out to investigate the factors demotivating EFL learners at Chadli Ben Djedid University. Throughout this inquiry we have mainly worked on a number of common factors confronting students' learning process and which are largely over spread in many classrooms.

Below there are some suggestions for teachers to inform them how to deal with EFL students at Chadli Ben Djedid university. Furthermore, how EFL students avoid and deal with the demotivating factors.

Suggestions for Further Research

Suggestions for teachers;

- Teachers must have a formation and experience before they get start to teach at the university.
- Teachers must take in consideration the psychological status and follow the pedagogical system.
- Teachers should avoid preference between students.
- Teachers should try their best to create a good atmosphere for students in the classroom.
- Avoid long hours of teaching.
- Being patient with learners and trying to understand their learning problems to create a healthy and relaxing learning atmosphere.
- Encourage students by avoiding negative feedback if necessary.
- Teachers should not take gossip from students in consideration.
- Teachers must provide the administration and all the students by their email addresses

- Teachers should not demotivate students by giving them a mark under five even if the student is out of the subject or the answers were wrong.
- Teachers who supervise student's memoire should always be in touch with students and meet with them at least once in a week.
- Teachers should train students' memory by making flashbacks once a week.
- Whenever there is a retrieval failure, do not offend students or attract attention.
- Reward hard-working students and encourage the others.
- Teachers must break the ice with introverted and silent students and offer them the chance to participate or give an opinion.
- The administration must create an electronic base for teachers and students to take in consideration both sides' opinions and complains.
- Attract EFL students to attend sessions with native speakers provided by the administration.
- Suggest competitions between universities to raise the high spirits.
- Adjust student's mindset to succeed and overcome struggles and failure by making psychological lectures.
- Teach EFL students using the modern technologies and relying on the laboratories.
- Supply the amphitheaters with loudspeakers.
- The administration should afford the formation of teachers by expert native speakers or professional local experts every year to keep teachers updated the pedagogy of teaching.
- Schedule a meeting once a month between the university president, teachers and students to discuss students' issues and their demotivating factors.

Suggestions for students

- Have a strong confidence and success mindset.
- Avoid procrastination, work hard and get out of the comfort zone.
- Avoid demotivating factors.
- Apply teachers' advices.
- Students must be in time.
- Respect teachers and attend their classes.
- Prepare lessons in advance.
- Avoid sitting with noisy and lazy students during the session.
- Take notes, pay attention to the course and revise it at home.
- Read books and watch news channels and documentaries.
- Try to chat with native speakers.
- Speak English with your classmates outside the classroom.
- Avoid to ask many questions to the teacher to gain time.
- Students must not embarrass or humiliate teachers by asking them poser.
- Students must not underestimate rookie teachers.
- Don't hesitate to ask questions or be afraid to mistakes.
- Avoid anxiety during the tests and exams.
- Your participation and your ideas matter.
- Take teachers' feedbacks in consideration.
- Manage your study space and time.
- Don't obsess about social media.
- Learn from the previous students' experience.
- Engage in pair work and group work.

- Be curious and expand your learning horizon.\
- Being disciplined is a way to have more efficient interaction with teachers.

Recommendations

This study was just a little attempt to explore a broad field. It was conducted to investigate factors demotivating EFL learners at Chadli Ben Djedid university and find solutions to help them achieve good grades in their studies without difficulties or obstacles. There are many factors that affect their learning. This study led to find and omit the demotivating factors and create solutions to motivate them and boost their learning. The findings can offer some further ideas that could be applied to fix the current issue such as teaching style which determines how students are attracted to learn English, teaching materials like illustrations and audiovisual instruments, the topic which is given to students in order to reflect what they have learnt from a particular lesson. The department of English language needs to develop or introduce new modules, that give the opportunity for students to be in an intensive contact with the target language all the week. Every teacher should be aware of the students belief and make sure they have positive beliefs not negative ones because the belief is the most influential aspect in learning a second language, and the students' mindset and perception can change.

Conclusion

As goes the saying ‘one hand can’t clap’, so EFL learning will be more successful and effective by the cooperation of both students and teachers with assistance from administration. Learners should not be an obstruct for teachers, they should work hard, practice more and they should demolish -with teachers and administration’s help if necessary- the factors that demotivates them and find their own motives, as they should always remember that everything has a price and the price of success costs a lot.

General conclusion

General Conclusion:

The present study examined the demotivating factors for Chadli Ben Djedid EFL students toward English learning. In light of the results, it is concluded that subject-related, teacher-related and material-related demotivating factors are the most reported demotivating factors for Chadli Ben Djedid EFL students. More specifically, syllabi, lack of interesting topics, and lack of opportunities to practice English affect the students' motivation toward English learning negatively.

Furthermore, the incompetence of English teachers, their incomprehensible explanation and their personality or behaviors demotivate students. In addition, the difficulties in memorizing English words and phrases, and feeling lost in how to self-study for English lessons demotivate students.

To increase students' motivation, EFL teachers recommend technology use, bonus marks, interesting syllabi and a good teaching system, verbal praise, and competitive and collaborative work.

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Appendices

Appendix A

Students' questionnaire

Dear student;

You are kindly requested to fill in this questionnaire to express your attitudes towards the factors demotivating EFL (English as a Foreign Language) learners. Your answers are very important for our research. As such, we hope you will give us your full attention and interest.

- **Personal information:**

Gender:

Male

Female

I- **Social factors:**

1- Why did you choose to study English?

A) Personal decision

B) Parents decision

C) Administrative decision

2- Do you speak English at home?

A) Yes

B) No

3- Is there anyone in your family who speaks a foreign language?

A) Yes

B) No

4- What is your parents' educational background?

.....

II- Pedagogical factors:

1- Do you get nervous when the teacher asks you a question?

A) Yes

B) No

*If yes, it is due to:

a) Your low performance

b) The teacher

c) The content

d) The classroom climate

2- Do you prepare lessons in advance?

A) Yes

B) No

*If no, it is because:

a) You just do not prepare

b) The teacher does not ask you to do

c) No interest in the curriculum

3- Do teachers use audiovisual aids to present lessons?

A) Yes

B) No

C) Sometimes

4- What is the most difficult aspect of learning English for you?

- A) Memorizing
- B) Teacher personality
- C) Lots of lessons
- D) Time
- E) No positive spirit
- F) Number of students
- G) Library policies

5- Which of these situations do you prefer?

- A) Working in pairs
- B) Working in groups
- C) Doing oral presentations
- D) Carrying out projects

III- Psychological factors

III-1 Motivation

1- Are you reinforcing your English by studying in private institutions?

- A) Yes
- B) No

2- How often do you perform these activities?

Read books in English – watch videos in English – listen to English songs – watch TV programs
in English – speak English with friends

- A) Sometimes
- B) Very often
- C) Regularly
- D) Always

E) Never

III-2 Anxiety

1- Do you have phobia of speaking English inside the classroom?

A) Yes

B) No

*If yes, it is because of:

a) Fear of making mistakes

b) Fear of being misunderstood

c) Fear of being underestimated

d) Fear of being joking at

2- Do you take it personal when your teacher or classmates do not understand you while speaking English?

A) Yes

B) No

*If yes, it is because:

a) It demotivates you

b) You feel embarrassed

III-3 Personality (failure)

5. Did you face failure before while learning English?

A) Yes

B) No

6. Do you think failure demotivates you?

A) Yes

B) No

7. "What might I do to get better?" do you ask yourself this question?

A) Yes

B) No

Why:

8. What are the factors that motivates you in your EFL learning?

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9. What are the factors that demotivates you in your EFL learning?

.....

10. What do you suggest in order to be more motivated in your EFL learning?

.....

Thank you for your collaboration, time, efforts and patience.

Appendix B

Teachers' questionnaire

Dear teacher;

This questionnaire is part of a master's degree project we are carrying out about factors demotivating EFL learners. Hence the aim is to gather information about the topic and to solve problem. So, we will be so grateful if you could respond to the following questions.

Thank you in advance.

- **Personal information:**

Gender:

Male

Female

- How long have you been teaching English?

A) From 01 to 05 years

B) From 05 to 10 years

C) More than 10 years

- Do you use audio-visual aids to present lessons?

A) Yes

B) Sometimes

C) No

- Do pair works and groupworks motivate your students in learning English?

A) Yes

B) No

- What strategies you use to motivate your students?

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- What are the missing/ lacking materials in the university that can motivate students in learning?

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- What are the major factors that demotivate students?

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- What do you suggest to solve the problem of students' demotivation?

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