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Learning English in Algeria: Challenges and Perspectives:
The Case of Second Year Master Students of Didactics of Foreign Languages at Abdelhamid Ibn Badis University, Mostaganem

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DEDICATIONS

I dedicate this humble work to my family, my source of success.

To my sympathetic father Lakhdar and thoughtful mother khedidja whose love always strengthens my will.

To my brothers: Laid and Mohammed and to my sister Hanane, for their encouragement and support.

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ABSTRACT

The present research sheds some light on the process of learning of English as a foreign language in Algeria. It covers, mainly the many factors that affect learning, either directly or indirectly. Thus, the overall aim of this study is to investigate the internal and external factors affecting English learners' achievements. More specifically, the study seeks to identify their learning problems and to explore their attitudes towards the importance of effective teaching strategies in achieving goals. Thus, it is hypothesized that there is a number of factors that influence learners' achievement in EFL learning. We expect that those factors either encourage or hinder learners' success. This research has been conducted under a descriptive method. In order to gather data, we have administrated a questionnaire to twenty-one master two students of English at Mostaganem University. The second tool was an interview administrated to ten selected students who belong to the same group. Furthermore, the results of the research findings show that the impact of internal and external factors on EFL learners' success is highly significant. These factors are self-esteem, the influence of mother tongue, anxiety, attitude, gender, motivation, interaction, and culture. Based on the obtained results, the previously stated hypotheses were confirmed.

Key Words: English, learning, internal, external factors, EFL learners, achievement.

LIST OF ABBREVIATIONS

AA: Algerian Arabic

CA: Classical Arabic

MSA: Modern Standard Arabic

EFL: English as a foreign language

L1: First language (mother tongue)

L2: second language (foreign language)

List of Tables

Table 2.1: Learning stages	07
Table 2.3: Personality characteristics of Jung's psychological type theory	10
Table 5.1: Students' Gender.....	28
Table 5.2: Students' Age	29
Table 5.3: Students' proficiency level in English	29
Table 5.4: Students' Level Satisfaction	30
Table 5.5: Students' choice of English	30
Table 5.6: Students' Reasons Behind Studying English.....	30
Table 5.7: curriculum scale	31
Table 5.8: The Effect of Algerian social context on learning English.....	31
Table 5.9: students' self- esteem.....	32
Table 5.10: Students' Use of Mother Tongue in EFL Learning	32
Table 5.11: Students' Anxiety in English public speaking... ..	33
Table 5.12: Students' attitude towards learning English	33
Table 5.13: Students' views about the Effect of Gender Differences on Academic Achievements.....	33
Table 5.14: Factors causing motivation in EFL learning process	34
Table 5.15: Students' preferable way to learn English.....	34
Table 5.16: Students' Views about the Requirement of Successful Learning of English... ..	35
Table 5.17: The importance of the factors affecting the learning of EFL	35
Table 5.18: Students' views of The Efficient Strategy in Learning... ..	36
Table 5.19: Students' Views about English Language	37
Table 5.20: Students' Reasons behind Studying English	38

Table 5.21: Students' Biggest Challenge in Learning English.....	38
Table 5.22: Students' Difficulties when Learning English.....	39
Table 5.23: Students' views about the Best Way to learn English.....	40
Table 5.24: Students' Solutions for having Effective English Language Learning.....	40

TABLE OF CONTENTS

Dedications	I
Acknowledgements	II
Abstract.....	III
List of Abbreviations	IV
List of Tables.....	V
Table of Contents	VII
General Introduction.....	01
1- Chapter One: Review of Literature	
1. Introduction	03
1.1. The sociolinguistic situation in Algeria	03
1.1.1. Classical Arabic	03
1.1.2. Algerian Arabic.....	03
1.1.3. The Tamazight Language	04
1.1.4. French.....	04
1.1.5. The status of English in Algeria.....	05
1.2. Introducing the learning process.....	06
1.2. 1. The Concept of learning	06
1.2.2. Types of learning... ..	07
1.2.3. Types of learners.....	08
1.2. 4. Reasons for learning the English Language	10
1.3. Internal and External factors affecting EFL learning	10
1.3.1. Internal factors.....	10
1.3.1.1. Self-esteem.....	11
1.3.1.2. The influence of mother tongue in EFL learning.....	11
1.3.1.3. Anxiety	12
1.3.1.4. Attitude	13
1.3.1.5. Gender	13
1.4. External factors	13
1.4.1. Motivation	14
1.4.2. Interaction.....	15
1.4.3. Culture	16
1.5. Conclusion	17
2. Chapter Two: Research Design and Procedures	
2. Introduction	18
2.1. Research Methodology	18
2.2. Research Approaches.....	18
2.2.1. Quantitative Research.....	18
2.2.2. Qualitative Research	19
2.3. Sampling... ..	19
2.3.1. Definition of Sampling... ..	19
2.3.2. Types of Sampling.....	19

2.3.3. The importance of Sampling.....	20
2.3.4. The description of the study sample.....	20
2.4. Procedure.....	20
2.5. The context of the study.....	20
2.6. Data collection tools	21
2.7. Questionnaire.....	21
2.7.1. Definition of the Questionnaire	21
2.7.2. The objective of Questionnaire.....	21
2.7.3. The advantages of Questionnaire	22
2.7.4. Types of Questions in a Questionnaire.....	22
2.7.5. The description of students' Questionnaire	22
2.8. Interview.....	24
2.8.1. Definition of interview... ..	24
2.8.2. Types of interviews	25
2.8.3. Steps in conducting an interview... ..	25
2.8.4. Description of the students' interview.....	26
2.9. Conclusion	26

3. Chapter Three: Data Analysis and Recommendations

3.1. Introduction	28
3.2. Data analysis.....	28
3.3. The analysis of the questionnaire	28
3.4. Discussion of questionnaire results	36
3.5 The analysis of the interview	37
3.6. Discussion of the Interview.....	40
3.7. General discussion	41
3.8. Recommendations	41
3.9. Conclusion.....	42
General conclusion.....	43
Bibliography	45
Appendices	52

General Introduction

In today's globalized world, English has become the global language. It is used as a lingua franca or the universal language that people around the world use to communicate with each other. Nowadays, learning English become very important, as it is highly considered as a tool of progress during this era of globalization. That is why, learning English is essential for socialization, entertainment and work. Like many countries around the world, Algeria had to comply with the situation where English become a common language nearly in all spheres of life and introduce it to the educational system. Currently, the teaching of English has become part of the curriculum in all schools throughout the country.

Learning English has become a major world concern. Nowadays, English is learned by thousands of people around the world. Many people learn English for economic growth. However, EFL learners may display little or no progress while learning English. That is why, it is very important to find out the reasons behind their little success. Besides this, EFL learners may encounter some factors that influence their achievement in learning English; internal factors such as self-esteem, the influence of mother tongue, anxiety, attitude, gender and external factors such as motivation, interaction, and culture.

Students who study English produce different learning outcomes. Some students progress rapidly in learning. But, there are factors have an effect on their learning process that is particularly beyond the conduct of the learner. The main aim of this research is to investigate and describe the internal and external factors affecting learners' achievement in EFL learning, and the purpose is to discover the extent to which the internal and external factors have a great affect on the process of learning English.

The motivation behind conducting this research is to find out the factors that affect EFL learners' in their learning process, and how this factors may affect learners' achievement. The second source of the motivation for dealing with this research work is to discover the difficulties that students encountered while learning English.

The present research addresses the following questions:

- What difficulties do Algerian EFL learners face?
- What factors affect Algerian EFL learners?
- How can we achieve effectiveness in teaching English in Algeria?

To answer these questions, the following hypotheses are formulated:

- Algerian students encounter various problems while learning English.
- There are a number of internal and external factors that affect learners' achievement in EFL learning.
- Effective teaching strategies may help EFL teachers and learners reach their goals.

The present study aims at investigating the internal and external factors affecting learners' success in English language learning. It is assumed that this study may help students to find

General Introduction

out their obstacles, and when they recognize their problems they might be capable to use strategies to overcome their lack of success.

This study is carried out at Abdel Hamid Ibn Badis university of Mostaganem. The data is collected through a questionnaire administered to 21 Master two students of Didactics of Foreign Languages, and also an interview with ten students belong to the same group. The students' questionnaire serve to investigate the impact of the internal and external factors on learning English, and applying different strategies in teaching English in Algeria such as games, case-based-small group discussion, and so on makes learners and teachers reach their goals and their learning will be very effective and interesting. Moreover, the students' interview is for the purpose of discovering the difficulties that EFL learners encountered while learning English.

The present research consists of three chapters. The first chapter provides an overview of the sociolinguistic situation in Algeria, and it also discusses the current situation of the spoken languages in Algeria, and it provides the status of English in Algeria. Then, it introduces the learning process, and covers the definitions of many concepts related to learning. It also discusses its different types of learning as well as types of learners. Besides this, it highlights the reasons for learning the English language. Finally, it deals with most important part of our research which is the internal factors including self-esteem, the influence of mother tongue, anxiety, attitude, culture and external factors including motivation, interaction, and culture that affect EFL learners' ability to learn.

The second chapter is devoted to the research methodology; it presents a description of the methodology used in this study to collect the necessary data through the research tools: a questionnaire and interview.

The third chapter is dedicated to the analysis of the obtained data and the discussion of the results. It provides the EFL learners with some recommendations that may help them achieve their learning goals.

1. Introduction

The aim of this chapter is to shed the light on the factors affecting the learning of English as a foreign language in Algeria. The first part deals with an overview about the status of English in Algeria. The second part is devoted to the learning process. It covers a number of definitions of learning and highlights the different types of learning as well as types of learners. Beside this, it indicates the reasons for learning the English language. Finally, the last part tackles the most important area of the study, which is the internal and external factors that influence the learning of English as a foreign language.

1.1. The sociolinguistic situation in Algeria

The Algerian sociolinguistic situation is very complicated and specific due to the fact that every language has a political, social and cultural background. Algeria is a multilingual country. Thus, from independence in 1962 four spoken languages have been present: Classical Arabic, Algerian Arabic, Tamazight and French. In this respect, Tabory and Tabory (1987) claim that the linguistic landscape in Algeria is complicated for the reason that it is at the intersection of contradictions among French the language of colonizer and Arabic the current national language, classical Arabic as opposed to colloquial Algerian Arabic, and the diverse Berber dialects (as cited in Rezig, 2011).

1.1.1. Classical Arabic

Classical Arabic, which is likewise known as Modern Standard Arabic, has already become the Algerian official language, and it is used in all public spheres including government, administration, education, workplaces, media, and so on (Rubdy & Ben Said, 2016). Additionally, It is the miraculous language of the holy book Quran and Islam, and it is the language of instruction in all schools and faculties unless scientific faculties (Ouahmiche, Beddiaf & Beddiaf, 2017). Similarly, Benrabah (2007) states that MSA is the language of education in schools, and within the humanities at university. Moreover, classical Arabic is utilized for religious settings, and it is utilized for prayers by Muslims around the world, In this sense, Houghton and Mifflin (1994) state that “classical Arabic is used by approximately one billion Muslims for prayer and scholarly religious discourse” (p. 412). Classical Arabic is utilized in formal discourses, public speeches. Besides this, it is taught in schools and faculties. There are several newspapers published in MSA. For instance, El Khabar and El Chorouk.

1.1.2. Algerian Arabic

The Algerian Arabic (AA) or the Dialectal Arabic is the native language of most Algerians people unless for some scattered areas across Algeria where Berber is spoken (Saadane & Habash, 2015). In a similar vein, Benrabah (1999) stated that Algerian Arabic was the mother tongue of the Algerian community. Algerian Arabic symbolises the different dialects that are spoken in Algeria. Every region in Algeria has its own particular dialect. For instance, the dialect of Oran is different from the dialect of Annaba. Algerian Arabic has been the focus of many researchers lately. Mazouni (1969) states that “Dialectal Arabic in Algeria is one of the defining features of the Algerian people and the native language of the majority of the population” (p. 13). Algerian Arabic is the diversity of Arabic which is utilized in daily contact, and in casual settings such as at home, street or personal life interest.

Chapter One: Review of Literature

1.1.3. The Tamazight language

The Tamazight language has been recognized as a Hamito-Semitic language. Berber language additionally called Tamazight is the native language of the minority of the population. Among the Berber speakers there is the Kabyle, the Chaoui, the Mzab, Twaregue (Saadane & Habach, 2015). In addition to these diverse Berber spoken dialects, there are numerous regional dialects including Chenoua or chenwiya which link to the varieties of the Kabyle. Moreover, there are also other Berber dialects exist in Algeria including Tarifit, and Taznatit. Benali (2007) points out that “yet, Berber as it is nowadays does not constitute a single unified language; rather it is a group of varieties which are different from each other mainly at the phonological and lexical levels while the grammatical structure remains the same in all the varieties” (p. 44). In 1990, Tamazight was integrated in the education system. It is taught now in several schools.

1.1.4. French

French is also an essential element within the linguistic situation of Algeria. It is a lingua franca in Algeria. The majority of Algerian people speak in French. In this sense, Sebaa (2002) claims that “speakers of French are perceptibly more numerous than forty years ago. Barely some thousands at independent national and Arab authority has done more for French school and administration united during the colonial period” (p. 61). The French colonialism was imposed the French language on Algerians. In this respect, Taleb Ibrahim states that “French, imposed on the Algerian people in violence, has constituted one of the fundamental elements used by France in its policy of depersonalization and acculturation as regards Algeria” (p. 42-43). Similarly, Caubet (1986) claims that French is colonial language. It has conflicting statute. It is officially regarded as a foreign language.

Additionally, a survey in 2013 reveals that Algeria symbolizes the second largest Francophone country in the world in terms of French speakers (La Francophonie en chiffres, 2013). French is introduced as a foreign language into the second year of elementary school. Moreover, French is utilized almost in several fields. For instance, in administrations, government, politics, scientific domains, technologies, media, official meeting, law, medicine, and in education. In addition, the majority of the documents given by the Algerian administrations are printed in French also the political speeches are regularly delivered in French. Indeed, French is taught as a first foreign language in Algeria starting from second year of primary schools. However, in scientific and medical universities it is the language of instruction. Benrabah (2007) states that “in universities, 95% of post-graduate courses in sciences and 95% of undergraduate courses in medicine and technical disciplines are taught in French” (p. 233). French is utilized in all locations indeed in magazines, books. In fact, newspapers are more edited in French than in Arabic. In this sense, Benrabah (1991) claimed that newspapers are published in French daily contrary to those published in Arabic. There are various newspapers published in French. Such as El Watan, Liberté, and La Dépêche de Kabylie. French is the weapon of advancement, and a way of contact, and it is used for scientific research. It is still utilized in numerous spheres. Furthermore, in 1990s, French won its prominent position when Bouteflika became president of Algeria (Aitsiselmi, 2006).

1.1.5. The status of English in Algeria

Since 1980s, due to the growth of sales; gas and oil, Algeria was witnessing new developments. The Algerians began to make more social modifications. Besides the, political, social also cultural openness, the English language started to be recognized as essential means of knowledge and progress (Bouhadiba, 2006). The Algerian authorities make a program to train the Algerian English teachers in the UK. However, most of the training programs had been canceled due to the dramatic diminish of oil costs in 1986 (Bouhadiba, 2006). In 1993, Algeria had for the first time the opportunity to choose English and French to fulfill their need for a foreign language (Benrabah, 2007). Currently, English is taught as the second foreign language through the Algerian middle school and secondary schools and universities in addition to French. English is also taught for specific purposes. For instance, it is taught in different fields such as English for medicine, business, tourism, journalism, and hotel staff training. English has in reality gained an essential place in the current day in Algeria. According to Benrabah (2002) “English has been gaining dominance in a number of sectors: the oil industry, computing and scientific and technological documentation” (p. 16).

Additionally, in 1993, a series of new amendment in the educational system was presented to enhance the teaching of foreign languages at a young age by offering the chance to pupils at a primary school to select either French or English as the first mandatory foreign language (Rezig, 2011). Similarly, the minister of education set out to incorporate English at elementary schools as a first foreign language in place of French, and for the first time, the parents were permitted to choose for their middle school children either French or English as the first foreign language. The program was applied in some middle schools. However, the decision was abandoned for unknown reasons. However, according to Benrabah (1999) the program was cancelled due to the fact that the majority of parents preferred English over French. Grandguillaume (2004) claimed that English gotten some importance in the 1990s when it was introduced to replace French. However, it did not succeed to maintain its position as the first foreign language since only it was the choice of 10% of the parents. It is reported that among 1993 to 1997, 1.28% of 2 million children selected English over French.

Moreover, Benrabah (1999) believed that the reason why parents refused English was their perception that their children would find it easier to learn French in Algeria, another reason is that French was more beneficial for socioeconomic stability. Besides this, English was introduced as the first foreign language in the Algerian primary school. However, nowadays it is taught as a second foreign language.

Furthermore, the use of English in newspapers and magazines is restricted, except some newspapers like *Ennahar* publish online articles in English. Besides, some magazines are edited in English such as *Ilelectronics' Magazine* and *50/Fifty*.

In this study the focus is on the English language in terms of learning we are more interested in the internal and external factors that affect learners' achievement in their EFL learning.

1.2. Introducing the learning process

The learning process begins from birth and persists till the rest of life. Thus, the most important characteristic human beings have is the capacity to learn. There are diverse theories of second language acquisition which plays a significant part in second language learning. One of the theories that symbolize the learning process is the contrastive analysis. It has been recognized as the study of comparison among two languages. The first language (L1) and the target language (L2). Johansson (2008) defines it as “the systematic comparison of two or more languages, with the aim of describing their similarities and differences” (p. 9). Similarly, James (1980) states that “contrastive analysis is a linguistic enterprise aimed at producing inverted (i.e. contrastive, not contrastive) two-valued a pair of language, and formed on the assumption that languages can be compared” (as cited in Malmkjaer, 2009, p. 98). Moreover, James (1980) claims that there are situations which cause either positive transmission from the first language or have a negative effect on their progress. This reveals that learners depend on their native language that permits them to shape their language structure in the target language.

1.2.1. The Concept of learning

Learning has been defined as a process of obtaining new information, habits, values, knowledge and attitudes. It makes a change in the behavior of human beings. Crow and Crow (1973) define it as “the acquisition of habits, knowledge and attitudes. It involves new ways of doing things, and it operates in an individual’s attempts to overcome obstacles or to readjust to new situations. It represents progressive change in behavior. It enables him to satisfy interests to attain goals” (as cited in Aggarwal, 2014, p. 46). Similarly, Travers (1972) defined learning as a process that makes a modification in the individual way of doing, feeling, and thinking (as cited in Aggarwal, 2014). Moreover, Smith (1962) defines learning as “a process that involves a motive or drive an attractive goal and a block to the attainment of the goal” (as cited in Mangal, 2019, p. 216). On the other hand, life offers distinct chances to learn and there are also several and completely different learning activities. According to Brown (2001)

“Language learning is not a set of easy steps that can be programmed in quick do-it-yourself kit. So much is at stake that courses in foreign languages are often inadequate training ground, in and of themselves, for the successful learning of second language” (p. 1).

There are many models of learning. Hughes, Toohey and Hatherley (1992) offered this model. They claimed that you will need to do the following to know something:

Stage of Learning	Examples of related learning activities
Be introduced to it	Overviews, preliminary reading, listening to discussion, presentation, websites, media.
Get to know more about it	Lectures, further reading, group discussion, asking questions, relating to

Chapter One: Review of Literature

	earlier learning experience, interactive websites, audiovisual material, media, research, projects.
Try it out	Practical projects, discussion of ideas with peers and teachers, design tasks, role play, writing.
Get feedback	Informal and formal feedback with criteria from self, from peers, from teachers, from colleagues from family and friends.
Reflect, adjust and try again	Through contemplation, writing, reflective journals, discussion.

1.2.1. Learning Stages

1.2.2. Types of learning

Individuals utilize distinct sorts of learning. Gagné (1964) claimed that learning could be classified into distinct learning types (Smith & Ragan, 1996). Gagné (1965) separated human learning into eight different sorts and organizes them in hierarchical arrangement from signal learning to problem solving (as cited in Brown, 2000).

- Signal or classical conditioning learning: It was described by the psychologist Ivan Pavlov (1927). In this sort of learning, the learner learns the way to reply to a signal.
- Stimulus-response learning: It is likewise referred to as operant conditioning. It was developed by B.F. Skinner (1938). In this kind of learning, the learner gets precise volitional reply to stimulus.
- Chaining: This sort of learning is also described by B. F. Skinner (1938), the learner connects two or more formerly stimulus-response learning into connected sequence. Chaining occurs when a series of stimuli and response are shaped.
- Verbal association: This type of learning consists of the learning of verbal chains.
- Multiple discrimination: The learner learns to discriminate among similar stimuli and to reply to every sort of stimuli differently.
- Concept learning: the learner acquires the capacity to answer constantly to different stimuli that shape a particular class.
- Principle of learning: principles are defined as a series of two or more concepts. The role of it is coordinate actions and experience.
- Problem solving: This kind of learning requires a series of events where the learner applies principles and concepts that they have already learned to resolve complicated issues.

1.2.3. Types of learners

Individuals have variations in their personality. Jung (1933) assumed that each one uses four cognitive processes that he called: senses, intuition, thinking, and feeling. He also argued

Chapter One: Review of Literature

that people use their functions in an extroverted or introverted way. In this sense, Jung (1971) asserted that individuals have basic direction towards the world flow in: (extroversion (E), introversion (I), senses (S), intuition (N), feeling (F), thinking (T)).

Besides Jung's (2011) theory, Myer- Briggs included two other sorts of personality: Judging and perceiving (as cited in Sasiporn & Natthayakan, 2018).

- Extrovert learners: They like working in groups and enjoy communicate with others. Senechall (2011) claims that extroversion combines of similar features such as sociability, confidence, stimulus finding, energy, sensitive, and good feelings. Hedge (2000) states that "extrovert students may be silenced and may lose their enthusiasm if taught by irritated teachers" (p. 20).
- Introvert learners: They listen, observe, and they favor quiet for concentration before they reply in conversation. The introvert learners like to work alone. Dornyei (2005) states that introvert "are passive, quiet, reserved, withdrawn, sober, aloof and restrained" (as cited in wakamoto, 2009, p. 20).
- Sensing learners: They like working step by step; they prefer experiments and facts. Young and Paterson (2007) notes that "sensing learners prefer facts and observations over abstract concepts. They enjoy solving problems" (p. 82). Sensing learners prefer grammatical rules.
- Intuiting learners: They like to search for possibilities, and they rely on ambition. They dislike routine and they become bored by repetition. Young and Paterson (2007) claim that "intuiting learners prefer concept and interpretation rather than facts. They like variety in their work but may become bored if there is too much detail" (p. 82).
- Feeling learners: They favor working with pair or group. They tend to rely on emotions and personal beliefs to decide decisions (Young & Paterson, 2007).
- Thinking learners: They are well at analyzing, they prefer logical directions. They are very organized. Young & Paterson (2007) states that "thinking learners use analysis, logic, and principle to understand new information" (P. 82).
- Judging learners: Judging learners prefer to use things in a planned way to complete the task quickly (Young & Paterson, 2007). They like to control events.
- Perceiving learners: They prefer to be flexible, adaptable, spontaneous, and they prefer to work in fun (Pritchard, 2013). Indeed, they take much time in fun than they do in achieving success.

Additionally, Jung (1933) theory of a personality types reveals that there had been eight groups: introverted sensors, introverted intuitors, introverted thinkers, introverted feelers, extroverted sensors, extroverted intuitors, extroverted thinkers, extroverted feelers.

Chapter One: Review of Literature

Dominant temperaments	Description
Extraverted sensor	Realists, sensualists, people who are attracted by the physical characteristics of objects and people. Not reflective, strive for intensity of experience.
Introverted sensor	Perceives the world as amusing and reacts subjectively to events in a way that is unrelated to objective criteria.
Extroverted intuitive	Attempts to see all of the possibilities in a situation. Constantly needs new experiences in order to maintain interest. Highly enthusiastic and inspiring to others.
Introverted intuitive	Inwardly directed with visionary ideals. With little interest in explaining their vision.
Extraverted thinker	Links ideas together in rational and logical ways, expect others to recognize and obey a universal moral code.
Introverted thinker	Contemplative and directed inward to subjective ideas. Elaborates all the ramifications and implications of an idea.
Extroverted feeler	Conforming, adjusting response to objective circumstances. Strive for harmony, convictions of the heart take precedence over the world.
Introverted feeler	Strives for inner intensity that is unrelated to external objects. Seemingly negative or indifferent. The focus is on inner processes.

Table 1.2.3. Personality characteristics of Jung’s psychological type theory.

1.2.4. Reasons for learning the English language

Learning English becomes necessary, especially in this era of globalization. it is an international language. That is why peoples all over the world are learning the English language for specific causes. In the view of Hedge (2000, p. 22) the reasons for learning the English language vary as follow:

- Students study English for specific purposes; they learn English to get a better job opportunity, position, and economic benefit in the job market.
- Other students learn English for the reason that they need it for academic purposes so as to read English literature and to be able to read a vast range of documents in English.

Chapter One: Review of Literature

- The learning of English as a future profession. Taking up a given job. For instance, to become an English teacher or work as an employer in a company.
- Some students learn English to suit their needs. For them it will be beneficial in certain extent. For instance, to be able to interact in universal language both at home and while taking a trip to other countries.
- Students study this language because they like it, and they are interested to know everything about it; they like to know more about places, politics, people, of English-speaking cultures.
- Students prefer to master English to be able to read and listen to English language media for enjoyment and knowledge.
- Students study English because they are obliged and forced to learn it because of parental pressure.

1.3. Internal and external factors affecting EFL learning

There are numerous factors that impact students when they want to learn English as a foreign language. These factors are categorized into two groups internal and external factors. In this respect, Madrid (1995) states the factors that influence the process of foreign language learning are classified into internal and external factors. The internal factors include self-esteem, the influence of mother tongue in EFL learning, anxiety, attitude, gender whereas the external factors are related to motivation, interaction, culture.

1.3.1. Internal factors

They are factors which can be considered as elements that exist inside the individual.

1.3.1.1. Self-esteem

Self-esteem has been known as a major structure in character improvement and an essential element in the educational process. The concept self-esteem refers to the person subjective evaluation in own value and self-confidence additionally one's own feeling of self-respect. White (1959) defines self-esteem as "a self judgment of worth or value based on feelings of efficacy, a sense of interacting effectively with one's own environment" (as cited in Rebecca L Oxford & Madelin Ehrman, 1993). In a similar vein, Reasoner (2005) defines self-esteem as "the experience of being capable of meeting life challenges and being worthy of happiness" (as cited in Smagorinsky & Taxes, 2005).

Self-esteem can play a vital function in the motivation and success of people throughout their life. On the other hand, the lack of self-esteem impedes the learners' abilities which conduct them to low performance. Therefore, there are two kinds of self-esteem: high self-esteem: help the learner to success and low self-esteem prevent learner to progress. In this sense, Brown (2007) claims that:

"Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity is carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity" (p. 154).

1.3.1.1.1. Levels of Self-esteem

Brown (2007) claimed that there are three different levels of self-esteem.

- **General or global self-esteem**

General self-esteem is usual feature in adults and it does not change during time unless by extensive care.

- **Situational self-esteem**

It refers to the evaluation of one's own value in life such as at work, education, home, or any other discrete traits such as intelligence, communicative capacity, or personality sorts like gregariousness, empathy.

- **Task self-esteem**

It is practical to common activities in specific contexts such as scholar education. Therefore, there are two kinds of self-esteem: high self-esteem that lead the learner to achieve better and low self-esteem impede learner back from succeeding at school.

1.3.1.2. The influence of mother tongue

Recently, many researchers and linguists have been discussed the influence of mother tongue on the learning of foreign language. Indeed, many studies prove that learners are influenced by their mother tongue in the acquisition of the target language. Thus, researchers such as Anton and Dicamilla, 1999; Cook, 2001; Auerbach, 1993; Macaro, 2001 study the use of the mother tongue in the second language classroom. In this respect, Anton and Dicamilla (1998) claimed that the use of first language can be viewed as a help to learn the second language (as cited in Lin, 2015). In a similar way, Larsen-Freeman (2000) states that "the native language of the students is used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language clear" (p. 101-102).

On the other hand, Al Nofaie's (2010) study investigates learners and teachers' attitudes toward using first language in English classroom. The study reveals that the use of the first language in English classes facilitate the foreign language learning process. Moreover, Beebe and Seliger argue that second language learners when they want to talk in the target language they transmit the cultural aspects and the structure of the native language to the target language and culture (as cited in Nemati & Taghizadeh, 2006). Sparks (1999) noted that

"Since foreign language learning is the learning of language, skills in the native language provide the foundation for foreign language learning. Therefore, if a learner experiences difficulties in learning a FL, then it is likely due to weaknesses in the learner's first language learning experience" (p. 203).

1.3.1.3. Anxiety

Anxiety has been considered as an affective factor that can influence language learning. Horwitz (1986) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (p. 125). Similarly, Scovel (1978) defines anxiety as an emotional state of “apprehension, a vague fear that is only indirectly associated with an object” (p. 34). Likewise, Zhang (2001) defines anxiety as “a distinctive complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language process” (p. 74). In this sense, anxiety is factor which affects the language learning. This reveals that worry and apprehension can lead learners to low motivation which leads to less performance.

Additionally, Horwitz (1986) identified three levels of anxiety: communication apprehension, test anxiety, fear of negative evaluation linked to achievement. For him, communication apprehension is shyness and fear of conversing with people. It consists of both the production apprehension which is speaking in a front of people, and the reception apprehension which contains receiving and responding to others. The second level of anxiety mentioned by Horwitz (1986) was test anxiety which can be defined as the apprehension or the fear felt by the learners who have a fear of failing in exams and performance.

Another level of anxiety recognized by Horwitz (1986) was fear of negative evaluation which can be defined as the learners’ act of expecting to be addressed in bad manner in any circumstances. On the other hand, Bailey (1983) identified another level of anxiety which is the learners’ competitive nature. Bailey encountered that when learners compare themselves with their classmates who are more skilled. They become anxious. Besides this, there are two kinds of anxiety: trait anxiety as Turula (2002) define it as “the individual predisposition for feeling of tension and uneasiness” (p. 29), and state anxiety as Cassado and Dereshiwsky (2001) define it “apprehension experienced at a particular moment in time, for example, having to speak a foreign language in front of classmates” (p. 2).

1.3.1.4. Attitude

Ajzen (1988) defines attitude as an individual way to respond with the degree of favourableness or unfavourableness to an institution, object (as cited in Baker, 1949). Similarly, Allport (1935) defines it as “a mental state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to objects and situations with which it is related” (as cited in Baker, 1949). In this regard, attitude refers to people emotional reactions to events, ideas, items. Wade and Tavis (1990) believed that "attitude have an effect on the manner people conceptualize the world and the attribution they make to demonstrate and interpret the events. Therefore, they claim that “people have attitudes about all sorts of things” (p. 663). In this sense, learners’ attitude toward learning language is diverse since some learners view English as a prestigious language through which they may get a job. However, others learn English just like any other subject.

Moreover, Eagly and Chaiken (1993) states that attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (as

Chapter One: Review of Literature

cited in Dolores, Blair & Mark, 2014). In fact, the learners' attitude toward learning language either positive or negative. If it is positive, it will make learners to realize aims. But, if it is

Chapter One: Review of Literature

negative, it will result them to failure. In this respect, Reid (2003) claims that “attitudes are important to us because they cannot be neatly separated from study” (p. 33). Attitude plays a vital role in the process of foreign language learning.

1.3.1.5. Gender

Many researchers have investigated gender factor such as King and Mackey (2007) and Schahadeh (1999). Gender has been taken into consideration as an essential element in the learning process. Gregson et al (1997) defines gender as “a social construction organized around biological sex, individuals are born male and female, but they acquire over time a gender identity, that is what it means to be male or female” (as cited in Buckingham, 2000). Many studies on gender differences have focused on how males and females learn languages. Males and females learn differently since they have different styles and strategies. Supporting this view, Marcus (1999) noted that males require additional action in formal contexts, and they are more visual, tactile, kinesthetic, and they are more defiant than females. While, females are verbal, they are inspired by themselves; they need environment when they are studying.

According to Tannen (1992) male students favor doing learning activity which contains talking in public situations more since they feel comfortable. However, female students favor to speak in private setting. Lin (2003) indicates that females are quicker in learning second language than males. In the view of Dorval (2000) male students like learning tasks related with competitions in groups. However, female students like to learn in small groups through cooperation.

1.4. External factors

They are factors referred to the elements that exist outside the individual.

1.4.1. Motivation

Motivation has been considered as a significant factor that affects learners during the learning process. In this sense, Dornyei (2002) refers to motivation as “why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it” (as cited in Moss & Ross-Feldman, 2003). Brown (2007) claimed that motivation is an affective factor that plays necessary part in the learning process. Motivation has been the focus of many researchers. That is why; there is no single definition of motivation. According to Cohen (2010) motivation is unstable process that modifies over time. William and Burden (1997) defines motivation as “human motivation to learn any particular thing was accoutered for in terms of what biological needs where being met during the early learning years and what kind of reward or reinforced was provided for an early attempt to learn” (P.112). Motivation is the power that directs the conduct and the performance of individuals. In this sense, Slavin (2018) defines motivation as “what gets you going, keeps you going, and determines where you are trying to go” (p. 248). Similarly, Dornyei and Ushioda (2011) define it as “the potential range of influences on human behaviour” (p. 4). This demonstrates that motivation have an effect on the behavior and choices of human beings. It is an important

component of individuals.

Additionally, motivation is motive that lead learners continue to do something and turn their wishes into action and the cause that makes a learner act is the choice to realize certain objectives. In this respect, Harmer (2001) defines motivation as “some kind of internal drive that encourages somebody to pursue a course of action” (as cited in Slimani, 2016, p. 35). Moreover, motivation is factor that influences learners either in positive or negative through the learning process. Garden et al (1976) claimed that “learners with different types of motivation may display different patterns of interaction in the language classroom and different progress levels” (p. 54). Motivation contains many elements. For instance, need for success, interest. William and Burden (1999) stated that “motivation is composed of many different and overlapping such as interest, curiosity or desire to achieve” (as cited in Alhmadi, 2014, p. 46). Indeed, motivation is seen as a vital factor for learning a foreign language. In this respect, Brown (2007) considered motivation as an affective variable that plays a significant role in the learning process, where, it is responsible for the achievement or failure of students. Indeed, in the process of learning English as a foreign language, motivation is recognized as one of the most essential factors to encourage learning.

1.4.1.1. Types of motivation

Students' reasons for learning English are varied and meaningful. Linguists classified numerous sorts of motivation. Hedge (2000) states that “two kinds of motivation for learning English: needing a language as an instrument to achieve other purposes such as doing a job effectively or studying successfully at an English-speaking institution, or wishing to integrate into the activities or culture of another group of people” (p. 23). Similarly, Garden and Lambert (1972) indicates these two types of motivation as integrative and instrumental (as cited in Hedge, 2000).

- **Integrative motivation**

This kind of motivation consists of the learners who wish to identify themselves with the target culture and to know other people, and the target culture community. In this sense, Lambert (1974) stated that integrative motivation is how much people are interested in second language learning since they are interested in the target culture and people, and they wish to identify with the target language community (as cited in Ellis, 1994).

- **Instrumental motivation**

Instrumentally motivated learners learn the English language to realize certain aims . They want it for obtaining a job. In this sense, Garden (1985) claims that “more functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examination” (P. 76). Moreover, learners who are integrative motivated study English to contact with foreign language speakers. However, those who are instrumentally motivated they learn English to get a job.

Chapter One: Review of Literature

Integrative motivated learners are highly motivated than instrumentally motivated learners. That is why, learners with an integrate reason can be successful than learners without none motivation (Garden & and Lambert as cited in Harmer, 1998).

- **Intrinsic motivation**

Integrative motivation is about feeling and emotions. Deci (1975) defines intrinsic motivation as “intrinsically motivated activities are ones for which there is no rewards except the activity itself people seem to engage in the activities for their own sacks and not because they lead to an extrinsic reward (as cited in Brown, 2000, p. 164). Intrinsically motivated learners are enjoying being part in the learning process.

- **Extrinsic motivation**

Extrinsic motivation is about the things which occur outside and it affects the learners. In this type of motivation, the learner is influenced by external outcomes such as grades, teachers support, parents’ encouragement, reward. In this respect, Harmer (1998) claims that “one can also imagine situations in which intrinsic and extrinsic rewards might correlate, as it were, to motivate learning” (p. 311).

Both intrinsic and extrinsic motivation is necessary in the learning process. Another difference between intrinsic motivation, the enjoyment of learning a language. Whereas, extrinsic motivation is motivated by external variables like social norms, academic need, family pressure, or other forms of incentives or retribution (Richards & Schmidt, 2002, as cited in Musso Buendia & Ortega-Martin, 2018).

1.4.2. Interaction

Wagner (1994) defines interaction as “a reciprocal event that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” (p. 8). This means that, interaction is among as a minimum two people and it occurs when there is mutual effect through transmitting and receiving messages so as to achieve conversation. In this respect, Long (1996) claims that interaction “facilitates language acquisition because it connects input (what learners hear and read); internal learner capacities, particularly selective attention; and output (what learners produce) in productive ways” (p 451-452). Hence, many researchers state that interaction could be very vital in growing skills and building knowledge. Moreover, interaction takes area in classroom whether between the teacher and the students or between the students themselves. In this sense, Thurmond (2003) postulated that are four sorts of interaction: learner- course content interaction, learner-learner interaction, learner- teacher interaction, and learner- technology interaction. Learner-learner interaction occurs among learners themselves where they exchange ideas and teacher-learner interaction happens between the teacher and learners in the classroom where the teacher discusses the content of the course, ask questions, give feedback. Interaction has been taken the focus as a vital part in the learning and teaching process.

1.4.3. Culture

Culture has been the focus of many researchers and scholars. The concept of culture has been defined by the pioneer English anthropologist Edward B. Tylor (1871) in his book, *Primitive Culture*. Taylor states that culture is “that complex whole which includes knowledge, belief, art, morals, custom, and any other capabilities and habits acquired by man as a member of society” (p. 1). Another definition was given by Matsumoto (1996) “...the set of attitudes, values, beliefs, and behaviors shared by a group of people but different for each individual communicated from generation to the next” (p. 16). Similarly, Brown (2007) defines culture as “the ideas, customs, skills, arts, and tools that characterize a given group of people in a given period of time” (p. 380). Hofstede (1994) states that Culture “is the collective programming of the mind which distinguishes the members of one group or category of people from another” (p. 5). Culture has been taken an essential place in the foreign language learning process. Many researchers have been discussed the culture factor. They claimed that learning a language is not only for contact in the target language, but also the implementation of the culture.

Additionally, students are not capable to use the language successfully despite the fact that they know the rules because they are not well-informed about the target culture. According to Kadyskyzy (2009) “in order to make teaching more effective, teachers should not only teach language itself, but also teach the culture in the language while teaching the foreign language” (p. 7). In a similar vein, Englebort (2004) argued that “to teach a foreign language is also to teach a foreign culture” (p. 37). This demonstrates that learning a foreign language is not only learning its grammar, expressions, and phonology but also learning its culture. Besides this, language and culture are inseparable entities, and to comprehend any language is very essential to understand its culture. In a similar way, Mitchell and Myles (2004) claimed that “language and culture are not separate but acquired together, with each providing support for the development of the other” (as cited in Arabski & Wojtaszek, 2011). Likewise, Brown (1994) refers to the link between language and culture as follows “A language is a part of culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture” (p. 165).

Essentially, learners should be aware of the culture of the language. They should to search for more information about it. Culture should be incorporated as an essential element in the foreign language learning and teaching.

1.4.4. Conclusion

This chapter has provided a detailed background of the status of English in Algeria. Part of it was concerned with introducing the learning process and clarifying a number of concepts in relation to it. The focus on this chapter was also on the types of learning and learners and on the reasons for learning the English language. The last part explored the internal and external factors affecting English foreign language learning. The next chapter will deal with the practical part of this study with the aim to examine how internal and external factors can affect learners' achievement in EFL learning

2. Introduction

While the previous chapter has presented a literature review of the research, the present chapter describes the research methodology carried out in the collection of data including the methods and approaches that have been selected to conduct this study. Moreover, it describes the participants included in this study. Finally, for this research necessity, two tools are employed in order to collect data, a questionnaire, and interviews.

2.1. Research Methodology

Research is commonly described as the process of gathering information in order to answer some questions or to solve certain issues. In this respect, Leedy and Ormrod (2001) defined research as a method of data collection analysis, and interpretation for the purpose of understanding a phenomenon. In similar way, Creswell (2012) defines research as “a process of steps used to collect and analyse information to increase our understanding of a topic or issue” (p. 3). This indicates that research is an organized process of finding answers to questions, creating suppositions and gathering proof or statistics, evaluating data and drawing some results either in the shape of a solution to the issue or in some assumptions for certain empirical formulation. The main objective of conducting research is to look for facts and form new conceptions on various subjects (Kothari, 2004). In fact, the goal of research is to get new information in order to enhance individual’s prior knowledge.

In addition, to fulfill any research, the nature of well-done research is to select the right approaches and methods to conduct the study, and a combination of both qualitative and quantitative methods has been made to collect the necessary data. In this regard, Dornyei (2007) claims that “to gain better understanding of a complex phenomenon by covering numeric trends from quantitative data and specific details from qualitative data” (p. 39). Indeed, quantitative approach is concerned with the quantity of things. However, qualitative method aimed at looking for people perspectives, attitudes, or opinions about a particular subject or institution (Kothari, 2004). Moreover, Vanderstoep and Johnston (2009) argue that “in general, quantitative research specifies numerical assignment to the phenomena under study, whereas qualitative research produces narrative or textual descriptions of the phenomena under study” (p .7). Gerard (1998) deduces that beside quantitative and qualitative approaches are contrasted both of them are complementary.

2.2. Research Approaches

2.2.1. Quantitative Research

Aliaga and Gunderson (2002) define quantitative research as “explaining phenomena by collecting numerical data that are analysed by using mathematically based methods in particular statistics” (as cited in Daniel Mujis, 2004, p.1). According to Rovai et al (2014)

Chapter Two: Research Design and Procedures

quantitative research is an absolute fact free from any assumptions. In addition, one of the characteristics of this approach is gathering and analyzing data.

2.2.2. Qualitative Research

Creswell (2014) defines qualitative research as the meaning that people or groups attribute to a social or a human issue. In similar vein, Shank (2002) defines it as “a form of systematic empirical inquiry into meaning” (p. 5). On the other hand, Vanderstoep and Johnston (2009) claim that the major benefit of quantitative approach is that it offers profound information of the population being studied.

2.3. Sampling

2.3.1. Definition of Sampling

Sampling can be defined as an act of choosing a suitable sample from a large population (Trachoma, 2006). Similarly, Polit (2001) claimed that sampling includes the selection a group of people, events, attitudes or other elements with which to carry out a study. Additionally, Fraenkel, Wallen, and Hyun (2012) defined the sample in a research study as “the group on which information is obtained” (p. 91).

2.3.2. Types of Sampling

Maximilano and Roela (2007) identify the kinds of sampling as follow:

- a) Probability Sampling: probability sampling is a sort of sampling in which the choice of samples is carried out with the contribution of the members of the population having identical chance to be chosen as part of the representative sample, and its techniques are as the following:
 - Simple random Sampling: during this sort of sampling, each member of the population has an equal chance of being selected to be involved in the sample.
 - Stratified Sampling: This technique is the choice of samples from the numerous classes or strata of the population included in the research. Every class is treated as a different population.
 - Cluster Sampling: It is obtained by selecting clusters from a given population on the basic of the simple random sampling, it could be used simple or systematic random sampling to choose a sample, then each sample will become a cluster.
- b) Non-Probability Sampling: This sort of sampling relies on researchers' judgement, this sampling technique is a practical approach given the spread and features of a population, and it has some common techniques:
 - Quota Sampling: This technique entails the taking of the required sort of respondents with the specified traits proportionate to the population under study. When this technique is utilized , the population of interest is large, and there is no ready-made list of names available from which to sample randomly.
 - Purposive Sampling: This technique is employed when the sample population is small and when the main goal is to select cases that are informative to the

Chapter Two: Research Design and Procedures

research topic, the researcher may use his own judgment to select cases, and answer some research questions.

- **Convenience Sampling:** This sampling technique involves the conduct of a study wherein respondents are selected based on the convenience of the researcher. During this technique, the researcher is free to use anything in the research outline.

2.3.3. The Importance of Sampling

Using a sample or sampling in research saves money and time, in any study, if the appropriate sampling is used, it does not cause much constraint such as heavy use of tools and technology in predicting the research output. Sampling can find out the unknown piece of information and realize maximum accuracy in the estimation. Sampling is used so that to obtain accurate findings (Cohen et al, 2007).

2.3.4. The Description of the Study Sample

In order to investigate the issue raised in this study, we addressed sample population as an attempt to investigate and acquire as plenty as possible quantity of valuable information. In the present study, the sample population constitutes a determinant method for gathering the necessary data and accurate results.

Twenty-one (21) is the number of the participants in this study. The informants are second year master students of Didactics of Foreign Languages who study at Abdelhamid Ibn Badis University, Mostaganem. The sample consists of 17 females and 4 males.

2.4. Procedure

The present study was carried out with second year master students of Didactics of Foreign Languages at the department of English at Abdelhamid Ibn Badis University, Mostaganem. The sample of students was randomly selected from a whole student population. The first tool we used was a questionnaire. Then, we carried out an interview with ten students separately.

2.5. The context of the Study

The study was carried out with second year master students of Didactics of Foreign Languages at the department of English at Abdelhamid Ibn Badis University, Mostaganem during academic year 2019-2020. A group of students was chosen to reply to a questionnaire in order to investigate the factors that affect their learning process. Also, we have selected some relevant questions to ask students via interviews.

The following section is dedicated to some relevant details concerning the methods used throughout the investigation.

2.6. Data collection tools

Data collection tools are the instruments that researchers use to gather data. Data collection enables us to obtain information that we want to gather about our study. Besides that, there are different instruments in order to collect data such as observation, tests, questionnaires, interview. In order to complete this study and to reach our objectives two tools have been used in order to collect information: questionnaires and interviews with learners.

2.7. Questionnaire

2.7.1. Definition of the Questionnaire

A questionnaire is a data collection instrument designed for the aim of gathering information from respondents about specific issues. It was invented by Sir Francis Galton. In this sense, Seliger & Schohamy (1989) defined questionnaire as one of the primary sources of collecting data in any research. Questionnaires are written sorts of data collection, which incorporate questions or statements that are frequently supposed to be answered anonymously by the subject. In this sense, Brown (2001) states that questionnaires are any written tools offering participants with a set of questions to be answered whether by writing their responses or by choosing responses from the exist. Similarly, Babbie (1990) defines questionnaire as a document that consists of a series of questions and different sorts of objects designed to gather information applicable to investigate. Questionnaire is probably the only method that could act as a manner of gathering a massive amount of data in a short length of time. In this sense, Anderson (1990) pointed out that questionnaire “allow the gathering of reliable and valid data, relatively, in a short time” (p. 207).

According to Bulmber (2004) the questionnaire is well established instrument inside social science studies to collect information on participants’ social features, current and past behavior, standards of behavior or attitudes, beliefs and reasons for action concerning the subject under study. Questionnaire includes a sequence of questions with a choice of answers or not that are addressed to the research informants for the purpose of a statistical study. In this regard, Dornyei (2007) states that “The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible”(p.101)

In addition, questionnaires can be carried out in many forms, such as via e-mail, by telephone, through mail-in-forms, as well as in person. Questionnaires are among the most common tools used in needs analysis. They are easy to plan, in comparison to other research tools, while the findings are easy to analyse. Besides that, questionnaires can address huge population at distinct locations. In addition to this, informants have plenty of time to think before giving their responses, in comparison with interviews for instance, and while privacy is guaranteed, informants can also share confidential details more easily than in different instruments (Wray and Bloomer, 2006).

2.7.2 The objectives of Questionnaire

A questionnaire is valuable tool for collecting data, containing asking and gathering the proper quantity of information with minimal time and effort and making sure that every question is accurate, objective, and comprehensible.

2.7.3. Advantages of Questionnaire

The questionnaire contains many advantages such as it allows respondents time to bear in mind their answers carefully without interference from, and is at the same time given to large number of people, and every respondent gets the identical set of questions. With closed and opened form questions, answers are structured, that could help in interpreting from big numbers of respondents. It can address many issues and questions of concern in a relatively efficient manner. It may be sent to respondents by mail. Questionnaires are very practical and efficient contrary to other research instruments as they save much time, effort and money. An extensive number of respondents can be addressed in such short duration of time. Questionnaires are easy to administer, easy to code and analyse. Questions Oppenheim (1992) stated that the aim of questionnaires is clarified, and then the respondents is left alone to reply the questionnaire that can be submitted or retrieved later, this method guarantees a high response rate, accurate sampling and minimum bias.

2.7.4. Types of Questions in a Questionnaire

In the aforementioned questionnaires, two (02) sorts of questions have been used: closed and open questions.

- **Closed Questions:**

Closed ended questions consist of a variety of possible answers where the respondents have only to select the answer from the already ones, multiple choice questions or by giving a yes or no answer that best suits their opinion without making any comments. In this sense, Wilson and Mclean (1994) stated that “closed questions prescribe the range of response from which the respondent may choose. In general closed questions are quick to complete and straightforward to code and discriminate unduly on the basis of how articulate the respondents are” (p. 21).

- **Open Questions:**

Open ended questions give a chance to the respondents to express their own ideas and opinions on the subject or issue. In this respect, Maximiano and Roela claimed that “open-ended questions are questions that are listed in a way that it allows the respondents to freely express himself or herself on the subject or issue” (p.67).

2.7.5. The description of students' Questionnaire

In order to conduct this study, the questionnaire has been selected as the first research instrument to gather information for quantitative and qualitative data. The questionnaire contains open-ended and close-ended questions which have been given to the students. The students' questionnaire was made of twenty questions which are arranged into five sections and each section contains questions.

➤ **Section One: Personal Information (Q1-Q4)**

This section is dedicated to the learners' personal information that aims to get general information about the participants, and it includes four questions. The first question (Q1)

Chapter Two: Research Design and Procedures

the learners are asked to specify their gender and the second question (Q2) is about the learners' age. The third question (Q3) the learners have been questioned about their level. The fourth question, the learners offer their university system they belong to.

➤ **Section Two: Language learning (Q1-Q6)**

The second section discusses learners' experience of learning a foreign language. The first question (Q1) is a closed one. Its goal is to know how the learners measure their level in English. The second question (Q2) is open-ended question. It is designed to see whether the students are satisfied with their level or not. The third question (Q3) seeks to discover whether their choice to study English is optional or imposed, and the reasons behind their choice. The fourth question (Q4) is a multi-choice question intended to examine the reasons behind the students' decision to learn English specifically. The choices that have been suggested are as follow: (a) it is a universal language; (b) it allows us to communicate with people from different countries; (c) it enables us to know about various cultures. The informants were free to provide different answers. The fifth question (Q5) is an open-ended one. The learners were asked about their opinions concerning the current university curriculum, whether it is adequate for learning English or not. The sixth and last question (Q6) is designed to examine the effect of Algerian social environment on the English learning process. The informants have been asked to offer explanations.

➤ **Section three: Internal factors (Q1-Q5)**

The third section is an essential part of this questionnaire. It investigates the internal factors that affect EFL learners. Its primary aim is to provide students with a chance to express their attitudes and opinions towards internal factors. It consists of five questions. The first question (Q1) aims to know how learners measure their self-esteem. The second question (Q2) attempts to know whether learners use their mother tongue while they studying English. Then, the third question (Q3) is about knowing if learners are anxious when they speak in English in public. The fourth one (Q4) is a multi-choice question which aims to explain learners attitudes toward studying English, and the learners have been given the following choices: (a) learning English is just for the sake of a degree; (b) English is worth learning because it is a prestigious language (I may obtain prestigious job, travel abroad, and to communicate easily), the informants were free to provide different answers. The fifth question (Q5) attempts to gather learners' opinions about whether gender differences affect their academic achievements, allowing them to justify their answers.

➤ **Section four: External factors (Q1-Q4)**

The fourth section, which is an important part of our study, is devoted to the external factors that influence the process of learning. Its primary aim is to provide students a chance to express their opinions and attitudes towards external factors. The section also includes four different questions. The first question (Q1) seeks to discover the reason that makes learner

study English. The learners have been given different choices. The choice (a) was to get a job and the choice (b) was to travel, and the choice (c) was to excel in other domains, the choice (d) was to enjoy learning a new language. The second question (Q2) attempts to know how learners prefer to learn English. The third one (Q3) aimed at asking whether think that in order to have successful learning of a foreign language, you need to know about the target culture, and learners asked to justify their answers. In the last question (Q4) the learners are asked to give their views concerning if the above factors (self-esteem, attitude, motivation, interaction, culture) are essential for a good learning of English, and giving them the chance to suggest other factors.

➤ **Section five: Enhancing teaching and learning English in Algeria through effective strategies**

The fifth section is concerned with the strategies that make the learning and teaching of English more effective. It consists of one question. The question attempts to investigate which one of the strategies that improve learning and make learners reach their goals, and the learners has been given different choices, allowing them at the same time to suggest other strategies to improve their learning.

2.8. Interview

2.8.1. Definition of Interview

Interview is data collection instrument which incorporates questioning and answering among the interviewer and interviewee. Interview is the most important instrument in the qualitative method. It is the best way to measure people's opinions, meanings, and definitions of real situation (Punch, 2009). Interview is a conversation where questions are asked to acquire information. In this respect, Channel and Kahn (1968) defined interview as "a two-person conversation initiated by the interviewer for the specified by research objectives of systematic description, prediction, or explanation" (as cited in Cohen, 1994). Burns (1999) claimed that "interviews are a popular and widely used means of collecting quantitative data" (p. 118). The primary goal of an interview is to obtain and register information from the subjects, or any relevant witness. A research interview consists of both an interviewer, who guides the conversation, and an interviewee who answers the questions. Interviews are appropriate tool to gather information about people's opinions. And the interviews can be carried out face to face. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further analyze their answers (McNamara, 1999).

The advantage of using interviews as a method is that it permits respondents to raise issues that the interviewer may not have expected. The goal of the interview is to discover participants' emotions, feelings, and opinions concerning a particular research subject.

2.8.2. Types of Interviews

There are three types of the interview:

Structured interviews: A structured interview may be described as the use of prefatory questions by the use of a recording tool to gather information in a face to face communication (Kothari, 2004). Structured interviews contain a set of questions that all interviewees reply in the equal order. The structured interview takes the shape of an oral questionnaire. It requires all the respondents to respond the same questions which are prepared in advance. The interviewer may offer explanation on some questions.

Semi-structured Interviews: In a semi-structured interview, the interviewer presents a series of questions and the participants answer in their own words. The semi-structured interview involves an outline of the topic that will be discussed.

Unstructured interviews: In an unstructured interview, the interviewer does not have any clear specific guidelines, or list of choices. The interviewer asks some broad questions to involve the interviewee in an open, informal debate. The unstructured interview takes the shape of a general discussion without any previous preparation of questions for the reason that the researcher just explains the topic to the informant who has to provide the researcher with his opinions about the topic (Cohen, et al 2007).

2.8.3. Steps in conducting an Interview

The researcher has to outline his goals, and decide what he desires to realize and therefore the data he needs to gather, ensuring that interview is the right manner to attain the goals, and also he has to select the appropriate sort of interview. Then, the researcher should select the proper respondents, primarily based totally on the type of interview, determine the number of interviews needed.

In addition, the researcher has to determine how he is going to perform the interviews, bear in mind telephone or face-to face interviews, and additionally he has to determine the way to recruit his respondents, attain contact information for numerous respondents larger than the amount of interviews you want, since some might not answer, the project also clarify the aim of the interview and the significance of their participation. Beside this, the researcher has to determine how he is going to record the interviews, based on the form of interview, use written notes, voice recorders.

During the interview, the interviewer has to introduce himself and clarify the aim of the project and the significance of their participation, the expected length of the interview. The interviewer ought to inform respondents how the interview will be recorded and the manner the collected information will be used, and also he should be conscious of the respondents' questions, with controlling tone of voice and language. Moreover, the researcher has to maintain the point of interest on the topic of inquiry and entire the interview in the decided time limit, and assure accurate recording, without distorting the respondent, thank the respondent.

After the interview, the researcher has to verify if the interview was properly recorded, make any additional notes, if needed, and he ought to organize the interview responses. The

researcher has to get ready for data analysis, and search for sources for analyzing qualitative and /or quantitative data.

2.8.4. Description of the students Interview

In addition to the questionnaire, an interview has been selected as the second research instrument to collect information from our informants. The interview that we utilized in our study was a structured one. The interview was carried out with ten students of second year master students of Didactics of Foreign Languages to gather responses for a better understanding of the study. The interview consists of eight questions as follows (see appendix2):

(Q1) The aim is to know whether students really study English by choice; whether they learn it because they like it or it was just a bad decision. The interviewees were asked to justify their reasons.

(Q2) The aim is to know if the learner finds English an easy language or not.

(Q3) The aim is to investigate the learner choice of studying English.

(Q4) Aims to examine the greatest challenges that students face throughout their years of study. It also aims to shed some light on the problems encountered by them.

(Q5) Is designed to explore and determine the difficulties learners encounter when learning English.

(Q6) The aim is to discover the skills that are essential in learning a language.

(Q7) The aim is to ask the learners about their opinions and suggestions about the best way to learn English.

(Q8) The aim is to ask the learner to suggest some solutions about effective English language learning.

2.9. Conclusion

This chapter highlighted the methods used to carry out this study, and it provided some definitions about the data collection instruments which have been used in this study. In order to gather data two tools have been used: a questionnaire and interviews with students. In the next chapter, we will reveal a detailed account of the results. We will also suggest some recommendations.

3.1. Introduction

While the preceding chapters dealt with the theoretical part to offer the reader an image about the research topic, followed by the practical part to present and describe the different tools used to gather the necessary data. The present chapter is dedicated to the analysis and discussion of the data collected through questionnaire and interview. Finally, it is carried out by recommendations at the end of this chapter.

3.2. Data Analysis

After gathering the data required from the participants through the research instruments, a questionnaire and interview, in this present chapter we are going to analyse and discuss those data. Besides that, the analysis of the questions is gone directly to the research questions that we try to answer. Furthermore, we will highlight some shortcomings that had been encountered throughout this study.

3.3. The Analysis of the Questionnaire

This questionnaire was intended to study the learners' opinions, and attitudes towards the internal and external factors that affect their achievement in English language learning. The questionnaire was administered to twenty one students. The questionnaire consisted of twenty completely different questions (closed and open ended questions) which are used to reveal the most hypotheses. These questions are arranged into five sections.

Section One: Personal Information

The first section shows general information about the participants', which include their gender, their age, their level, and their system of study.

Question 01: students' Gender

Gender	Number	Percentage
Male	04	19%
Female	17	80,9%

Table 5.1: Students' Gender

The table above shows that the majority of the students (80.9%) are females and only 19% are males. This indicates that females are dominant over males; this may be due to the fact that females are more interested in studying foreign languages and English particularly.

Question 02: Students' Age

Chapter Three: Data analysis and Recommendations

Age	Number	Percentage
Between 21-23	16	76,1%
Between 24-26	05	23,8%

Table 5.2: Students' Age

The data obtained reveal that the students' ages vary between 21 and 26 years old. The majority of students (76,1%) are between 21 and 23 years old, and (23,8%) of the students are between 24 and 26 years old. This means that second year master LMD students of English are from different age categories. Therefore, they have different learning experiences. Besides that, all the participants are M2 students who belong to LMD system.

Section Two: Language Learning

This aim of this section is to know the students' own impression and assessment of their level in English and if they are satisfied with their level or not. Additionally, this section seeks to know whether their choice to study English is imposed or optional and the reasons why they select to study this language, and they are given the opportunity to express their opinions concerning the current university curriculum if it is sufficient or not in learning English, and the effect of the Algerian social context on learning English.

Question one: How do you evaluate your proficiency level in English?

Very good Good Average Low Very low

Options	Number	Percentage
very good	01	4,7%
Good	13	61,9%
Average	07	33,3%
Low	00	00%
Very low	00	00%

Table 5.3: Students' proficiency level in English

We notice that the majority of students (61,9%) claimed that their level in English is good, whereas (33,3%) of them stated that they are average in English, and only (4,7%) of them said their level is very good. (00%) none of them reported to have low and very low level. This indicates that they have got background knowledge of English.

Question two: Are you satisfied with your level?

Yes No Maybe

If "no", say why? Explain

Chapter Three: Data analysis and Recommendations

Options	Number	Percentage
Yes	10	47,6%
No	03	14,2%
Maybe	08	38%

Table 5.4: Students' Level Satisfaction

The results obtained reveal that most of the students (47,6%) said that they are satisfied with their level due to the fact that they are capable to communicate fluently, and comprehend the native speakers' language. However, (38%) of them claimed that they were not satisfied because they need to develop much competence in term of vocabulary and grammar, and they need to enhance skills like speaking and writing, and (14,2%) of them declared a mere possibility about their level.

Question Three: Your choice of English was?

Imposed Optional

If imposed, please explain

Options	Number	Percentage
Imposed	04	19%
Optional	17	80,9%

Table 5.5: Students' choice of English

It is obvious from the table above that most of the students (80,9%) stated that their choice of English was optional because they have been interested in learning English, as they claimed that because of easiness of English comparing to French. However, (19%) of them were obliged to learn English because they have no opportunity for getting another branch, and it is one of the secondary choices.

Question Four: Why did you choose to study English?

- It is a universal language.
- It allows us to communicate with people from different countries.
- It enables us to know about various cultures.

Options	Number	Percentage
A	05	23,8%
B	10	47,6%
C	06	28,5%

Table 5.6: Students' Reasons Behind Studying English

We notice from the results shown that the majority of students (47,1%) chose to study the English language in order to communicate with people from different countries and (28,5%) of them chose English in order to know various cultures. (23,8%) of them chose English

Chapter Three: Data analysis and Recommendations

because it is a universal language. This indicates that most students are motivated to learn English.

Question five: Do you think that the current university curriculum (intensive courses) is adequate for learning English?

Yes NO Explain

Options	Number	Percentage
Yes	10	47,6%
No	11	52,3%

Table 5.7: curriculum scale

The results obtained denote that the majority of students (52,3%) claimed that the current university curriculum (intensive courses) is adequate to learn English since it includes several subjects that help them to find out several things regarding English language, and its origins. However, (47,6%) of them said that the curriculum is not adequate to learn English because the curriculum does not fit their needs.

Question 06: How does the social context in Algeria affect English language learning?

Positively Negatively Explain

Options	Number	Percentage
Positively	09	42,8%
Negatively	12	57,1%

Table 5.8: The Effect of Algerian social context on learning English

The data obtained make it clear that the majority of students (57,1%) stated that the Algerian social context affect negatively learning English due to the fact that their social context does not encourage learning English. However, sometimes the Algerian social context is a hurtful factor because when the learners attempt to speak English they see them as showing off themselves, and also the Algerian social context grew up with the French language because of historical background (colonization) which means that most of the Algerian people speak French as a second language. While, (42,8%) of them said that the Algerian social context affect positively learning English because nowadays the Algerian social context is open-minded, and it encourages learners because people understand the requirement of foreign languages in the era of globalization, and they are conscious that it is very essential to learn the language so as to develop.

Section three: Internal factors

This section aims at discovering students' attitudes towards self-esteem, mother tongue, anxiety, and their attitudes towards learning English, and their opinion concerning if gender differences have an impact on their academic achievements.

Question 01: How do you evaluate your self-esteem?

Chapter Three: Data analysis and Recommendations

High Medium Low

In case it is low, what should teachers do in order to develop your self-esteem and self-confidence?

Options	Number	Percentage
High	13	61,9%
Medium	05	23,8%
Low	03	14,2%

Table 5.9: students' self- esteem

The results that are summarized above demonstrate that most students (61,9%) said that they have a high self-esteem, whereas (23,8%) of them stated that they have a medium self-esteem, and (14,2%) of them claimed that they have low self-esteem. Students who responded with low have been asked to give some suggestions for teachers to do in order to increase their self-esteem and self-confidence. So, they support their answers by saying that teachers should make them participate in oral expression session in order to overcome shyness consequently they become more independent and learn easily, and when they express themselves and speak in front of their classmates, the teacher ought to encourage them this increase self-esteem, and also the desire to achieve better and pushes them to do well in their academic performance.

Question 02: Do you make use of your mother tongue while learning English?

Always Often Rarely Never

Explain

Options	Number	Percentage
Always	02	9,5% wxcw
Often	14	66,6%
Rarely	02	9,5%
Never	03	14,2%

Table 5.10: Students' Use of Mother Tongue in EFL Learning

Via the results obtained from this question, we notice that most students (66,6%) stated that they often use their mother tongue while learning English in order to check between the two languages to comprehend better the context, whereas (14,2%) of them declared that they never use their mother tongue while learning English. (9,5%) of them claimed that they always use their mother tongue while learning English in order to translate difficult terms, but (9,5%) of them said that they rarely use their mother tongue while learning English.

Question 03: Do you feel anxious when you speak in English in public?

Always Often Rarely Never

Explain

Options	Number	Percentage
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Chapter Three: Data analysis and Recommendations

Always	12	57,1%
Often	06	28,5%
Rarely	01	4,7%
Never	02	9,5%

Table 5.11: Students' Anxiety in English public speaking

Statistically, (57,1%) of the students said that they always feel anxious when speaking in English in public because of fear of committing errors while speaking. Whereas, (28,5%) of them stated that they often feel anxious when speaking in English in public because of shyness. (9,5%) of them claimed that they never feel anxious when speaking in English in public, but (4,7%) of them said that they rarely feel anxious when speaking in English because of fear of negative evaluation. This means that anxiety prevents learners from successfully learning of English, and it makes them afraid which may lead to poor achievement.

Question 04: What is your attitude towards learning English?

- I learn English just for the sake of a degree
- I learn English because it is a prestigious language (I may obtain prestigious job, travel abroad, and to communicate easily)

Options	Number	Percentage
A	08	38%
B	13	61,9%

Table 5.12: Students' attitude towards learning English

The results show that the majority of students (61,9%) learn English because it is a prestigious language through which they may get a prestigious job, also it may help them in travel abroad, and communicate with foreigners easily. This means that they are learning the language mainly for its value. Whereas, (38%) of them said that they learn English for the sake of a degree. This indicates that they learn English only for the sake of learning and acquiring knowledge.

Question 05: Do you think that gender differences influence students' academic achievements?

Yes No Explain

Options	Number	Percentage
Yes	00	00%
No	21	100%

Table 5.13: Students views about The Effect of Gender Differences on Academic Achievements

The above analysis reveals that the all the students (76,1%) claimed that gender differences do not affect students' academic achievement because gender has nothing to do with learning

Chapter Three: Data analysis and Recommendations

capacities. Achievements happens because of the hard work and the will of learning, and based on the learners needs, and interests toward learning not the gender of the person, and therefore the curriculum and the educational system is what have an effect on achievement. However, none (00%) of them stated that gender differences affect students' academic achievement.

Section four: External factors

This section is intended to know the students' motivation to learn English, and the kind of interaction they prefer to learn through, and also whether or not they are aware of the importance of learning the target culture in order to learn foreign language effectively.

Question 01: What is your main motivation for learning English?

- a. To get a job
- b. To travel
- c. To excel in other domains
- d. I enjoy learning a new language

Options	Number	Percentage
A	11	52,3%
B	01	4,7%
C	01	4,7%
D	08	38%

Table 5.14: Factors causing motivation in EFL learning process

The results obtained demonstrate that most of students (52,3%) claimed that to get a job is what motivates them to learn English, while (38%) of them stated that they enjoy learning a new language motivates them to learn English. Whereas, (4,7%) of them said that to travel motivates them to learn English, and (4,7%) of them said that to excel in other domains motivates them to learn English.

Question 02: How do you prefer to learn English?

- a. Teacher-learner interaction
- b. Learner-teacher interaction
- c. Learner to content interaction (reading handouts)

Options	Number	Percentage
A	08	38%
B	10	47,6%
C	05	23,8%

Table 5.15: Students' preferable way to learn English

Chapter Three: Data analysis and Recommendations

The results indicated that (47,6%) of students favored to learn through learner-teacher interaction. whereas, (38%) of them preferred to learn through teacher-learner interaction since this contributes to their improvement of the communicative competence., and also provides them with the relevant information since the teacher is supposed to know more than students, and (23,8%) of them preferred to learn through handouts and textbooks as they claimed that with such manner they feel free to acquire necessary information in their opinion, and the information given in the handout is sufficient. This indicates that interaction help learners to develop their speaking skills, and also it develop their communicative competence, and through interaction knowledge can be constructed and skills can be developed.

Question 03: Do you think that in order to learn a foreign language successfully, one need to know about the target culture?

Yes No Explain

Options	Number	Percentage
Yes	20	95,2%
No	01	4,7%

Table 5.16: Students' Views about the Requirement of Successful Learning of English

As it is noticed, the majority of students (95,2%) claimed that in order to have a successful learning of foreign language one need to know about the target culture as they supported their answers by saying that knowing the sociocultural elements helps them for interpreting the hidden meaning while communicating with natives, and it is not adequate for them just to learn grammar and vocabulary of that language, but also they need to know how that language is used, and the way it represents meanings, and the way to communicate, also language and culture are interrelated entities, each one gives support for the improvement of the alternative one. This means that students are aware of the importance of being knowledgeable about culture to develop high proficiency level in foreign language, and (4,7%) of them said that it is not necessary to know about the target culture to have successful learning of foreign language. So, they are unaware of its importance as they claimed that in order to have a successful learning of foreign language one need to know and master the formal linguistic aspects (grammar, vocabulary, pronunciation), etc.

Question 04: Do you think the above factors (self-esteem, mother tongue, attitude, motivation, interaction, culture) are important for successful learning English?

Yes No Maybe

Chapter Three: Data analysis and Recommendations

Options	Number	Percentage
Yes	18	85,7%
No	00	00%
Maybe	03	14,2%

Table 5.17: The importance of the factors affecting the learning of EFL

The data obtained in the table above show that the majority of students (85,7%) agree on the fact that the factors namely self-esteem, mother tongue, attitude, motivation, interaction, culture are important for successful learning of English, while (14,2%) of them considered a mere possibility for those factors to be important for successful English language learning. None of them (00%) considered as not important factors.

Section five: Enhancing teaching and learning English in Algeria through effective strategies

Question 01: which of the following strategies it more efficient in learning? OR helps you more to reach your objectives?

- a. Brainstorming
- b. Case-based small-group discussion
- c. Demonstration
- d. Games
- e. Independent study

Options	Number	Percentage
A	08	38%
B	07	33,3%
C	03	14,2%
D	07	33,3%
E	05	23,8%

Table 5.18: Students' views of The Efficient Strategy in Learning

The data obtained indicate that (38%) of students considered brainstorming as an efficient strategy in learning. Whereas, (33,3%) of them claimed that case-based small-group discussion is efficient strategy in learning, and (33,3%) of them declared that games is efficient strategy in learning. (23,8%) of them viewed independent study as an efficient strategy in learning, and (14,2%) of them said that demonstration is efficient strategy in learning.

3.4. Discussion of the Questionnaire Results

After analyzing the information that was collected directly from students through a questionnaire, the obtained results reveal that EFL learners are good at English, and most of them are satisfied with their English level. In addition to that, their choice of English was

Chapter Three: Data analysis and Recommendations

optional for the reason that it was their favorite subject, and they have chosen English in order to communicate with people when travelling abroad, and they see that the current university curriculum is not sufficient to learn English. Besides this, the data gathered from this questionnaire reveal that the effect of the Algerian social context on learning the English language is negative. However, they stated that they had a high self-esteem, and most of them tend to use their mother tongue while learning English in order to facilitate their learning process. Moreover, most of students feel anxious in speaking in English in front of public. This indicates that speaking English in front of public usually results in the most awful anxiety because of the mistakes learners make. Thus, they are likely to be afraid of taking risks and most of learners learn English because they wish to obtain a prestigious job. They also hope to go abroad to improve their English and to be good teachers in the future, and to communicate easily. Therefore, they viewed that gender differences does not affect students' academic achievement. It has also been observed that the reason why they are motivated to learn English is to get a good job. However, they prefer to learn through learner-teacher interaction, and most of them are aware of the importance of learning the target culture in order to have effective foreign language learning, and acquiring foreign language is essentially acquiring the cultural features of it which indicates that language and culture are inseparable. It has also been noticed that most of them considered self-esteem, attitude, mother tongue, motivation, and culture as important factors for successful English language learning, and they mentioned other factors such as intelligence, age, perception, learning styles, social factor (family, school), and socioeconomic status of students. Furthermore, they considered brainstorming as one of the most important and efficient strategy in the learning process and through it, they will be able to reach their learning goals easily.

3.5. The Analysis of the Students' Interview

Question one: Do you like English? Why or Why not

The responses of students reveal that all of them (100%) like English, and they justified their answers as follows:

“I like English language because I have an interest in learning foreign languages especially English”.

“I like English because it is a means of communication which is universal. So, it is important language for me”.

“I like English because of its prestige and through it, I may get a professional or academic carrier”.

“I like English because of its value as an international language, and it is my favorite language”.

“I like English because it is easy to learn, and it facilitates communication when travelling abroad”.

Question two: Is English an easy language

Chapter Three: Data analysis and Recommendations

Categories	Number	Percentage
Yes	07	70%
No	03	30%

Table 5.19: Students' Views about English Language

From the table above, the data show that the majority of students (70%) consider English as easy language because it is easier compared to other languages and (30%) of them does not consider English as easy language.

Question three: Why did you choose to study English?

The responses of students vary as follows:

Categories	Number	Percentage
English is the favorite language.	05	50%
To travel abroad and communicates easily	01	10%
to know more about the English language and its culture	02	20%
The desire to be a teacher of English in the future	02	20%

Table 5.20: Students' Reasons behind Studying English

Students answers reveal that (40%) of them have chosen English due to the fact that they liked it, and it was their preferred language to study, and (10%) of them select English in order to travel abroad, and communicates without problems. (20%) of them chose English to know more about English and its culture. (20%) of them chose English because they have the desire to be a teacher of English in the future.

Question four: what is your biggest challenge in learning English? Which problems do you generally face?

The responses of students vary as follows:

Chapter Three: Data analysis and Recommendations

Categories	Number	Percentage
Writing	03	40%
Listening	02	10%
Speaking	03	30%
Grammar	02	20%

Table 5.21: Students' Biggest Challenge in Learning English

The data obtained reveal that (40%) of the students stated that writing is their biggest challenge in learning English because English is not their first language, as they claimed that they always try to write and produce a coherent and clear English text, and (10%) of them said that listening is their biggest challenge because they cannot listen to English speeches and understand each word. (30%) of them declared that speaking is their challenge in learning English, and (20%) of them claimed that grammar is their biggest challenge to learn English because they cannot memorize rules.

Question five: what difficulties have you faced as learners of English?

Categories	Number	Percentage
The difficulty of modules	02	30%
The difficulty of handouts and texts	04	50%
Teacher's language is not clear	02	10%
Activities are not interesting	02	10%

Table 5.22: Students' Difficulties when Learning English

The data obtained reveal that (30%) of the students found that modules are difficult when learning English while the other (50%) have the difficulty of handouts and texts because they cannot understand easily what the content about. (10%) have the difficulty in understanding teacher's language because it is not clear, and (10%) of them said that activities are not interesting in learning English.

Question six: which skill is more important in language learning?

The students' answers show that all of them (100%) stated that all the skills (reading, listening, writing, speaking) are important in learning language, as they claimed that they cannot favor one skill over the others because they think that they must be good at speaking, listening, reading, and writing for the reason that the skills complement each other.

Question seven: what is the best way to learn English?

Chapter Three: Data analysis and Recommendations

Categories	Number	Percentage
Watching interviews and documentaries in English	01	10%
Group of discussions	02	20%
Reading	07	70%

Table 5.23: Students' views about the Best Way to learn English

From the table above, the data show that (10%) of students think that watching interviews and documentaries is the best way to learn English, and (20%) of them consider group of discussions is the best way. (70%) of them stated that reading is the best way because reading pushes them to think about what they read, and therefore improves their ways of thinking and perceiving the world, reading offer them with new vocabulary, good styles that make them to be good writers.

Question eight: what solutions do you suggest for effective English language learning?

Categories	Number	Percentage
Practice the language ordinary	08	80%
Learn English through fun,	01	10%
Integration of technology	01	10%

Table 5.24: Students' Solutions for having Effective English Language Learning

The table above reveals that the majority of students (80%) believed that in order to have effective English language learning, learners should practice the language ordinary. While (10%) of them claimed that learning English through fun make the process of learning effective, (10%) of them stated that the integration of technology make the process of English language learning very effective.

3.6. Discussion of the Results of the Interview

Throughout the analysis of the data collected through the interview, the data obtained reveal that all the students liked the English language, and the majority of them consider it as easy language in comparison to other languages. Most importantly, the majority of them choose to study English because it is their favorite language, and concerning the difficulties they face while learning English, most of them have difficulty with handouts and texts. In

Chapter Three: Data analysis and Recommendations

addition, most of them stated that writing is their biggest challenge in learning English because it is always challenging to them to produce a coherent and clear English text. Moreover, all of them believed that all the skills are important in learning language, and they stated that reading is the best way to learn English as they see that reading helped them develop certain skills and knowledge. Furthermore, it should be noted that students claimed that practicing the language ordinary was very helpful for having effective English language learning.

3.7. General Discussion

From the analysis of the data obtained from both questionnaire and interview, we concluded that our participants have been very interested in studying the English language. They have high self-esteem which makes them progress. However, this high self-esteem does not prohibit them from the feeling of anxiety when speaking in English in front of public, and they stated that this due to the fear of making mistakes and shyness, and they stated that they use their L1 in learning English in order to facilitate their learning. Yet, they face many problems with handouts and texts as they claimed that they cannot understand easily the content of handouts, and they learn effectively through teacher explanation of the lessons. Besides, EFL learners tend to develop a positive attitude towards learning English as they stated that they learn English because it is a prestigious language through which they may obtain prestigious job, travel abroad and communicate easily. Moreover, they confirm that gender differences do not affect students' academic achievements, as they stated that achievement depends on the will of learning. Therefore, EFL learners are motivated to learn English in order to get job, and they claimed that they prefer to learn through learner-teacher interaction. Additionally, most of our informants believe that for having a successful learning of foreign language, one need to know about the target culture, as they agree on the fact that language and its culture are interrelated, and knowing the target culture help them to develop their language proficiency, and also they agree on the fact that the factors namely self-esteem, mother tongue, attitude, motivation, interaction, culture are important for successful learning of English, and they mentioned other factors affect their success in English such as intelligence, perception, socioeconomic status of students, etc. The majority of students considered brainstorming as one of effective strategies in learning, and they claimed that by applying this strategy in teaching and learning process students will be capable to achieve their learning goals easily. Furthermore, the vast majority of participants stated that writing is their biggest challenge in learning English, and most of them stated that practicing the language ordinary make you develop your English language proficiency.

3.8. Recommendations

Based on the results obtained from questionnaire and interview, some recommendations are suggested below that may help learners to enhance their learning process. First, EFL learner should engage in a task or the course and express their own thoughts and ideas; this will raise their self-esteem and lead them to success. Second, EFL learner should eliminate anxiety and shyness on their manner while speaking in English. Moreover, the EFL learner should construct his confidence in their learning abilities through practicing the language. This assist them to get rid of communicative difficulties, Third, EFL learner should find out

Chapter Three: Data analysis and Recommendations

their weaknesses and try to improve them so as to have a high proficiency level of English.

Moreover, in order to have a successful learning of a foreign language, the learner should learn about the target culture. For instance, they should to seek on internet, read books, correspond with native speakers. This will make them able to comprehend the hidden meaning when communicating with natives; also this will help them to use the target language appropriately. Besides this, EFL learner should improve their motivation through drawing a plan for their learning future carrier once they decide to learn English also they should be highly motivated because this represents a source of powerful motives to do better, and to succeed in learning English. Learning English through the usage social media such as facebook is very interesting and helpful manner because it helps them to enhance and develop their skills.

However, EFL learners have to make using social media as a way of learning English but not the only one. They should use multiple ways to learn English mainly using books; they may create messenger groups to share with each other English grammatical rules, ideas, expressions, also to practice the language through speaking and writing. Besides that, they should download English dictionaries in order to understand the real meaning of words. Finally, in order to overcome certain difficulties in learning English, EFL learners must work hard to succeed. They should enhance their speaking and pronunciation through listening to native speakers, and they should also improve their writing skill by reading and writing.

3.9. Conclusion

Throughout this chapter, we have attempted to answer our research questions through the analysis and discussion of the findings. The obtained results from both questionnaire and interview have revealed that EFL learners cannot progress quickly, because they face a number of factors which influence their achievement in EFL learning process. Finally, we have provided some recommendations that may be useful for the learner.

General Conclusion

Learning English as a foreign language would be very challenging for students to attain higher level in their learning. EFL learners' are affected by a variety of factors that either impact their learning progress in a positive or negative manner. These factors affect the manner in which the EFL learners learn the target language. Therefore, this research attempted to investigate the internal and external factors that impact learners' achievement in learning English.

In this study, the researcher aimed at shedding the light on the factors hindering or encouraging students of English, and it investigated the difficulties that face learners while learning English. Thus, it aimed at knowing the importance of effective teaching strategies in helping the learners' and teachers to achieve their objectives. The main conclusion to draw is that EFL learners' achievement at learning English is affected by various factors that either affects their learning progress in a positive or negative way, and they encountered many difficulties that hamper their success.

This research work comprised three chapters. The first chapter dealt with the theoretical part of the research topic. The first part presented the sociolinguistic situation in Algeria, and it provided the status of English in Algeria. Then, the second part is devoted to the introduction of the learning process, it covers variety of definitions of learning, and it highlighted its types of learning as well as types of learners. Beside this, it indicated the reasons for learning the English language. The last part, it shed light on the internal and external factors that influence EFL learners' achievement. The second chapter dealt with the research methodology, and the tools which have been selected in order to gather the data needed to reach our research goals. Furthermore, it comprised a description of the participants involved in this study. The third chapter presented the analysis and the discussion of the data collected from questionnaire and interview, and it is concluded by recommendations that attempt to help learners in their EFL learning process.

The participants have high self-esteem, however this high self-esteem does not prohibit their anxiety feeling when speaking in English in front of public, and they stated that this due to the fear of making mistakes. EFL learners use their L1 in learning English in order to facilitate their learning. But, they tend to face many difficulties with handouts and texts for the reason that they prefer to learn through teacher explanation of the lessons. The students tend to develop a positive attitude towards learning English that they learn the language to obtain prestigious job, travel abroad and communicate easily. Moreover, the students stated that gender differences do not affect students' academic achievements, and realizing achievement depends on the will of learning. Therefore, EFL learners show high motivation to learn English in order to get job, also they prefer to learn through learner-teacher interaction , the obtained results showed that the learners are aware of the importance of learning the target culture and its importance in developing effective learning of foreign language, and improving their communicative competence. The most effective strategy that students believed it helped them to achieve their learning goals is brainstorming. The majority acknowledged that writing is their biggest challenge in learning English. Furthermore, most of

them suggested that practicing the language ordinary make the learners' develop their English language proficiency.

The first hypothesis of this research, which stated respectively that Algerian students encounter various problems while learning English as a foreign language such as the difficulty of handouts and texts, writing difficulties, speaking etc, was confirmed. Additionally, the second hypothesis which stated that there is a number of internal and external factors that affect learners' achievement in EFL learning. Internal factors such as anxiety, mother tongue, self-esteem, attitude, gender and external factors like motivation, interaction, culture, was confirmed. The third hypothesis which stated that effective teaching strategies may help EFL teachers and learners to reach their goals was confirmed since they believe that by applying these strategies such as brainstorming, games, demonstration, case-based small-group discussion teaching and learning will be very helpful, and it helps them to achieve their objectives and improve their learning abilities.

This research provides precious insight about the internal and external factors affecting learners' success in EFL learning. However, it is better to take into consideration the previously proposed recommendations to have more successful results. So, hopefully this piece of research will pave the manner for future investigations.

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Appendix 01: Students' Questionnaire

Dear student

You are kindly requested to respond to this questionnaire as an attempt to collect the necessary data concerning learning English in Algeria challenges and perspectives. We would be very grateful if you could devote some time to answer the questions. All the responses will be kept confidential.

Master two dissertation

Section one: Personal information

Please tick the right box (es)

1- Gender : Male

Female

Age:

2- Level: master degree

3- Higher Educational System: Classical LMD

Section two: Language learning

1-How do you evaluate your proficiency level in English?

Very good

Good

Average

Low

Very low

2-Are you satisfied with your level?

Yes

No

Maybe

If "no", say why? Explain

.....
.....

3- Your choice of English was?

Imposed

Optional

If imposed, please explain

.....
.....

4- Why did you choose to study English?

It is a universal language.

It allows us to communicate with people from different countries

It enables us to know about various cultures

Other.....

5- Do you think that the current university curriculum (intensive courses) is adequate for learning English?

Yes

No

Explain.....
.....

6- How does the social context in Algeria affect English language learning?

Positively

Negatively

Explain.....
.....

Section three: Internal factors

1- How do you evaluate your self esteem?

High

Medium

Low

In case it is low, what should teachers do in order develop your self-esteem and self-confidence?

.....
.....

2- Do you make use your mother tongue while learning English?

Always

Often

Rarely

Never

Explain.....
.....

3-Do you feel anxious when you speak in English in public?

Always

Often

Rarely

Never

Explain.....
.....

4- What is your attitude towards learning English?

I learn English just for the sake of a degree

I learn English because it is a prestigious language (I may obtain prestigious job, travel abroad, and to communicate easily)

Others.....
.....

5-Do you think that gender differences influence students' academic achievements?

Yes

No

Explain.....
.....

Section four: External factors

1-What is your motivation to learn English?

To get a job

To travel

To excel in other domains

I enjoy learning a new language

Other
.....

2- How do you prefer to learn English?

- Teacher-learner interaction
- Learner-teacher interaction
- Learner to content interaction (reading handouts)

3-Do you think that in order to learn a foreign language successfully, one need to know about the target culture?

- Yes
- No

Explain.....
.....

4-Do you think the above factors (Self-esteem, mother tongue, attitude, motivation, interaction, culture) are important for successful learning English?

- Yes
- No
- Maybe

Suggest other factors.....

Section five: Enhancing teaching and learning English in Algeria through effective strategies

1-which of the following strategies is more efficient in learning? OR helps you to reach your objectives?

- Brainstorming
- Case-based small-group discussion
- Demonstration
- Games
- Independent study

Others.....
.....
.....

Thank you for your collaboration

Appendix (2): Students' Interview

This interview investigates learning English in Algeria challenges and perspectives. We would be very grateful if you could sincerely answer the following questions. Your honest answers will be of great use for this research.

1-Do you like English? Why or Why not?

2-Is English an easy language?

3-why did you choose to study English?

4-What is your biggest challenge in learning English? Which problems do you generally face?

5-What difficulties have you faced as learners of English?

6-Which skill is more important in language learning?

7-What is the best way to learn English?

8- What solutions do you suggest for effective English language learning?

Thank you for your collaboration