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Identification and Analysis of Pupils' Emotions
Towards English Course: The case of fourth year
pupils at Hamdi A. Elhadi Middle school, Tlemcen.

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fulfilment of the requirements for the degree of Master in
Didactics and Assessment in English Language Education*

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DEDICATION

*This work is dedicated to my lovely *Parents**

*To my first teacher of English *my Mother**

*To my best sisters *Wafae, Khouloud and*

*the little princess Amina**

To all my colleagues.

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ABSTRACT

Pupils' performance, behavior, reactions towards school subjects and attitudes reflect their inner feelings and personal thoughts. Emotions are formed on the mental level i.e.in the brain. Feelings drive thinking, and the learning process requires thinking also. Thus, emotions and the learning process are linked together since they are calling for the same mental process "thinking". Pupils in foreign language context engage in unprecedented contextual activities and frequently come across different experiences. These features drive them to think, remember, memorize, believe, evaluate situational inputs, feel, and thus, build their personal thoughts which orient them. The aim of this work was to show how emotional mechanism influences foreign language learning process, pupils' cognition and shapes motivation. To reach this goal, an exploratory approach was followed in dealing with EFL middle school teachers and pupils of the fourth level. In this case study, qualitative and quantitative data were collected through a structured interview and a questionnaire. The obtained results revealed that classroom experiences and external factors influence pupils' beliefs; the latter evokes their positive and negative emotions which diminish or enhance their performance level. The final results that were reached by the end demonstrated that teachers' positive attitudes and emotional intelligence can re-orient pupils' and guide them to the right direction, since the external factors cannot be totally changed.

TABLE OF CONTENTS

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
Table of Contents.....	IV
List of Tables.....	VIII
List of Pie Charts.....	IX
List of Bar Graphs	X
List of Figures.....	XI
General Introduction.....	1
 Chapter One: Theoretical overview about Foreign Language Learners Emotions Towards English Course.	
1.1 Introduction.....	5
1.2 ELT in Algeria.....	5
1.2.1 ELT in Middle School.....	6
1.2.2 ELT in Secondary School.....	7
1.3 Foreign Language Learners.....	8
1.3.1 Types of Learners.....	8
1.3.1.1 Concrete learners.....	8
1.3.1.2 Analytical learners.....	8
1.3.1.3 Communicative learners.....	9
1.3.1.4 Authoritative-oriented learners.....	9
1.3.2 Learners Differences.....	10

1.3.2.1 Age.....	10
1.3.2.2 Gender.....	10
1.3.2.3 Motivation and Attitudes.....	11
1.3.2.4 Personality.....	11
1.3.2.5 Learning Styles and Strategies.....	12
1.3.2.6 Intelligence and Aptitude.....	12
1.3.3 Learners' Language Competences.....	13
1.3.3.1 Linguistic Competence.....	13
1.3.3.2 Communicative Competence.....	14
1.3.3.3 Pragmatic Competence.....	15
1.4 Factors Affecting Learners' Achievement to Learn English as a Foreign Language.....	15
1.4.1 Prior Experience.....	15
1.4.2 Social and Cultural Factors.....	16
1.4.3 Learning Opportunities.....	17
1.4.4 Extracurricular Factors.....	17
1.5 Motivation and Emotions in EFL Classroom.....	18
1.5.1 Self-efficacy Theory.....	18
1.5.2 Attribution Theory.....	19
1.5.3 Self-worth Theory.....	20
1.5.4 Self-determination Theory.....	20
1.6 Emotions in FL Context.....	21
1.6.1 Types and Sources of Pupils Emotions.....	21

1.6.1.1 Achievement Emotions.....	21
1.6.1.2 Epistemic Emotions.....	22
1.6.1.3 Topic Emotions.....	22
1.6.1.4 Social Emotions.....	22
1.6.2 Emotions and Pupils' Cognition.....	22
1.7 Effects of Emotions on Pupils' Achievement.....	23
1.7.1 Positive Emotions.....	23
1.7.2 Negative Emotions.....	24
1.8 The Role of Teachers' Emotional Intelligence in Conducting EFL Classes.....	25
1.9 Conclusion.....	27

Chapter Two: Identification and analysis of pupils' Academic Emotions.

2.1 Introduction.....	29
2.2 Research Objectives.....	29
2.3 Research Design.....	30
2.4 Context description.....	30
2.5 Participants' Description.....	30
2.6 Data Collection Method.....	31
2.7 Research Instruments.....	31
2.7.1 Teachers' Interview.....	31
2.7.2 Interview results analysis.....	32
2.7.3 Pupils' Questionnaire.....	36
2.7.4 Questionnaire Results' analysis.....	37

2.8 Discussion of The main Results.....	43
2.9 Suggestions and Recommendations.....	45
2.9.1 Tutorial videos for Teaching Grammar rules and English Expressions.....	45
2.9.2 Classroom Games.....	46
2.9.2.1 Guessing the Word from drawing.....	47
2.9.2.2 Verb Review Game.....	47
2.9.2.3 Describing appearances and Characteristics of persons.....	48
2.9.2.4 Classroom rules: must and mustn't.....	48
2.9.2.5 A Conversation Idea: How do you kill time?.....	49
2.9.2.6 Irregular Verbs Bingo.....	50
2.10 Conclusion.....	53
General Conclusion.....	55
Bibliography.....	58
Appendices.....	61
Appendix (A): Teachers' interview.....	61
Appendix (B): Pupils' questionnaire.....	63

List of Tables

Table2.1 Teachers' observation while teaching new concepts....33

Table2.2 Pupils' reactions towards learning new vocabulary.....39

List of Pie Charts

Pie Chart 2.1 Teachers' observation concerning pupils' perception of English language.....	32
Pie Chart 2.2 Teachers' used strategies for avoiding boring sessions..	34
Pie Chart 2.3 Pupils' conceptualization of English language.....	37
Pie Chart 2.4 Pupils' opinions about grammar rules.....	41
Pie Chart 2.5 Pupils' feelings when they are addressed to participate..	42

List of Bar Graphs

Bar Graph 2.1	Pupils feelings towards English learning process.....	38
Bar Graph 2.2	The use of acquired vocabulary.....	40
Bar Graph 2.3	Pupils classroom participation.....	42

List of Figures

Figure.1 Bingo card for pupils.....51

Figure.2 Classroom seating arrangements.....52

GENERAL INTRODUCTION

Emotional studies, nowadays, are regarded as a central issue in current psycho-pedagogical fields of research. Learners' feelings towards school subjects, namely unfamiliar subjects like foreign language learning, draw and measure their degree of interest, enjoyment and thus their success or failure. Classroom environment is an emotional space, in which the teacher and learner are the two dominant agents who interact with each other. Interaction in foreign language learning contexts, English language for instance, allows the advent of different experiences and attitudes which identify learners' emotions and analyse them through a situational evaluation that is related to their actual reactions and behaviour.

English language has taken a vital part in the national and international educational systems, due to its status, in the world, as the language of great nations. English language teaching (ELT) in Algeria has been imposed as a compulsory module to be learnt at middle and secondary schools as a second foreign language besides French. In fact, this language is not analogous neither to the national languages i.e. Arabic and Tamazight, nor to the first foreign language i.e. French in terms of language structures, phonology, syntax and semantics. In addition, the practical opportunities of this language outside school setting are too limited. Therefore, EFL pupils in Algeria, more precisely those at middle school level, perceive English language learning from different angles. This fact shapes their motivation, attention, and interest differently depending on their inner psychological aptitudes, qualities and emotional analysis of the contextual inputs.

From a pedagogical perspective, education and psychology are intertwined together. They cannot be presented separately, as the

psychological base of the learner cannot be neglected. To this fact, the current study focuses much more on understanding the nature of pupils' feelings in action i.e. while dealing with language bases, and their sources. The stated problematic leads the present work to follow an exploratory approach in order to determine how pupils perceive English language learning at middle school, and what influence their learning achievement(positively and negatively). Its purpose is to describe their feelings towards contextual demands, as it aims to find out solutions that help to overcome pupils' emotional problems.

To reach the research objectives the following research questions were raised:

1- What are the nature and sources of EFL pupils' academic emotions?

2-How to help them overcome their emotional difficulties to learn English language?

The research questions generate the following hypotheses:

1- Pupils are supposed to be excited, confused, honored, fear, ashamed, curious ... etc; these feelings are triggered by academic and non-academic experiences.

2- Teachers' emotional intelligence and positive attitudes can solve pupils' emotional problems.

To confirm the suggested hypotheses, two research instruments were designed, namely a structured interview for EFL middle school teachers, and a questionnaire to EFL pupils at the fourth level. The exploration takes place at Hamdi A. Elhadi middle school, Tlemcen. Four EFL teachers were interviewed, and twenty-three pupils were addressed to answer the questionnaire.

GENERAL INTRODUCTION

This work is divided into two chapters. The first one provides an overview about the status of English language in the Algerian society and how it took place in the national educational system. It imparts a brief definition regarding types of foreign language learners, their differences and language competences. It highlights the importance of teachers' emotional intelligence in conducting EFL classes, and how the emotional aspect can influence learners' cognition and mental processing. It determines the academic and non-academic factors that enhance and diminish pupils' language learning progress. Finally, it provides a hint about the impact of negative and positive emotions on pupils' reactions, and how they shape their way of thinking and build their personality.

The second chapter, which concerns the practical parts, carries out teachers' observation in-action regarding pupils' reactions towards foreign language concepts, and strategies that are usually used in order to promote learners' positive feelings and treat their weaknesses. In addition, it seeks to get an idea about how pupils perceive English language as an imposed module, and types of difficulties they come across while dealing with that language in classroom setting (namely grammar rules, vocabulary and the four language skills).

CHAPTER
ONE

1.1 INTRODUCTION

This chapter provides a theoretical overview concerning the Algerian foreign language learners at middle schools. It attempts first to impart an idea about the status of English language in the Algerian society and how it took place in the educational system. In addition, it tends to determine factors affecting pupils' achievement and their emotional perception about this language. It sheds the light (from an educational perspective) on types of foreign language learners, their differences and language competences. Moreover, it clarifies types and sources of pupils' social and academic emotions, and how they influence the EFL learning process. It demonstrates the relationship between pupils' emotions, motivation and cognition, by identifying four motivational theories, and finally, the role of teachers' emotional intelligence in conducting EFL classes, since the learning process is emotionally driven.

1.2 ELT IN ALGERIA

Nowadays, the importance of learning foreign languages is increasingly acknowledged, as well as, the international languages, as such: English. English language has been widely considered to be the mother tongue of "the global village" (this term was coined in 1962 by Marshal McLuhan in his famous book "The Gutenberg Galaxy"). It is introduced as the language of international trade, science, diplomacy, technology, art ...etc. The significance of teaching and learning English has taken a vital part in the educational systems of many countries all over the world, including Algeria. Throughout the 1960s, the status of English language in the Algerian society was, somehow, different comparing with other societies, due to the fact that English is not one of the historical components of the Algerian identity. In addition, the French colonization has left a great influence on people's daily communication.

This last did not allow the spread of English at that time. However, the wide use of that language in social media, networks, and international scientific researches made the Algerians aware of its dominance as a bridge language. Thus, by the late 1970s and early 1990s, English language was taught throughout the Algerian middle and secondary schools as a second mandatory foreign language, besides French. During the 1990s, English language gained some more importance, in 1993, when it was introduced besides French as two separate options for the first foreign language in the primary school. However, this program was rejected for some political and educational reasons that were against (against English to be taught at primary schools). These reforms aimed at building Algeria's intellectual base, promote social and political stabilities, socio-economic conditions and become more competitive internationally (Belmihoub. K, 2012; 33). In 2001, the committee of curriculum developers made some changes and reforms in which English curriculum was taken into account. The target of these reforms tends to prepare lifelong learners, in other words, autonomous individuals for the new age of speed. It is grounded on the principles of "Competency Based Approach" (CBA). The general goals of teaching and learning English as a foreign language in Algeria aim at making the learner able to communicate effectively in various forms, dimensions, and contexts in order to achieve the basis of language acquisition which are: knowledge, comprehension, application, analysis, synthesis and evaluation.

1.2.1 ELT IN MIDDLE SCHOOL

In Algerian middle schools ELT covers four years, in which pupils are supposed to acquire the essential basics, notably grammar, vocabulary, pronunciation, structures...etc. At these four levels, pupils have four English textbooks: "Spotlight on English One" is designed for the

beginners, i.e., first level learners, "Spotlight on English Two" for the second level, "Spotlight on English Three" for the third level, and "On The Move" which is the last textbook designed to complete the middle school English course (in the fourth level). Middle school teachers focus much more on teaching the four language skills (listening, speaking, reading and writing). By the end of middle school education, pupils are able to describe their moral and physical appearance, narrate simple biographies, write simple personal letters, read medium-length texts, give instructions and guide pieces of advice in simple socializing.

1.2.2 ELT IN SECONDARY SCHOOL

On the other hand, ELT in Algerian secondary schools covers three years. During these levels pupils consolidate their previous knowledge as they enhance their competence and performance levels. They are able to master, to such extent, the oral and written expressions with some kind of fluency, together with listening and reading comprehensions. They have three ELT textbooks: "At the cross roads" is designed for the first year, "Getting through" for the second year, and "New Prospects" for the third year. By the end of secondary school education, pupils are able to mingle the four language skills with each other in simple contexts. They are aware of socio-cultural life of native speakers and the major features of their civilization. Furthermore, they are expected to express the educational, social, and cultural values of Algeria in an exchangeable fruitful interaction which meets the central aspects of modernity and globalization. In this respect, pupils' outcomes can meet successfully the main principles of Competency Based Approach, which is one of the most important and actual approaches that are used in language teaching movement.

In fact, the implementation of English language in the Algerian educational system makes EFL teachers and learners face many challenges and obstacles. The aim of preparing correct and fluent English users in Algeria is affected by a set of internal and external factors, and perceived with different reactions and attitudes, either by the teacher or the learner. These factors will be discussed in the following lines.

1.3 FOREIGN LANGUAGE LEARNERS

In the EFL context, learners come with different races, skills, learning styles, intellectual development, readiness, competences, idiosyncratic psychological qualities ...etc. Teachers, in this respect, should be aware of which type of learners they are dealing with, what their differences are, and to which extent do they master that language, i.e. their language competences.

1.3.1 TYPES OF LEARNERS

David Nunan (1989) argues that in ESL and EFL classrooms there are four types of learners: concrete learner, analytical learner, communicative learner, and authoritative-oriented learner.

1.3.1.1 Concrete learners

This kind of learners reaches their best by "doing" rather than "observing". They are interested in games, listening to English songs, talking in pairs and make what is learnt into practice outside classroom setting.

1.3.1.2 Analytical learners

This type of learners gives much interest to grammar rules and the reading skill (they read English books, newspapers, articles... etc). They are characterised with their autonomous learning. Besides, they have a bias to pick up their own mistakes and committed errors in real situations.

They defend their arguments through a logical thinking, as they are more likely to benefit from detailed and clear instructions, especially if they are presented in a quiet, clean and well organized learning environment.

1.3.1.3 Communicative learners

This kind of learners masters the listening and speaking skills. They learn new concepts through fruitful communication with native speakers, when there is a chance, or by watching TV (English films or documentaries). They like to communicate in and outside the classroom by using English, as they have a strong believe that practice makes the perfect.

1.3.1.4 Authoritative-oriented learners

This type of learners are, somehow, visual learners, they acquire new words/ concepts through reading and writing i.e. by seeing them. They push the teacher to explain and clarify all the aspects of the lecture/lesson by asking much more questions. They have a preference to write everything in notebook, study grammar from specific to general, and having their own personal textbook.

In EFL context, two types of learners can be added to the mentioned ones, which are **introverted** and **extroverted** learners (Likewise Rossier, 1976). Introverted learner just absorbs knowledge and does not try to make it into practice or share it with peers, as he/she learns from limited sources. Whereas, extroverted learner has a strong desire to engage in exchangeable contexts and acquire knowledge from different sources through interaction. Therefore, classroom setting is like a laboratory, different types of learners interact with each other by using different learning strategies and techniques. These differences are guided by

learners' inner characteristics and psychological qualities which are discussed in the following part.

1.3.2 LEARNERS DIFFERENCES

In language learning environment there is a set of factors that affect the learning process, namely the influence of the first language or the mother tongue, social and cultural life, types of classroom inputs, learners' readiness and perception of this language ...etc. Learners' inner characteristics, which have a central role, make them react differently towards these factors. In this vein, educators made a basic distinction concerning learners' differences in terms of age, gender, motivation and attitudes, personality, learning styles and strategies, and intelligence and aptitude.

1.3.2.1 Age

Young learners are optimally supposed to acquire a second language and learn foreign one easier and better than adults. A young brain can store a huge amount of items and vocabulary, as it can undertake grammar rules easily. In contrast, adult learners may face a set of difficulties for instance, in understanding grammar rules or performing a good pronunciation, as they cannot reserve new learnt concepts for a long time.

1.3.2.2 Gender

It is highly argued that males and females have different cognitive processing. OK (2003, 9) states that "according to several studies, the sex of the students makes a significant difference in learning a second or a foreign language". According to Baron Cohen (2003, 4) "Females have also been shown to have better language ability than males" (Lutchmaya et al, 2002). Males learn foreign languages, especially English, in order to

access to science and technology and being aware of all what is considered as new and important in the world. However, females view foreign languages as a soft elegant touch that adds a considerable value to their personality.

1.3.2.3 Motivation and attitudes

Positive attitudes and motivation are significant impetuses that shape a successful process of learning. The term motivation has been defined differently by different schools of thought. For instance, constructivists define motivation as "further emphasis on social contexts as well as the individuals' decisions" Brown (2000; 160). Whereas, behaviorists consider motivation as "quite simply the anticipation of reward" Brown (IBID). On the other hand, Gardner considers attitudes as components of motivation in language learning, and he claims that "motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (1985, 10). Motivation can be intrinsic or extrinsic. Intrinsic motivated learners are characterised with an innate impetus or stimulus which push them to engage in different tasks, i.e. they are naturally motivated. Whereas, extrinsic motivated learners are those who participate in different tasks in order to be rewarded for their efforts. Furthermore, Ajzan (1988; 4) considers attitudes as: " a disposition to respond favourably or unfavourably to an object, person, institution or event".

1.3.2.4 Personality

The personality of the learner has a strong influence on his/her language learning and acquisition. Some theories claim that an extroverted learner learns and acquire a foreign language more rapidly than introverted learner. In addition, Likewise Rossier (1976) suggests

that the oral fluency correlated significantly with extroversion and introversion subject matter.

1.3.2.5 Learning styles and strategies

Learners always tend to use the appropriate techniques and strategies that suit their learning style. In this field of study, a basic distinction can be made among the three mentioned concepts (learning technique, style and strategy). **Learning style** is the "characteristic cognitive, affective, and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" Keefe. J.W(1979). A learning style can be visual, auditory, kinaesthetic and tactile. The ways learners use to perform in the classroom and interact while studying are called **learning techniques**. When these techniques are combined with each other to develop an idea or improve a plan they form what is known as **learning strategies**. The latter has been defined as "specific actions, behaviours, steps, or techniques students use –often consciously- to improve their progress in apprehending, internalizing, and using the L2" (Oxford, 1990). Learning styles, techniques and strategies can be varied from one learner to another, because they perceive the learning subjects and environment differently. Accordingly, learners are classified into innovative, analytical, common sense, and dynamic learner.

1.3.2.6 Intelligence and aptitude

The intellectual development has strong effects on mastering the learning process. Learners with a high level of intelligence view things from a large different angle which make them perform better. Ellis (1985:11) defines aptitude as "the special ability involved in language learning and its effects are measured in terms of proficiency scores achieved by classroom learners". On the other hand, intelligence refers to

the "general ability that governs how well we master a whole range of skills, linguistic and non-linguistic" (IBID). According to Gardner's model as cited in (Norris-Holt, 2000; 2) "In a formal setting intelligence and aptitude play dominant role in learning". Therefore, learners' intelligence and aptitude differentiate their way in selecting the suitable techniques and strategies for learning, as they influence their innovative capabilities and language competences.

1.3.3 LEARNERS' LANGUAGE COMPETENCES

Language is a complex system that underlines a set of rules and principles. It is a system of sounds, words, patterns etc used by human to communicate thoughts and feelings (Oxford dictionary, 1989; 700). It is universally argued that *language* is a tool/means of *communication*. Thus, language and communication may share or meet together in certain points or under one broad term, for instance the term "Competence". Competence is an umbrella term that covers a range of skills and abilities, and a set of knowledge and awareness about the rules of a language that are performed differently depending on the contextual requirements or needs. Learners' language competences can be a linguistic competence, communicative competence, or pragmatic competence.

1.3.3.1 Linguistic Competence

According to Fisher (1984; 35) "Linguistic competence may be thought of as the learners' knowledge of the structures and vocabulary of the language and his ability to produce and comprehend well-formed sentences in the language". Noam Chomsky introduces this concept in relation to generative grammar. He concerns grammar rules as the skeleton of the language that governs the correct use of structures in concrete situations. In this theory, he points up a basic distinction between "competence" and "performance" concepts. He claims that

competence is the ability of speakers to understand and produce an infinite number of correct sentences which they have never heard before. In this sense, it is the set of rules underlying all grammatical utterances in a given language; whereas performance is the realization of these rules in actual concrete situations.

1.3.3.2 Communicative Competence

The term communicative competence was coined first by the scientist Dell Hymes in 1972. It refers to the speaker's ability to express his/her thoughts and ideas appropriately in different contexts, with a full awareness of language analytical levels (grammatical level, syntax, semantics, and the phonological level). According to Canale and Swain (1980), and Canale (1983) the term communicative competence comprises four main components that are:

a) **Grammatical competence**

It refers to the speaker's knowledge of the systemic elements of grammar namely lexis and phonology.

b) **Sociolinguistic competence**

It refers to the speaker's mastery of the use of language rules in terms of what is suitable in different and specific situations.

c) **Strategic competence**

It is the ability to compensate for inadequate or inappropriate linguistic sources, while performing a second or a foreign language, by using suitable alternatives that meet the target of the communication successfully.

d) Discourse competence

It refers to the ability to master an extended use of language in concrete situations in terms of cohesion and coherence.

1.3.3.3 Pragmatic Competence

Oller defines pragmatics as: "the relationship between linguistic contexts and extra linguistic contexts. It embraces the traditional subject matter of psycholinguistics and also that of sociolinguistics" (1970, p19). Pragmatics has to do with the practical use of language which is usually guided by the speaker's knowledge and culture, or the contextual needs. On the other hand, Pragmatic competence refers to language users' ability to express their opinions or thoughts with a logical accordance to the actual settings.

1.4 FACTORS AFFECTING LEARNERS' ACHIEVEMENT TO LEARN ENGLISH AS A FOREIGN LANGUAGE

Learning English as a foreign language is process that is affected by different factors which may enhance or diminish it. These factors can be positive or negative, as they can represent a barrier or new path for learners to achieve their objectives such as; prior experience, social and cultural factors, learning opportunities, extracurricular factors and so on.

1.4.1 Prior experience

Learners who have an experience with a native English-speaking teacher they absorb knowledge and learn language bases from an original source. This experience may influence them positively if they are competent enough and have a strong desire to learn this language. However, experience can affect learners negatively if they face some difficulties for instance, in listening to the teacher and understanding him/her, or they do not master the speaking skill, thus, they cannot

engage in an exchangeable classroom interaction. On the other hand, learners who have an experience with a non-native English-speaking teacher they focus much more, in their training or learning, on memorizing vocabulary and concepts, and dealing with standard grammatical rules. Thus, their learning environment is, somehow, systemic, they cannot feel the real sense of a foreign language context, and especially if they incorporate the local culture into lessons. They reach by the end an Arabized English. These experiences have an impact on students' achievement and their learning progress, as they can make it (learning process) bored or amazing.

1.4.2 Social and cultural factors

Students' social and cultural backgrounds have a strong impact on their language learning achievement. The origins, races, economic status of the family, parents' educational level and their culture influence learners' tendencies and orientation in choosing what is seemed appropriate to their actual inputs. Students from a well educated families they are aware much more of their studies. In addition, some parents use foreign languages in their daily communication with their children. This fact allows learners to engage in classroom participation with a high self confidence, because they find themselves in a familiar situation. Moreover, some conservative societies do not allow the spread or the use of colonial languages, like English or French. Thus, they limited their children's opportunities/chances to make what is learnt into practice outside classroom settings. Furthermore, the economic status of the family influences the psychological side of the learner namely the emotional stability and self-regard, as it can represent a barrier in front of their ambitions because of the financial demands of their studies.

Therefore, social, and cultural backgrounds are closely related to the learning process, as they can influence it either positively or negatively.

1.4.3 Learning opportunities

Some educators tend to use technology and authentic materials while presenting their lectures in order to break down the ordinary routine. The intelligent use of technology gives learners more opportunities to learn better. On the other hand, the use of social networks, nowadays, provides more chances for learners to be in touch with native speakers which benefit their accuracy and fluency. In addition, the use of visual materials in classroom, like tutorial videos of grammar or vocabulary learning that are presented by natives, promote learners' proficiency levels, as they attract their interest and attention. Moreover, the spread of foreign language learning centres impart more chances for learners to enhance their language use and reinforce their knowledge. However, learning opportunities remain as a problematic for those from rural areas for the lack of chances to cope with modernity in language learning process.

1.4.4 Extracurricular factors

Some learners are motivated enough as they have a strong desire to learn or acquire a foreign language. They tend to use either modern or traditional ways of learning, for instance, they read English books, newspapers or magazines and even e-books, check words in papers (traditional dictionaries) or in electronic dictionaries, watch English TV programs or documentaries, write English passages and publish them in social networks or share them with their friends, play English games, make extra or additional researches and present them to their classmates, try to communicate by using English language, when there is a chance, ... etc. They do not guide or limited themselves by the academic curriculum. Therefore, extracurricular factors lead to an ongoing process of learning

as they build extroverted autonomous learners and provide more chances for them.

1.5 MOTIVATION AND EMOTIONS IN EFL CLASSROOM

Learners' motivation in the academic setting is closely related to their psychological side. In the classroom environment pupils are prone to experience a set of positive and negative emotions, like fear, disgust, surprised, confused, relaxed ... etc. These feelings can be influenced by some external factors, like socio-economic and cultural factors (as they were mentioned before), previous experiences, either in the class with peers and teacher, or outside school, as they can be affected by learners' personal goals, for instance in the secondary school, some pupils in the scientific stream do not give much interest to English language since the scientific specialties in the Algerian universities are taught in French. In contrast, some of them may have a desire to study abroad at foreign universities, thus, they consider English language as the key of their aim. Pupils' emotions and beliefs drive them to react and evaluate the learning context differently. These evaluations can diminish or enhance learners' achievement and success, because they draw a picture in their minds about what they have experienced before. Therefore, pupils' beliefs and thoughts will guide their behaviour and attitudes towards language learning process. In this correlation, psychologists came up with four different motivational theories which are; self-efficacy theory (Bandura, 1997), attribution theory (Weiner, 1992), self-worth theory (Covington, 1998), and self-determination theory (Deci & Ryan, 1985).

1.5.1 Self-efficacy theory

This theory refers to pupils' beliefs about their abilities to perform in different situations or events that can affect different aspects in their personal lives, including their studies. Human feelings, thinking,

motivation and attitudes are shaped by their inner view and beliefs about their strengths and weaknesses. Individuals with a high level of self-efficacy engage in various activities with a high self-confidence because they have a strong believe that they have the needed capabilities which allow them to reach the target goal. However, persons who have a low self-efficacy keep away from hard tasks, as they do not engage in difficult issues because they do not trust their capacities as they feel that they are incapable. In this respect, self-efficacy can be considered as a result of self evaluation through which pupils can make a judgment about the abilities they possess, and determine their strengths and weaknesses. This evaluation, consequently, shapes the learners' beliefs that influence affectively the cognitive processing, motivation, individuals' social life and the emotional stability.

1.5.2 Attribution theory

This theory denotes that pupils' motivation is a result of curiosity which tend to answer the question "why" and "how" by attributing feelings, beliefs and intention. This motivation can be influenced by its results which can be either positive or negative. For instance, if pupils obtain poor grades in the exam some of them will believe that the reason of the failure is their low cognitive processing or abilities which cannot be changed. Thus, they will be afraid to repeat this learning experience again. However, the remaining may believe that they failed because they did not make their best, thus, they will double their efforts in the next examination and gain good results. To sum up, "The most salient causal inferences are ability and effort, but many other factors are also influential" Weiner (1980, p393)

1.5.3 Self-worth theory

Covington asserts in his theory that pupils at school strive to show their abilities and use different learning techniques, even cheating, in order to achieve the highest level and reach what is known as " self-acceptance" among their peers. Pupils consider that their personal value is measured through their abilities at school, and how well they are competent in overcoming and challenging learning difficulties in order to achieve the goals imposed by educators or even by the educational program i.e. self-worth equals the learner abilities. These motivational beliefs can be regarded as impetuses which make learners attempt to preserve their personal value and respect, and keep up their self-regard from negative estimation.

1.5.4 Self-determination theory

This theory emphasises on " (...) investigating people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration" (2000, p68). Self-determination outcomes are extrinsic motivation which is related to introjected, external, identified, and integrated regulations, and intrinsic motivation which is affected by inner self regulations, like enjoyment, interest, satisfaction ... etc, as it (self-determination) can be promoted by a supportive environment as Richard and Deci stated " Theoretical import and practical significance can contribute not only to formal knowledge of the causes of human behaviour but also to the design of social environments that optimize people's development, performance, and well-being" (2000, p2).

To this end, motivation in EFL learning context has a tight relation with emotional regulations that are affected by contextual experiences, social influences and personal beliefs.

1.6 EMOTIONS IN FL CONTEXT

Emotions are the central base that evokes human reaction and regulate their behaviour towards the environmental demands. They are closely related to cognitive, behavioural, motivational and psychological processes. Emotions are always present in academic and non-academic social contexts, and being aware and conscious about them clarify the reasons of human actions and performances. From an educational perspective, " emotions are intimately involved in virtually every aspect of the teaching and learning processes, therefore, an understanding of the nature of emotions within the school context is essential" Schutz and Lanehart (2002, p67). Classroom setting is an emotional place, in which learners experience different feelings towards the same or different school subjects. The nature and diversity of pupils' feelings correlated with the sources that stimulate them which will be discussed in the following part.

1.6.1 TYPES AND SOURCES OF PUPILS' EMOTIONS

Pupils experience a set of feelings which are different from one individual to another and from one situation to another. Pupils may feel surprised when learning new concepts, fear when sitting for a test, ashamed over poor grades, happy when being rewarded, bored and disgust from the content of the lecture, confused or relaxed while participating in the class ... etc. These emotions are, often, originated in the academic settings as they are influenced by the external and social factors. According to Pekrun (2014; 8) four types of emotions are classified within the academic settings that are:

1.6.1.1 Achievement emotions

This type of emotions is usually related to achievement tasks which lead, by the end, to success or failure. These emotions are enjoyment,

happiness, hope and pride towards success, and anxiety and shame that are related to failure.

1.6.1.2 Epistemic emotions

This type of emotions is stimulated by the cognitive processing especially when the studied issue is something new for learners and not along the ordinary activities. These feelings are surprise and curiosity, confusion and frustration about learning difficulties, delight, pleasure or satisfaction when the solution is found.

1.6.1.3 Topic emotions

These feelings are generally related to materials that are used during the lecture, the content of the lesson, teachers' way of presenting the course, and the learning climate in general which attract and trigger pupils' interest in positive or negative manner. These emotions are enjoyment, empathy, disgust and anxiety.

1.6.1.4 Social emotions

In FL learning context, teacher and pupils are the central agents. They interact with each other, share ideas and provoke emotional reactions. Social emotions, in this vein, are closely related to teacher and peers. They are the basic source of such feelings like; love, sympathy, compassion, admiration, contempt, envy, anger and anxiety.

1.6.2 EMOTIONS AND PUPILS' COGNITION

Pupils may interact in some events and come across many experiences in their social and educational environment. They build up on these experiences their personal beliefs which ignite their emotional mechanism. The triggered emotions affect pupils' previous and actual knowledge that guide and influence their thinking, reaction and then behaviour. The nature of these events and experiences are considered as

an appraisal or a stimulus which recall the conscious mind to think, plan, comprehend, imagine, perceive, remember, judge, know more and build new knowledge. These mental processes are unified together under the umbrella term "Cognition" (Cogito in Latin, i.e. to think). The terms cognition and emotions are intertwined and stimulated together by the same appraisal. To sum up, experiences constitute pupils' beliefs which evoke their emotional mechanism. The later activates the mental processes, i.e. cognition which guides human behaviour and situational judgement.

1.7 EFFECTS OF EMOTIONS ON PUPILS' ACHIEVEMENT

1.7.1 POSITIVE EMOTIONS

Positive emotions that are experienced in the academic settings like enjoyment, relax, curiosity, pride, excitement ... etc, are regarded as an arousal that trigger the cognitive processing and influence the psychological side. Positive emotions influence pupils' attention, motivation, and self-regulation. When pupils are being praised by the teacher or gain good results in the exam, this experience makes them feel proud and happy about this accomplishment, and trust more their abilities. These feelings increase learners' self-confidence and promote self-worth and self-efficacy. In addition, the use of technology in the classroom and innovative teaching techniques make the learners excited, curious and deeply involved in the learning tasks. These feelings increase pupils' attention, interest, creativity, and intrinsic motivation to know more and rich their knowledge background. Moreover, positive emotions influence, also, effectively learners' self-regulation. They promote the flexible thinking, planning, remembering and manipulating the stored information (from the previous studied subjects). However, positive feelings can influence learners' achievement negatively. Learners when

feel pleasant towards one school subject, they focus much more on their accomplishment and success in this aspect. Therefore, they decrease their performances in other subjects and give them less interest. Furthermore, after a positive feeling some learners believe that there is nothing to do just live the moment and enjoy the feeling, because they recognised that they reach self-acceptance among their peers, so they do not need to make extra efforts. In addition, an excessive self-confidence leads, at the end, to frustration because it decreases pupils' creativity and innovation, and reduce the use of the systemic learning strategies which enhance the level of language learning process.

1.7.2 NEGATIVE EMOTIONS

In EFL learning context, pupils may experience some negative feelings like confusion, anxiety, disgust, shame, fear ... etc. These emotions are originated from teacher's punishment or bad attitudes, peers mocking, unexpected results, limited performance abilities, lack of understanding ... etc. The negative emotions if they cannot be regulated, pupils will face a set of psychological troubles that are blocked their efforts and make them hopeless learners, as they lose their self-confidence and self-esteem. Bad experiences often lead to frustration and the later leads to anger, because the negative thoughts that are built up on these obstacles make them believe that language learning is a very hard process which they cannot stand. Therefore, this stereotypes lead pupils to be rebellious and stubborn, and try to externalize their emotions and act out their feelings by being aggressive with their peers or get into fights with them in the classroom, do not respect the teacher or even school law because, in fact, they try to impose themselves with force and being impulsive. On the other hand, some introverted learners refuse to show their negative emotions or share them with their parents or teacher in

order to solve the problem. They prefer to internalize their feelings. These types of learners are very sensitive as they can get hurt easily. This fact, leads them to lose their concentration, attention, extrinsic and intrinsic motivation, therefore, the feeling of anxiety, sadness, confusion and fear will be reinforced. Furthermore, sometimes if these psychological troubles are repeatedly occurs, especially the feeling of sadness and the broad negative imagination, they will cause a depression and many aspects in learners' personal life will be negatively changed and affected. In contrast, learners who are aware and conscious enough about what can benefit their learning achievement consider the negative experience as an impetuous that drives them to the best, because they (bad experiences) help them to identify their errors and knowledge gaps. Thus, they tend to avoid the committed mistakes latter and trust more their abilities.

1.8 THE ROLE OF TEACHERS' EMOTIONAL INTELLIGENCE IN CONDUTING EFL CLASSES

The term emotional intelligence refers to individuals' recognition, consciousness and awareness of their feelings, and the abilities they have to use this awareness to regulate their emotional stability and manipulate it in their relationships with people around them (Brandberry and Greaves). Salovey and Mayer (1990) define emotional intelligence as "a form of intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Teachers' emotional intelligence is a central factor that should be present while performing the teaching process besides technical proficiency and academic intellect. Teachers tend to reach a successful course perfectly presented, because an EFL context is an unfamiliar environment for pupils and they perceive it differently. To this fact, teachers strive for that moment to see hunger in

their pupils' eyes, i.e. curiosity. They attempt to ignite their passion for learning, stimulate their interest and trigger their positive feelings. Therefore, these goals can be achieved by an effective teachers' self-control in order to be able to create a balance between humour and a flexible dealing and treatment, on one hand, and the limits of respect of setting rules on the other hand. The use of enthusiastic expressions, rewards, positive attitudes, extra marks ... etc promote teacher-learner relationship, and create a mutual trust between them. To conclude, emotional competence of the teacher is necessary for both; their own well-being and for effectiveness and quality in carrying out teaching-learning processes. It is regarded as a key for achieving a good classroom discipline, offer more support for learners to reach the best, minimize the negative beliefs and stereotypes and being optimistic.

1.9 CONCLUSION

This chapter clarified to which extent pupils' emotions can influence their learning achievement either positively or negatively. It discussed the main features that draw learner diversity in terms of interest and tendencies like; gender, age, personality, aptitudes ... etc. It explained how pupils can be emotionally motivated, and how they evaluate contextual experiences and build up on these evaluations their personal beliefs which trigger their emotions and drive them to react. It gave a hint about how the emotional mechanism stimulated and intertwined with the mental processing, i.e. cognition and its impact on pupils behaviour. This part is ended by defining teachers' emotional intelligence and its role in EFL classroom management.

The following practical part will provide the analysis and interpretation of the collected data, and discuss the main results revealed by a structured interview designed for EFL teachers in middle school, and a questionnaire addressed to pupils of the fourth level, in order to answer the research questions by either confirming or disconfirming the generated hypotheses.

CHAPTER TWO

2.1 INTRODUCTION

This chapter is designed for the sake of achieving a deep understanding of the relationship between foreign language learning issues and pupils' attitudinal and perceptual differences in academic setting. It tends to determine how pupils react towards English language course at middle school, and how they perceive basic language skills and its rules, namely grammar and the four language skills. The investigation follows an exploratory approach in order to identify pupils' psychological reactions in action i.e. their feelings, and the sources of their academic emotions. To reach these objectives, a group of EFL teachers and pupils were addressed by putting them under a set of ten precise and concise questions. A structured interview was designed for teachers, and a questionnaire was distributed for pupils. The case study took place at Hamdi A. Elhadi middle school, Tlemcen. This part attempts, also, to discover techniques and strategies that are used by EFL teachers in order to break down boring sessions, overcome pupils' negative feelings and promote positive ones, as it is ended by a set of suggestions and recommendations. The results achieved are presented in the following analysis and discussion.

2.2 RESEARCH OBJECTIVES

From a pedagogical perspective, education and psychology cannot be mentioned separately. To this fact, the target of this work is to describe how foreign language learning issues are intertwined with pupils' psychological base. It aims at describing the nature of pupils' emotions and the way they perceive English language learning in academic context (middle school). It seeks to determine the sources of these feelings and how they influence pupils' achievement. It aims at demonstrating

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

strategies that are used by teachers in order to promote positive feelings and overcome negative ones.

2.3 RESEARCH DESIGN

This research is designed for the sake of gathering a reliable amount of qualitative and quantitative data in order to identify and analyze EFL pupils' emotions towards English course designed for the fourth middle school level. It follows an exploratory approach which tends to answer the questions how do pupils feel while dealing with English course? And what are the sources of these feelings? The core of this study is to achieve a deep understanding of the impact of emotions on pupils' achievement, be they positive or negative feelings. It attempts to find out suitable strategies which promote positive emotions and overcome the negative ones in order to increase positive outcomes.

2.4 CONTEXT DESCRIPTION

This investigation took place at Hamdi A. Elhadi middle school, Tlemcen. At this school around five hundred sixty EFL learner study English as a second foreign language besides French. Among them one hundred fifty two are in the fourth level. They are divided into four classes. They learn English four times a week. They have four EFL teachers. The participants of the study will be described in the following part.

2.5 PARTICIPANTS' DESCRIPTION

In order to collect reliable data, the researcher interviewed four English teachers and questioned twenty-three EFL pupils at Hamdi Abd El Hadi middle school. Regarding the teachers, they have between four to twenty-five years teaching experience and they hold the same high diploma "Licence" i.e. they studied at Universities and followed specific

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

teachers training to perform their knowledge competencies. In addition, twenty-three pupils in the fourth level were, also, questioned to identify their learning needs and requirements. They are between fifteen and sixteen years old. They are involved in FL context since they were eight years old i.e. when they started learning the first foreign language French at the primary school. After two years, they were exposed to deal with another FL context which is the EFL learning process at middle school. The sampling addressed has seven years of engagement in foreign languages learning experience.

2.6 DATA COLLECTION METHOD

In this research, two research tools were used for collecting qualitative and quantitative data. A questionnaire was designed for pupils and a structured interview for teachers. The questionnaire comprised ten questions. They were addressed to identify pupils' emotional reactions towards English language learning and to recognize the difficulties they came across while learning that language. On the other hand, the interview was a set of ten questions. They took a form of conversation. The core of this latter was about teachers' observation in action, i.e. they provided an overview about pupils' reactions that were observed during the lecture, and the challenges they faced while presenting their lessons.

2.7 RESEARCH INSTRUMENTS

As aforementioned, the researcher used two research instruments namely a structured interview for EFL middle school teachers and a questionnaire distributed for pupils in the fourth level at middle school.

2.7.1 TEACHERS' INTERVIEW

The interview included ten concise questions to see teachers' opinions about how pupils perceive English language, and how they react

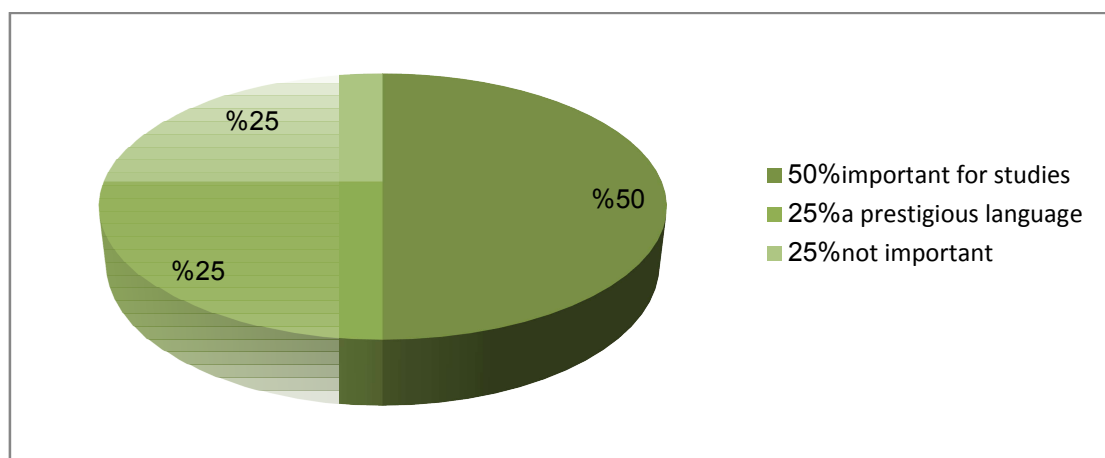
Chapter Two : Identification and Analysis of Pupils' Academic Emotions

when they learn its basic language skills, including grammar rules and vocabulary. Moreover, it aimed at discovering techniques used by teachers to promote pupils' interaction, stimulate their interest, and avoid boring sessions. Furthermore, the conversation tried to demonstrate the challenges or difficulties teachers came across in grammar session, and strategies they use to re-build pupils self-confidence when they feel ashamed over poor grades and being disillusioned due to unexpected results. (See Appendix A)

2.7.2 INTERVIEW RESULTS' ANALYSIS

QUESTION ONE: How do pupils consider English language?

In this question, the interviewer intended to have an idea about what teachers view regarding pupils' perception about English language. Indeed, 50% of teachers pointed out that pupils consider English as an important language for their studies. On the other hand, 25% stated that pupils consider English as a prestigious language. In reverse, the remaining 25% claimed that pupils do not care about that language and they consider it not important. The pie chart below describes the results achieved.



Pie chart 2.1 Teachers' observation concerning pupils' perception of English language

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

QUESTION TWO: how do they feel when they learn English?

The aim of this question was to elicit data on pupils' feelings towards English language learning. The interviewee A stated that pupils are excited during the session, while the informant B said that pupils seemed to be curious. On the other hand, the informant C indicated that pupils are interested during the instruction. However, the interviewee D stated that learners are not interested and they feel bored when learning that language.

QUESTION THREE: How do pupils react when they learn new concepts?

The results obtained from the interviewees reveal that 50% of teachers mentioned that learners appeared their curiosity, and they are curious for knowing more. On the other hand, 25% stated that pupils are pleased when acquiring new vocabulary. Whereas, the remaining 25% said that learners are not interested and they do not pay attention. The results obtained are presented in the following table:

Table 2.1 Teachers' observation while teaching new concepts

Answers	Absolute Frequency	Relative Frequency
Pleased	1	25%
Curious for knowing more	2	50%
Not interested	1	25%

QUESTION FOUR: Do pupils engage in classroom participation?

The answers obtained from this question indicate that the entire informant (100%) stated that pupils "**sometimes**" engage in classroom participation.

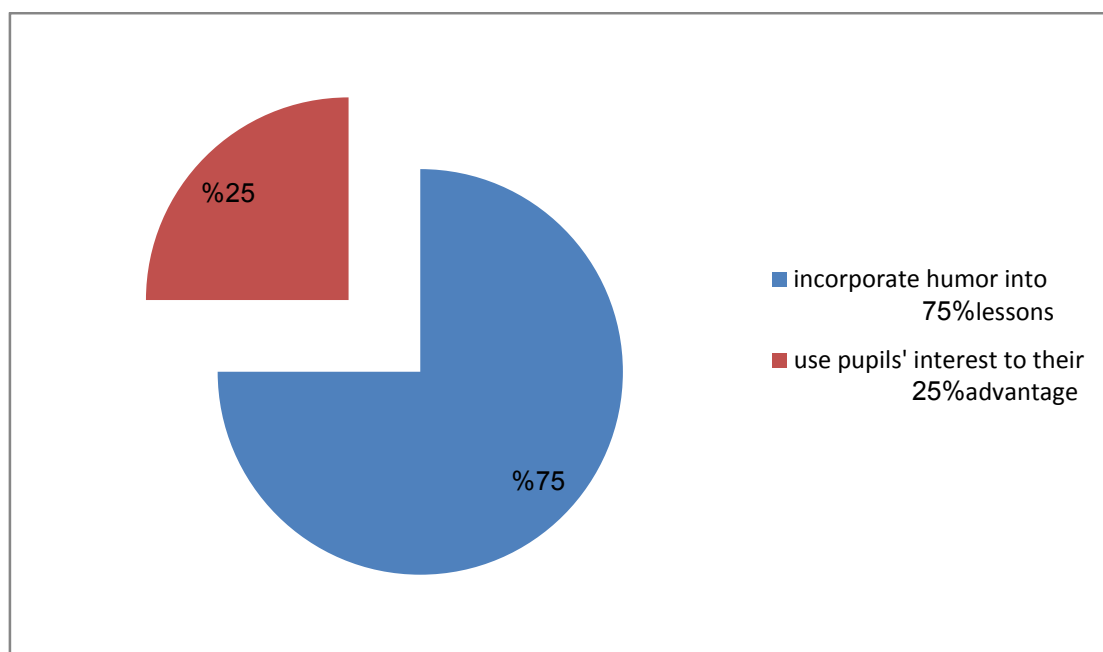
QUESTION FIVE: How do teachers motivate pupils?

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

In this question, the majority of teachers (75%) stated that they provide pupils extra marks in order to motivate them and ignite their passion for learning. In contrast, the remaining (25%) said that they revisit previous questions, i.e. they start their lectures by asking some questions that are related to the previous one in order to make a revision, in which they re-ask some questions that are asked before either by the teacher or pupils in order to re-fresh their minds and memories, as they praise the succeeded learners, and try to spread curiosity among them.

QUESTION SIX: which strategies do teachers use to avoid boring sessions?

As for the results, a high percentage of teachers 75% indicated that they use the incorporation of humour into lessons in order to avoid boring sessions and attract learners' attention, while the rest 25% said that they use learners' interest to their advantage.



Pie chart 2.2 Teachers' used strategies for avoiding boring sessions.

QUESTION SEVEN: what difficulties do teachers come across in grammar session?

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

The target of this question was to determine types of difficulties teachers commonly come across in teaching grammar rules. The results achieved showed that the majority of teachers (75%) faced difficulties in teaching the rules of forming language structures. In addition, they claimed that the influence of the mother tongue usually limited pupils' language standard. On the other hand, 25% said that teaching mixed-abilities classes make the teaching process harder, especially when presenting some lessons concerning tenses, like present perfect and present continuous. Pupils usually cannot master the use of these two tenses appropriately which make teachers double their efforts.

QUESTION EIGHT: Are you a result oriented teacher?

The aim of this question was to see if the final results always push teachers to reform their ways of providing instructions. The results achieved revealed that the entire interviewees are result oriented teachers, they answered with yes.

QUESTION NINE: If the final results are poor marks, how do you re-build learners' self-confidence?

This question attempted to obtain an idea about the techniques that are used by teachers in order to re-build pupils self-confidence, especially when they obtain poor grades and they, consequently, lose their passion for learning. The informant A stated that she focuses on learners' positive side and try to improve it. In addition, the informant B and D said that they increase remedial work and compensate pupils' knowledge gaps. Furthermore, the informant D combined the stated suggestion with the technique of encouraging group work which creates a suitable atmosphere for developing learners' skills and knowledge. Moreover, the informant C claimed that she treats pupils' weaknesses positively in order to re-build their self-confidence, again, and draw a

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

new path for them. In addition, teachers said that the use of technology and authentic materials in the classroom can help both teachers and learners, because they facilitate their profession, as they attract pupils' attention, and increase their interest.

QUESTION TEN: What can you suggest to promote pupils' positive emotions?

The answers of this question determine that teachers use enthusiastic communication during the lecture in order to make their learners feel and taste the sense of success. Furthermore, they provide extra marks for the first correct answer in order to ignite their passion to participate, as they write honorific expressions on the exam papers for those who gain high grades. Moreover, they offer rewards for succeeded learners at the end of the term which makes them feel proud.

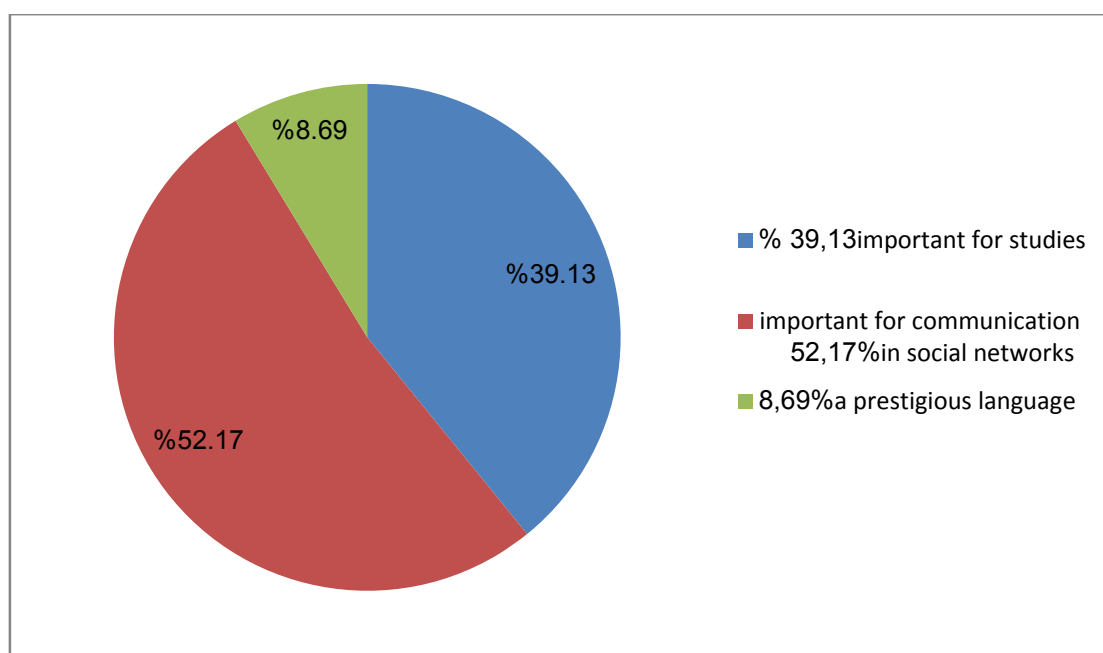
2.7.3 PUPILS QUESTIONNAIRE

The questionnaire was composed of ten questions. They were addressed to twenty-three pupils. It was designed for achieving a deep understanding of pupils' perceptions about learning English as a second foreign language at middle school. It aimed at identifying the nature and sources of pupils' feelings towards that language (English), especially when they acquire new vocabulary, or deal with grammar rules. Moreover, the target of the questionnaire was to determine the positive and negative factors affecting pupils' achievement. Furthermore, it attempted to collect data on learners' opinions concerning teachers' way of presenting lessons, and demonstrate kind of language difficulties that are usually faced (see appendix B). Pupils' answers were varied and the results achieved are presented in the following analysis.

2.7.4 QUESTIONNAIRE RESULTS ANALYSIS

QUESTION ONE: How do you consider English language?

The results obtained from this question show that 39.13% of pupils denoted that English language is important for their studies. Indeed, 52.17% considered English as an important language for communication in social networks; whereas, 8.69% perceived English as a prestigious language. The results are presented in the pie chart below.



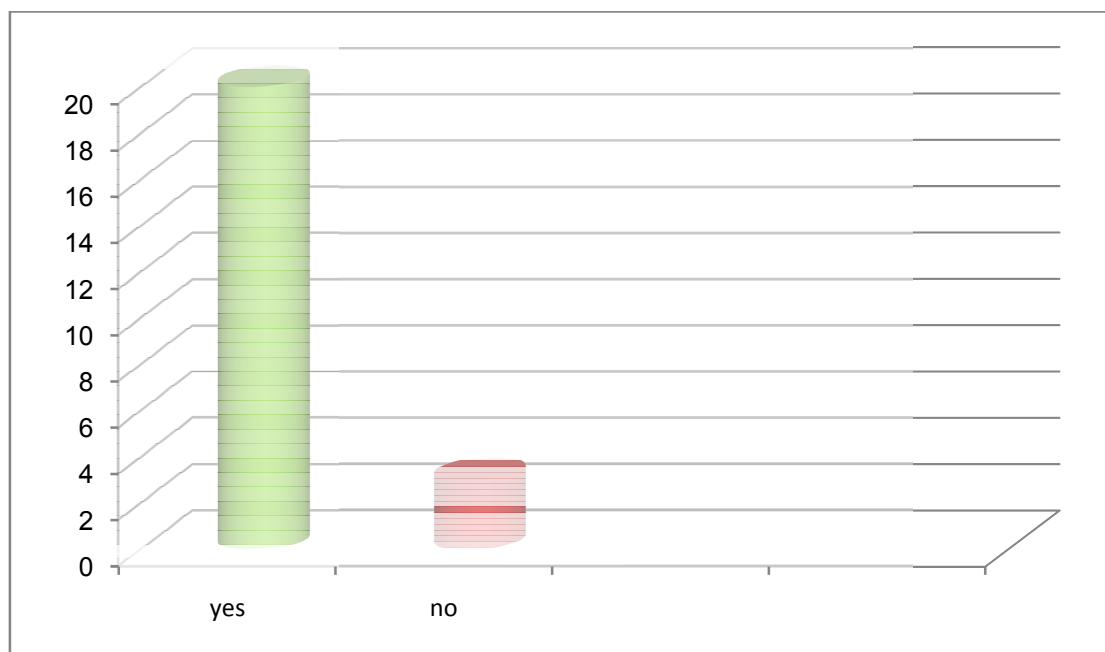
Pie chart 2.3 Pupils' conceptualization of English language

QUESTION TWO: Do you like English language? Why?

As for the results, 20 pupils answered with yes. They stated that they like this language because it is prestigious, simple and easy to be learnt. Besides, it exposes them to the cultural exchange, especially for those who use it as a tool to communicate in social networks. In addition, some of them like this language due to its status in the world. They described it as a vital international language. On the other hand, they claimed that teachers' attitudes make the learning of that language very amazing. They push them to be curious for knowing more and enhance

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

their level. Whereas, 3 learners answered with no, they do not like this language because they face difficulties in understanding its concepts. The bar graph below represents the results achieved.



Bar graph 2.1 Pupils' feelings towards English learning process

QUESTION THREE: when studying English how do you feel?

The target of this question was to identify the nature of pupils' feelings while learning English. It intended to demonstrate learners' emotions spread in classroom climate during the instruction. Indeed, 19 informants stated that they feel happy, confident, trust, surprised, excited, satisfied, interested and relaxed. However, the remaining 4 informants claimed that they feel bored, nervous, anxious, sad and disgust.

QUESTION FOUR: What are the sources of these feelings?

This question has a tight relation with the previous one, because the sources represent, in other words, the reasons that evoke the mentioned feelings. The results obtained show that 30.43% of pupils stated that the sources of their feelings were driven from their fear of speaking English, fear of pupils mocking; unexpected results and they do not understand

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

meanings. In contrast, 69.56%, claimed that they react positively due to positive learning environment, teachers' attitudes, obtaining good marks, dealing with motivating learning activities, being praised by teachers and feeling confident during the session.

QUESTION FIVE: How do you feel when you learn new vocabulary?

The results of this question show that 21 informants stated that they feel happy, interested and curious for knowing more. On the other hand, 2 informants said that they do not care about new vocabulary and they are not interested. In addition, they do not try to use it in simple structures. The following table explains the results.

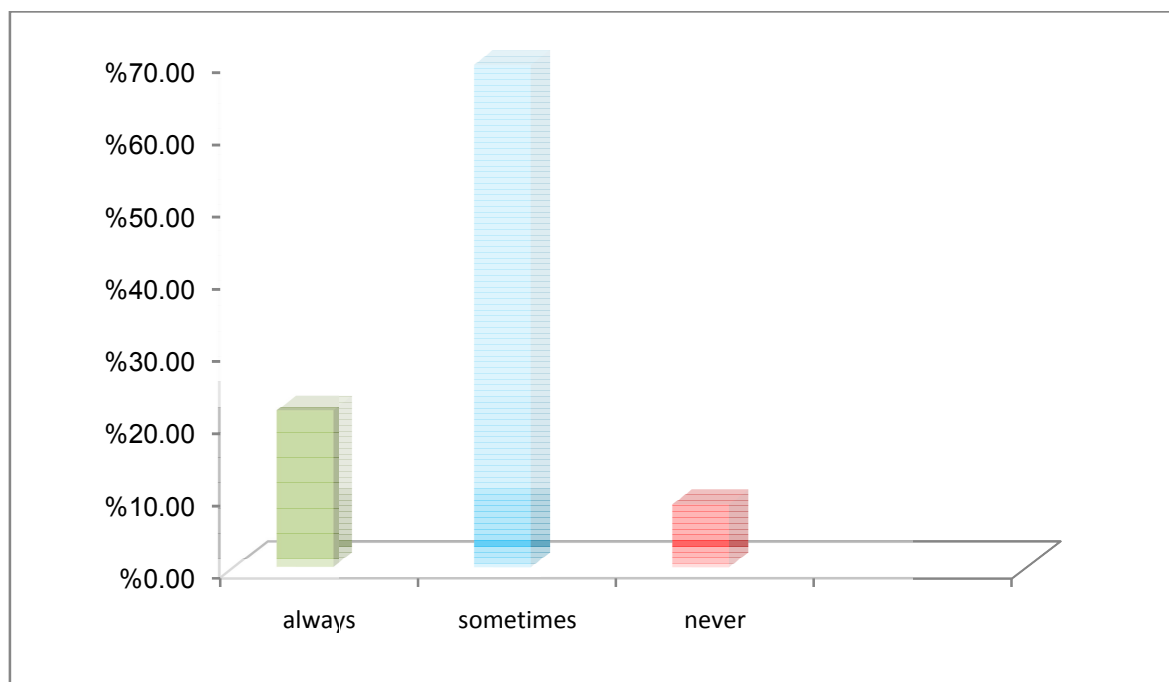
Table 2.2 Pupils' reactions towards learning new vocabulary

Answers	A.F	R.F
Happy	5	21.73%
Curious for knowing more	8	34.78%
Interested	8	34.78%
Not interested	2	08.69%

QUESTION..... Do you try to use it in simple sentences?

Among 21 pupils, 21.73% stated that they always try to make new learnt concepts into practice. Whereas, 69.56% claimed that they sometimes try to use it in simple structures. However, 8.69% have never tried to use it. The following bar graph presents the achieved percentage.

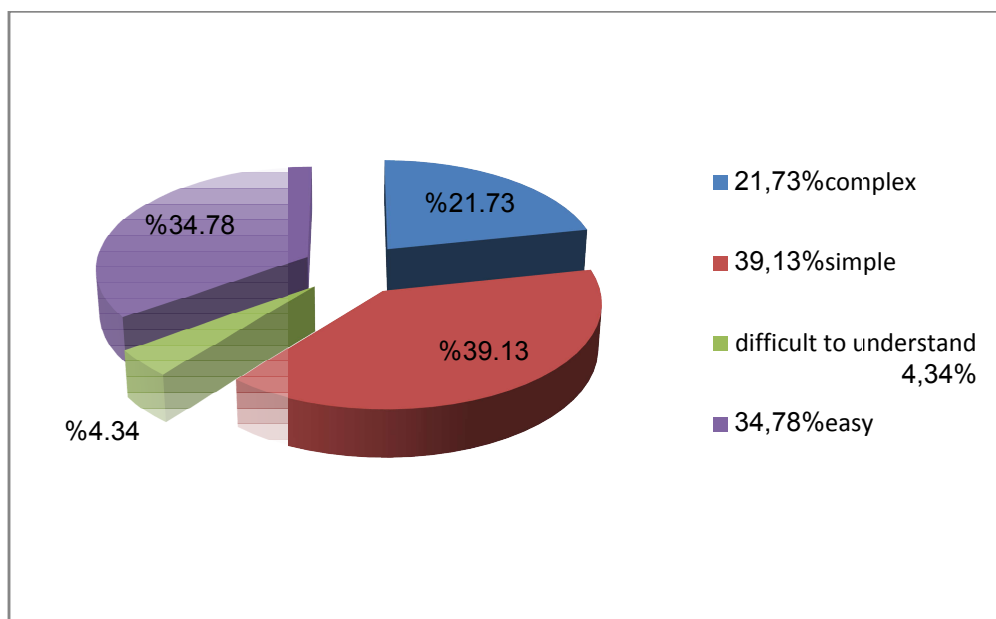
Chapter Two : Identification and Analysis of Pupils' Academic Emotions



Bar graph2.2 The use of acquired vocabulary.

QUESTION SIX: how do you consider grammar rules?

The results achieved concerning this question show that 21.73% of learners considered grammar as complex rules. Besides, 39.13% described them as simple rules. In the reverse, 4.34% found them difficult to be understood; whereas, 34.78% found them easy. The results are presented in the pie chart below.



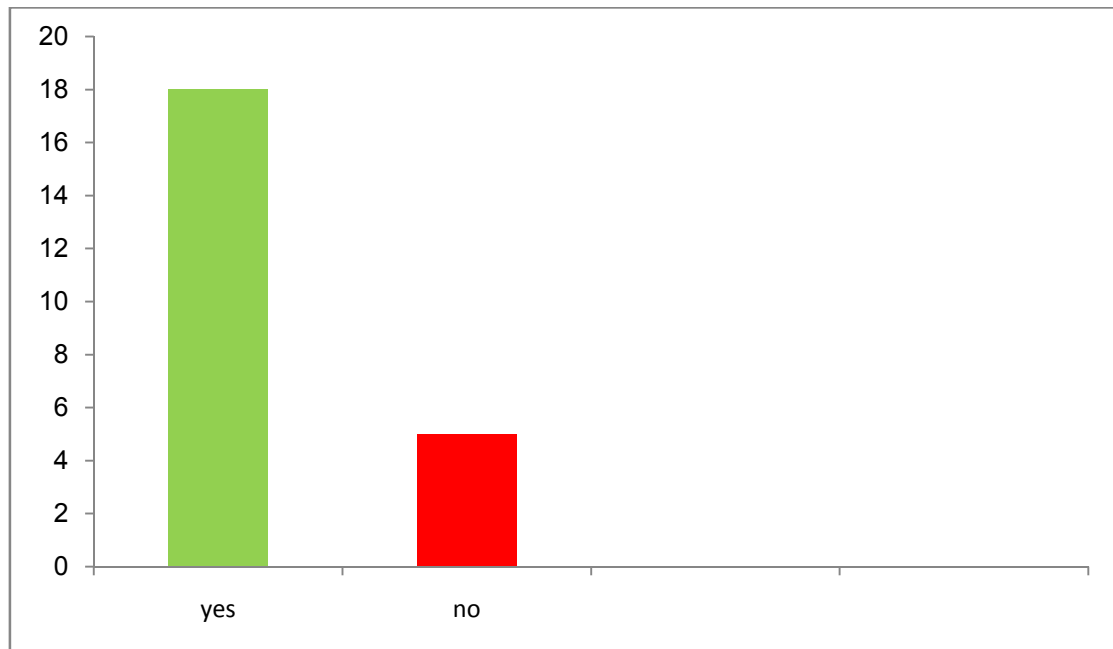
Pie chart2.4 Pupils' opinions about grammar rules

QUESTION SEVEN: Do you like teacher's way of presenting lessons? Why?

The target of this question was to elicit data on pupils' opinions concerning teacher's method of presenting lessons, and if it meets their needs. The majority of the informants (17 learners) answered with yes. They stated that the teacher always tries to simplify concepts and make them clear. In addition, sometimes she uses the mother tongue in order to make them familiar with the studied issue. Moreover, they said that she incorporates humour into lesson which makes it funny and amazing. On the other hand, some of the respondents stated that the personality of the teacher pushes them to interact with her and perceiving the message with a strong desire. However, the remaining (6 pupils) did not answer this question and they did not express their opinions.

QUESTION EIGHT: do you like to participate in the class?

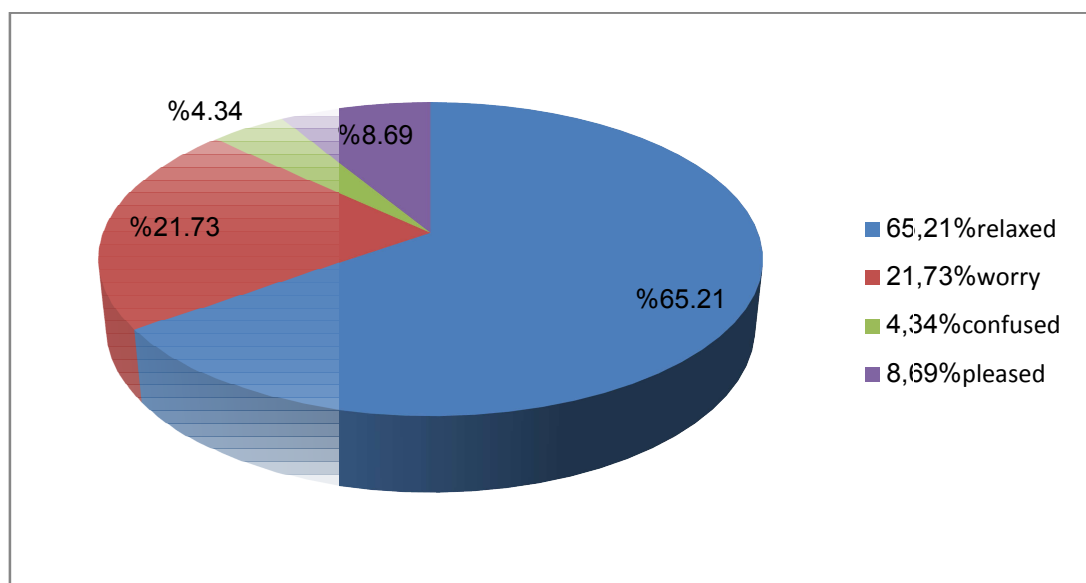
The results denote that 18 pupils answered with yes, while 5 of them answered with no. The answers are well presented in the following bar graph:



Bar graph 2.3 Pupils classroom participation

QUESTION NINE: How do you feel when the teacher asks you to answer a question?

The results found show that 65.21% of the participants relaxed when the teacher addresses them to answer a question. Indeed, 21.73% worried to perform. In addition, 8.69% are pleased to answer, as 4.34% are confused. The pie chart below expresses the results.



Pie chart 2.5 Pupils' feelings while they are addressed to participate

QUESTION TEN: What kind of difficulties do you face when learning English (in general)?

The answers obtained from this question reveal that pupils face difficulties in reading comprehension because they come across difficult meanings. In addition, some of them consider written expressions the most difficult task because they have a poor vocabulary account. Besides, they claimed that the pronunciation of this language is somehow difficult because it is not similar to their mother tongue. Moreover, while listening to the teacher they do not receive the message easily.

2.8 DISCUSSION OF THE MAIN RESULTS

Consistent with the first hypothesis, research instruments findings revealed that the majority of pupils consider English as an important language for their studies, an important tool for communication in social networks, and a prestigious language. In accordance with some teachers' opinions, pupils feel happy, excited, confident, interested and relaxed during the instruction. They appeared their curiosity and interest while acquiring new vocabulary, as they try to make what has been learnt/acquired into practice in their social lives. Furthermore, some of them recognize grammar as simple easy rules. As far as the questionnaire is concerned, pupils' positive feelings were inspired from teachers' attitudes, motivating learning activities, positive learning environment and obtaining good marks. This fact was reinforced by teachers' responses to the interview, who pointed out that they incorporate humour into lessons and use pupils' interest to their advantage in order to avoid boring sessions. In addition, they revisit previous questions, provide extra marks, praise succeeded learners and sometimes try to spread curiosity among them in order to stimulate their interest and motivate their interaction. As it worth stating, some teachers indicated that a group of pupils consider

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

English as not important language to be imposed as a module at middle schools. This truth was supported by pupils' answers who claimed that they do not have a strong desire to learn this language and engage in classroom participation, because they face difficulties in understanding meanings and manipulating grammar rules. They find them complex and difficult to be understood. This latter, thus, makes them fear of speaking that language because they are, in fact, fear of peers' mocking, or obtaining unexpected results. Consequently, they feel bored, disgust, anxious, nervous and sometimes sad.

Regarding the second hypothesis, teachers' answers confirm that they promote pupils' positive emotions and improve them by writing honorific expressions on exam papers as remarks for those who gain high grades. Moreover, they provide extra marks for the first correct answer. In addition, they praise succeeded learners at the end of the term which makes them feel proud, as they use enthusiastic expressions in classroom communication in order to make them aware about their studies with a positive manner. Furthermore, teachers attempt to overcome pupils' negative feelings and bad stereotypes by treating their weaknesses positively, increasing remedial work and compensate pupils' knowledge gaps. In addition, they encourage group work which allows knowledge exchange among different intellectual capacities, as they focus on learners' positive side and try to improve it. To this end, by overcoming the barriers of negative feelings in the classroom climate, pupils can rebuild their self-confidence thank to their teachers' attempts.

The results achieved from the research instruments confirm and ascertain the two generated hypotheses successfully.

2.9 SUGGESTIONS AND RECOMMENDATIONS

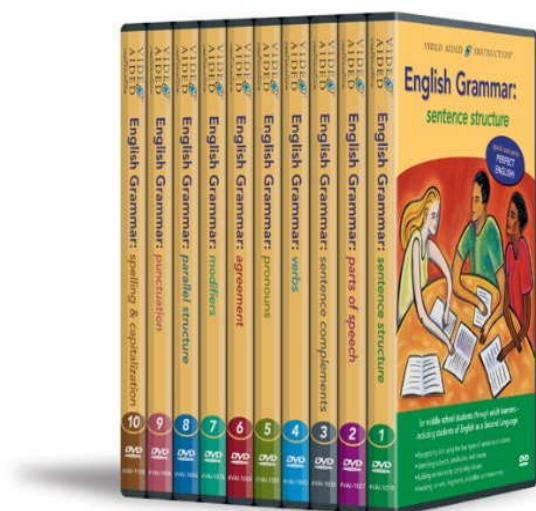
Classroom setting is an emotional laboratory. Different feelings interact with each other in one specific situation, as they can be differed from one learner to another in the same situation. These feelings can be either positive or negative. Pupils react differently because they have different intentions, interests and tendencies, as the content and duration of the course enjoyment is differed from one learner to another. Positive emotions always lead to positive outcomes. However, negative emotions lead to complicated counterproductive which affect pupils' achievement. In fact, language learning process is emotionally driven and learners' motivation is emotionally shaped also. Teachers' emotional intelligence has a central role in overcoming negative feelings, as the intelligent use of new technology and academic games is very beneficial for both teacher and learner because they break down the ordinary academic routine, and help the teacher to present the lecture content with an attractive way. Teachers should be systemic and spontaneous in the same time in conducting EFL classes. To reach this target some tutorial videos and classroom games are suggested for teaching grammar, vocabulary and building autonomous learners.

2.9.1 Tutorial videos for teaching grammar rules and English expressions

From time to time teachers can break down boring grammar sessions by using some tutorial videos of English native teachers. This technique increases pupils' interest and attract their attention, such as the DVD of grammar series presented by the professional writer, editor and teacher Mr. KARL WEBER M.A. They contain detailed lessons concerning structures, modifiers, tenses... etc. These series can be retrieved from this

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

web site: <https://www.amazon.com/Complete-English-Grammar-Video-Instruction/dp/B00024JBEA>



The Complete English Grammar Series (Jun 15, 2004)

On the other hand, teachers can impart their pupils some references concerning educational videos in order to promote autonomous learning and build lifelong learners, for instance, the videos of *Learning English with Mr Duncan*. They help pupils to rich their cultural background and know more about English proverbs, idioms, abbreviations, office words, saying thank you with different expressions ... etc. These videos allow pupils to memorise a huge amount of vocabulary and English items. They are available in You Tube channel *Speak English with Misterduncan*.

2.9.2 Classroom games

Pupils in the fourth level are between fifteen and sixteen years old i.e. they are adolescents. The later cannot stand for one hour quiet, serious and without disturbing or moving. Therefore, classroom games are the suitable solution that allows them (pupils) to externalize their feelings, feel free, happy, and excited and help them to overcome shame barriers especially for those who are introverted.

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

1. Guessing the word from drawing (Submitted by: Ngyen Nhu)

-Description of the game:

- Ask one student to be in front of the class. Give him/her a word that cannot be seen by other students.
- He/she will draw (on the blackboard) a picture expressing the concept of the word.
- The rest of the class has to guess the word.
- If you are keeping score, the one who drew the picture gets the point if the class can guess the word.

2. Verb review game (Submitted by: Pablo Ortega)

-Description of the game:

This game can be played in teams or individually, depending on the size and knowledge of the students.

Step 1:

The teacher gives the students 5 minutes to review a list of both regular and irregular verbs.

Step 2:

Then the teacher writes something like this on the board: "things we do with our feet"

Step 3:

The students then have exactly one minute to write all the verbs related to this topic, such as: walk, kick, dance, run, jump, etc.

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

Step 4:

After the time is up, the teacher checks the students' lists of verbs. Each verb counts for one point. Any verbs appearing in more than one list are eliminated.

Then the teacher writes another topic on the board, "things we do with our mouth", for instance.

The student or team with the most points is the winner.

NOTE: This game can be used to review not only verbs but also adjectives, nouns etc.

3. Describing appearances and characteristics of persons (Submitted by: Darell)

-Description of the game:

- Each student is then give one sheet of paper. One student sits at the front of a room. He/she describes a famous personality or select one classmate without being informed. The rest of the class draws the person being described.
- It is more interesting if the person being described is known by everyone. Once the student has finished describing that person then he/she reveals who it is and each student shows his/her drawing. The laughter from this is hilarious as the impressions tend to make the character in question look funny.
- It is a good idea to encourage students to ask the interviewee student questions about who they are describing. This game encourages the speaking skill, as it helps to memorize adjectives and nouns.

4. Classroom rules: must and mustn't (Submitted by: Sijeta Braha)

-Description of the game:

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

- Prepare small pieces of paper each with either one thing students must do or one thing students must not do.
- Tell the students that they are supposed to form sentences that explain classroom rules.
- Divide the class into groups (of 4 if possible, so that everyone gets a chance to speak).
- Give each group the pieces of paper.

The winning group, the group that finishes first, reads their sentences aloud. (Each student of the group reads one or two sentences depend on size of group.) It's an easy game and the preparation does not take too much time. You can make as many rules as you wish. Adolescents will be rebellious and stubborn if any one tries to impose rules on them. This game allows the teacher to draw classroom rules and respect principles with a funny way.

5. A conversation idea; How do you kill time? (Submitted by: Gerard Counihan)

-Description of the game:

Here is a simple idea to generate classroom communication and encourage the speaking skill among students. We all know that there are moments during the day when we have nothing to do, no plans, for example, when you are waiting for a teacher, a friend and so on. How do we occupy these periods of time, either mentally or physically? For example:

-Activity A

What do you do during the TV advertisements?

Make a list of what the students say

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

(Possible answers)

Talk to my sister

I read something, anything

I get up and do something

I change the channel

I look for something to eat

I call a friend

I water the plants

I brush my teeth

You can also get the students to tick off the ones which they regularly do and check the most common activities

-Activity B

Ways to pass the time/occupy your mind/self when you are:

In a bus queue

waiting at a supermarket check-out

in a doctor's waiting-room

in an airport/train station ... etc

6. Irregular verbs Bingo

-Description of the game:

Bingo is a very well-known game with many variations (teachers usually use it to practise new vocabulary). This one is focused on the irregular verb forms (either past simple or past participle). The teacher can pass out the bingo cards (See figure 1) or pupils can draw their own table with 9 spaces on a piece of paper. Then a teacher writes 15 verbs on the blackboard and students choose nine of them and write their base form down into the table.

Chapter Two : Identification and Analysis of Pupils' Academic Emotions

Finally, when pupils are ready teacher calls out past tense (or past participle) form of chosen verbs and pupils cross it if they have the particular verb. One can win by having 3 verbs in a row – diagonally (see figure 1).

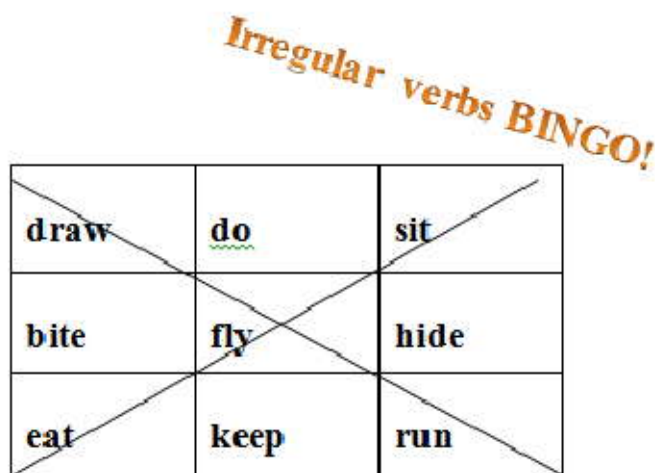
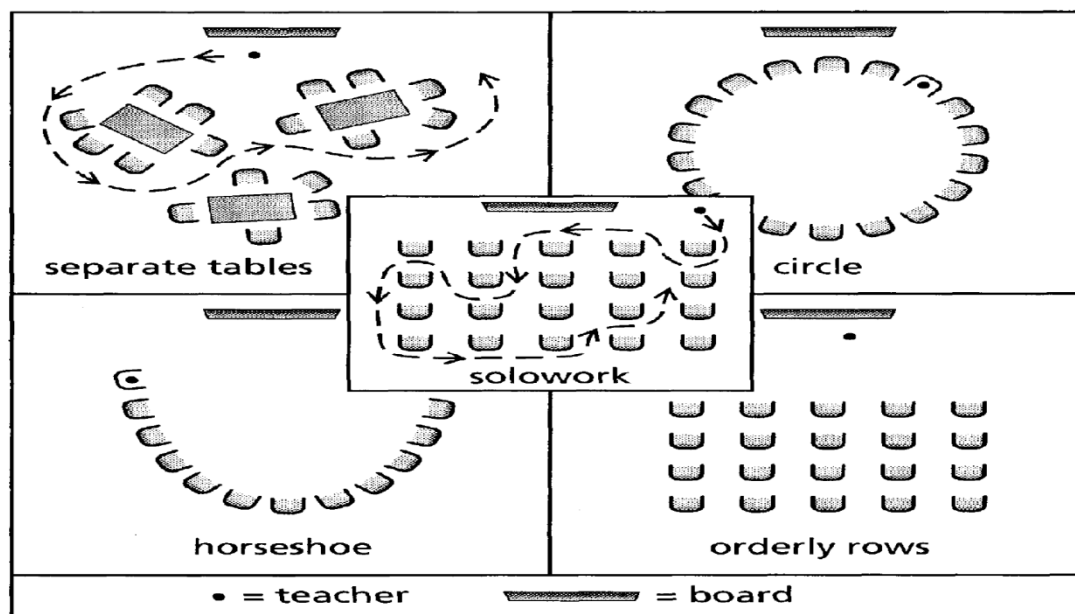


Figure1. Bingo card for pupils

The use of technology and classroom games makes foreign language learning process very amazing especially if it is associated with a particular contextual modifications or changes, such as changing classroom seating arrangements from time to time like in the following figure:



Different seating arrangements in class

Figure2. Classroom Seating Arrangements

As far as the curriculum is concerned, ELT curriculum designers and program developers in the periphery countries, including Algeria, should be realistic and aware of pupils' socio-cultural backgrounds. They should avoid heavy educational programs and boring topics especially in reading lessons. Furthermore, the involvement of experts and psychologists in the educational field is a crucial issue in order to pave the way for EFL learners in general, and EFL beginners in particular to achieve the best.

2.10 CONCLUSION

This chapter carried out teachers' observation in action about pupils' reactions towards English course, and pupils' opinions about how they perceive English language learning and the difficulties they come across while dealing with basic language skills and rules. The results achieved from research instruments revealed that learners' positive emotions are triggered by teachers' positive attitudes that create a positive learning environment by incorporating humour into lessons and selecting motivating learning activities. In addition, the use of honorific and enthusiastic expressions in classroom communication has an important role in promoting positive learning environment. In contrast, pupils' negative feelings are generated from the lack of understanding English meanings and the hard manipulation of grammar rules. This part is ended by some suggestions which highlight the use of technology and classroom games which add to the learning process a special sense, and encourage pupils' autonomous learning which allows them to cope with modernity and globalization.

GENERAL CONCLUSION

Teaching EFL classes is not an easy task. Teachers' role in this context is to deal with both academic curriculum, on one hand, and be aware of learners' psychology, on the other hand, and tries to manipulate them appropriately. Understanding pupils' emotions is an essential issue. It helps the teacher to guess lecture's outcomes and testing results. This fact imposes on the teacher to adopt and adapt his/her teaching strategies with the current inputs (or the actual case). Pupils' gender, age personality, ambitions and tendencies make them perceiving EFL learning process differently. Moreover, subjective school and social experiences besides cultural background draw a basic distinction in how pupils think, feel and therefore behave.

This work tried to demonstrate that pupils' emotions in EFL classes cannot be neglected, and being aware of them benefits both teacher and learner. The main purpose of this research was to describe how pupils feel while dealing with English as a foreign language in classroom setting, and clarify from where these feelings are originated in order to find out the adequate solutions to overcome EFL learning barriers.

This work was divided into two chapters, theoretical and practical parts. Regarding the practical part and consistent with the stated research questions; the collected data revealed that some pupils consider English language as not important to be imposed as a module, and they do not have a strong desire to learn it because they do not understand its meanings, and they face many difficulties namely in grammar, listening and speaking skills. This fact makes them fear of unexpected results, peers mocking and confused while participating. Consequently, they feel bored, disgust, anxious, and sometimes sad. In contrast, some learners claimed that they perceive English as an important language as they try to use it in their social lives, for instance in social networks communication. As far as the questionnaire is concerned, pupils' positive feelings are inspired from teachers' positive attitudes, motivating learning activities, obtaining good results, and positive learning

environment. This truth was reinforced by teachers' answers who confirmed that this type of learners are happy, excited, confident, interested and relaxed during the session, curious for knowing more and perceive grammar as easy rules.

On the other hand, teachers use some systemic strategies in order to overcome language learning difficulties. They claimed that they promote positive feelings by writing honorific expressions on exam papers, praised succeeded learners, use some enthusiastic expressions in classroom communication, and incorporate humor into lessons in order to minimize boring sessions. Regarding the negative feelings, teachers attempt to treat pupils' weaknesses positively, increase remedial and group works in order to compensate learners' knowledge gaps, and thus, they re-build their self-confidence.

This part ended with some suggestions which highlight the use of new technology, like tutorial videos for teaching grammar and vocabulary, and the practice of educational games in the classroom which increase pupils' interest, break down boring sessions, and help in overcoming their psychological barriers. On the other hand, it was recommended that curriculum developers should be aware of pupils' realistic life, as the incorporation of psychologists in the educational field is a crucial issue.

As it worth stating, the results achieved from the theoretical part revealed that pupils' performance is related to their differences in terms of aptitudes, motivation, gender, personality, learning styles and strategies ... etc. These facts are related to type of learners and their competences in mastering foreign language use and usage. In addition, prior experience, extracurricular factors, social and cultural backgrounds, and learning opportunities can be considered as learning enhancers or barriers.

The research project was not free from limitations. The biggest challenge was the limited time and the deadline, and the lack of references especially books in the library of the university and even in bookshops outside.

GENERAL CONCLUSION

On the other hand, the sampling used was a small group because the research instruments were used at the end of the term when most of pupils were absent. To this end, this work can be developed more in the future by other researchers and reach a considerable value.

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APPENDIX (A): Teachers interview

Years of experience: years

High diploma:

1/ How do pupils consider English language?

- Important for their studies
- A tool for cultural exchange
- A prestigious language
- Not important

2/ How do they feel when they learn English?

Happy		bored	
excited		anxious	
curious		Not interested	
interested		Disgust	

3/How do pupils react when they learn new concepts?

- Pleased
- Curious for knowing more
- Not interested

4/ Do pupils engage in classroom participation?

- Always
- Sometimes
- Rarely

5/ How do teachers motivate pupils?

- Praise them -Spread curiosity among them
- Provide extra marks - Revisit previous questions

6/ Which strategies do teachers use to avoid boring sessions?

Incorporate humor into lessons	
Incorporate story telling into lessons	
Use students interest to your advantage	
Show an interest in their lives outside of school	

7/What difficulties do teachers come across in grammar session?

Pupils' difficulties in forming structures	
Pupils poor standard	
The influence of mother tongue	
Teaching mixed-abilities classes	
others	

8/Are you a result oriented teacher?

Yes No

9/ If the final results are poor marks, how do you re-build learners' self-confidence?

-Encourage group work

-Focus on learners' positive side and try to improve it

-Increase remedial work and compensate pupils' knowledge gaps.

-Treat pupils' weaknesses positively

-Other suggestions

.....

.....

.....

10/ What can you suggest to promote pupils' positive emotions?

4/ what are the sources of these emotions?

motivating learning activities		fear of pupils' mocking	
feeling confident		fear of speaking English	
teachers' attitude		not understanding English	
obtaining good marks		Unexpected results	
positive learning environment		Teachers' punishment	
Being praised by teacher		Self-encouragement	

5/ How do you feel when you learn new vocabulary?

Happy		interested	
Curious for knowing more		Not interested	

-Do you like to use it in simple sentences?

- Always
- Sometimes
- Never

6/ How do you consider grammar rules?

- complex -simple
- easy -difficult to understand

7/ Do you like teacher's way of presenting the lesson? Why?

.....

8/ Do you like to participate in the class? Yes No

9/ How do you feel when the teacher asks you to answer a question?

pleased confused worry relaxed

10/ What kind of difficulties do you face when learning English?

Difficult meanings.	
pronunciation	
Reading comprehension	
Written expressions	
Difficulties when listening to the teacher	