

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
University Centre Salhi Ahmed, Naama  
Institution of Letters and Languages  
Departement of Foreign Languages  
Section of English



Investigating the Psychological Factors Affecting EFL  
Learners Classroom Interaction :  
The Case of Second Year LMD Students of English at  
Salhi Ahmed University Centre, Naama

A Dissertation Submitted to the Department of English in a Partial Fulfilment of  
the Requirement for the Degree of Master in Linguistics.

***Presented by:***

Sameh SMAHI

Naziha BOUDDOU

***supervised by:***

Dr. Asma MERINE

**Board of Examiners**

**Dr.Khadem GOUABI**

**Chairwoman**

**University Centre Naama**

**Dr. Asma MERINE**

**Supervisor**

**University Centre Naama**

**Dr. Hayat BAGUI**

**Examiner**

**University Centre Naama**

Academic Year: 2022 / 2023

## *Dedications*

---

*This work is dedicated to:*

*My dear parents, who have always believed in me and been my biggest supporters and source of inspiration.*

*My siblings, Wafa, Ayoub and Ayman who have been my constant companions and my pillars of support.*

*My beloved uncle Benfatima Abdouallah may Allah reward him Jannah.*

*My precious little nephew Younes, who has brought so much joy and laughter to my life*

*My best friends Naziha, Jamila and Wafa you have always been there for me and I cannot thank you enough for your friendship, I am grateful for every moment we spent together.*

*Sameh SMAHI*

*This work is dedicated to:*

*My parents and their unconditional encouragement and support.*

*My lovely sisters Wahiba, Rihab and Fatima for their help*

*My Brother Zaki.*

*My dearest grandmother.*

*My best friends Sameh, Djamila and Wafa who have always been by my side*

*All my friends*

*Naziha BOUDDOU*

## Acknowledgements

---

We would like to express our gratitude to many people who have supported us during the achievement of this work. This thesis could not have been completed without their encouragement and help.

Firstly, we would like to thank our supervisor, Dr. Asma MERINE, for providing us with valuable guidance, support and encouragement throughout the research project. Your insightful feedback and constructive criticism have been instrumental in shaping our ideas and improving the quality of our work.

Our heartfelt gratitude goes to the board of examiners: Dr. Khadem GOUABI, Dr. Hayat BAGUI, for offering their time and efforts to evaluate this work and give us insightful and valuable comments.

We want also to express our sincere appreciation to English teachers and EFL second year LMD students at Salhi Ahmed university Centre in Naama -Algeria who accepted to take part in this study and provided us with useful insights.

## Abstract

---

The present study aims to investigate the psychological factors that affect EFL learner's classroom interaction. In order to achieve this aim, an exploratory case study research is conducted. The researchers collect data regarding learner's psychological states and problems that they face while interacting by expanding research instruments and sources. First, a questionnaire is distributed to EFL second year LMD students at Salhi Ahmed university centre. Additionally, a structured interview with teachers of English at Salhi Ahmed university centre to collect the necessary data. In practical terms, the data are analysed both qualitatively and quantitatively. The findings show that there are several psychological factors that affect EFL learner's classroom interaction such as lack of confidence and anxiety. The findings also reveal that the classroom environment that teachers provide can affect student's performance. At the conclusion of the research work, some recommendations and suggestions are presented as supportive assistance for teachers and learners to promote an effective classroom interaction.

## *Table of contents*

---

Dedication.....	I
Acknowledgement.....	III
Abstract .....	IV
Table of Contents .....	V
Lists of Abbreviation and Acronyms .....	VII
List of Figures .....	VIII
List of Tables.....	IX
List of Bar-Graphs and Pie-Charts.....	X
General Introduction.....	1
<b>Chapter One: Literature Review</b>	
1.1. Introduction.....	5
1.2. Classroom Interaction .....	5
1.2.1. Classroom Interaction Definition .....	5
1.2.2. The Importance of Classroom Interaction .....	6
1.2.3. Types of Classroom Interaction .....	7
1.2.3.1. Teacher –Student Interaction .....	7
1.2.3.2. Student-Student Interaction .....	9
1.3. EFL Classroom Teaching .....	10
1.4. The Psychology of Learning .....	11
1.5. The Psychological Factors Affecting Efl Learner’s Classroom Interaction .....	12
1.5.1. Motivation .....	13
1.5.2. Anxiety .....	15
1.5.3. Self-Confidence .....	16
1.5.4. Self-Esteem .....	17
1.5.5. Depression .....	18
1.5.6. Shyness .....	19
1.5.7. Inhibition .....	20
1.5.8. Fear .....	21
1.5.8.1. Fear of Teacher’s Evaluation .....	22

1.5.8.2. Fear of Peer’s Evaluation .....	22
1.5.8.3. Fear of Making Mistakes .....	23
1.6. Conclusion .....	23
<b>Chapter Two: Research Methodology and Data Analysis</b>	
2.1. Introduction .....	26
2.2. Research Design .....	26
2.2.1. Case Study .....	27
2.3. Research Approach .....	28
2.3.1. Quantitative Approach .....	29
2.3.2. Qualitative Approach .....	29
2.4. Sampling .....	31
2.5. Research Participants .....	33
2.6. Research Instruments .....	34
2.6.1. Questionnaire .....	35
2.6.1.1. Student’s Questionnaire .....	35
2.6.2. Interview .....	37
2.6.2.1. Teacher’s Interview .....	39
2.7. Data Analysis Interpretation .....	39
2.7.1. Student’s Questionnaire Results.....	40
2.7.2. Teacher’s Interview Results .....	48
2.8. Discussion of the Main Findings .....	52
2.9. Suggestions and Recommendations .....	54
2.9.1. Suggestions for Learners.....	55
2.9.2. Suggestions for Teachers .....	56
2.10. Conclusion .....	57
<b>General Conclusion.....</b>	<b>59</b>
<b>Bibliography.....</b>	<b>62</b>
<b>Appendix A: Students’ Questionnaire.....</b>	<b>72</b>
<b>Appendix B: Teachers’ Interview.....</b>	<b>74</b>

## **List of Abbreviations and Acronyms**

**CI:** Classroom Interaction

**EFL:** English as a Foreign Language

**LMD:** Licence, Master, Doctorate

**L1:** First Language

**T:** Teacher

**St:** Student



## **List of Figures**

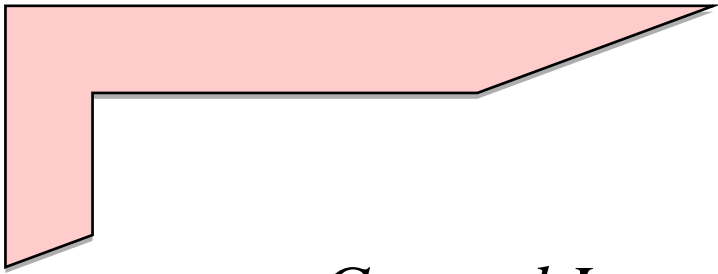
<b>Figure 1.1.</b> Teacher-Student Interaction.....	7
<b>Figure 1.2.</b> Student-Student Interaction.....	9
<b>Figure 1.3.</b> EFL Classroom Activities .....	11
<b>Figure 1.4.</b> The Psychological Factors Affecting EFL Learners CI .....	13
<b>Figure 1.5.</b> Maslow’s Hierarchy of Needs .....	15
<b>Figure 2.1.</b> The Main Types of Sampling .....	33
<b>Figure 2.2.</b> The Differences Among Structured, Semi-Structured and Unstructured Interview.....	38

## List of Tables

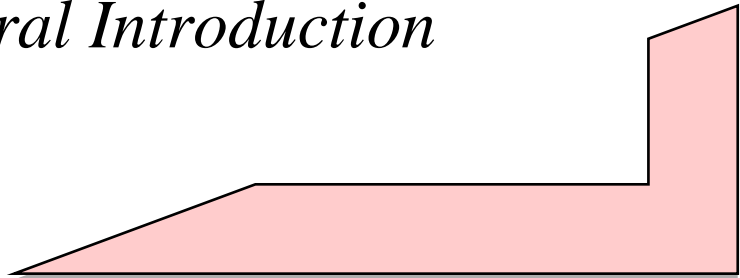
<b>Table 1.1.</b> The Role of Teacher-Student Interaction.....	8
<b>Table 2.1.</b> Classification of Case Study Types.....	28
<b>Table 2.2.</b> Quantitative Versus Qualitative Research: Key Points in the Classic Debate .....	31
<b>Table 2.3.</b> Frequency of Learners Interaction in the Classroom.....	43
<b>Table 2.4.</b> Learners Fear When Interacting in the Classroom.....	46
<b>Table 2.5.</b> Teachers Teaching Experience.....	49
<b>Table 2.6.</b> Teacher’s Perception About the Importance of Classroom Interaction for EFL Learners.....	49

## List of Pie-Charts and Bar-Graphs

<b>Pie-Chart 2.1.</b> Learners Gender.....	40
<b>Pie-Chart 2.2.</b> Learners Age.....	41
<b>Pie-Chart 2.3.</b> The Main Factors that Influence EFL Learner’s Classroom Interaction.....	44
<b>Pie-Chart 2.4.</b> The Impact of Psychological State on EFL Learners Classroom Interaction. ....	45
<b>Pie-Chart 2.5.</b> Learner’s Interaction When They Are Psychologically Stable...	47
<b>Bar-Graph 2.1.</b> The Importance of Classroom Interaction.....	42
<b>Bar-Graph 2.2.</b> Preferable Type of Classroom Interaction.....	43
<b>Bar-Graph 2.3.</b> Student Level of Anxiety While Interacting.....	46



*General Introduction*



## General Introduction

Classroom interaction has been present since the late 1930s, but it has grown considerably since the 1960s, when new ways to teaching and learning needed to be developed. As long as, individuals are interacting with one another, exchanging information, interaction happens everywhere and any time including in the classroom. Classroom interaction plays a major role in the process of learning a foreign language. Classroom interaction generally seems to be a challenging task. Regardless of being aware of the importance of interaction, many EFL learners choose to be silent during English classes.

Actually, interaction is not only constructed by student's knowledge and skills, it also depends on the psychological state of the learners. There are psychological factors such as anxiety, lack of motivation, fear, lack of self-confidence and other issues that may hinder EFL learners from reaching the goal of learning a foreign language.

Thus, the purpose of the study is to investigate the psychological factors affecting second year LMD EFL learner's interaction at Salhi Ahmed University Centre. In other words, knowing the psychological problems that are encountered by the students is really necessary and helpful for both teachers and EFL learners to get a good interaction and to increase their ability and desire to interact.

Regarding the aforementioned discussion and the objective of the study, the present research work endeavours to find answers to the following questions:

- 1\_ What are the psychological factors that hinder EFL learner's interaction in classroom?
- 2\_ What are the best strategies that teachers can adopt to overcome such barriers and promote an active interaction?
- 3\_ How can EFL learners get rid or avoid the psychological barriers to interact effectively in classroom?

Based on the aforementioned questions and for providing answers to these questions, the following hypotheses have been suggested:

- a** \_ The psychological factors such as lack of confidence and anxiety can affect EFL learner's interaction in classroom.
- b** \_ The classroom environment that the teacher creates (positive/negative) may have a significant impact for the learner's psychological state and feelings.
- c** \_ Well-being and psychological resilience of EFL learners may lead to an effective classroom interaction.

In this research, an exploratory case study is conducted to explore the psychological factors that affect EFL learners' classroom interaction. To collect data, two research instruments are used. A questionnaire is addressed to students and a structured interview designed for the teachers.

The research project as a whole consists primarily of two parts theoretical and practical with a total number of two chapters. The first chapter reviews relevant literature. It provides an overview about classroom interaction and the main psychological barriers that affect EFL students' CI.

Regarding the second chapter, it addresses the research design and the methodological approach adopted in this research. A mixed-method strategy was used to further refine the data by considering it from several angles. The research instruments, sample population, the procedures that have been used while collecting and then analysing the available data are all well exemplified within this chapter.

Besides that, the second chapter aimed to analyse and interpret the data collected from respondents by reflecting on research questions and hypotheses being formulated. The last part presents recommendations that both teachers and learners should be aware and know how to deal with this problem in order to achieve more useful and effective classroom interaction.

## Chapter One: Literature Review

## Chapter One: Literature Review

1.1. Introduction.....	5
1.2. Classroom Interaction .....	5
1.2.1. Classroom Interaction Definition .....	5
1.2.2. The Importance of Classroom Interaction .....	6
1.2.3. Types of Classroom Interaction .....	7
1.2.3.1. Teacher –Student Interaction .....	7
1.2.3.2. Student-Student Interaction .....	9
1.3. EFL Classroom Teaching .....	10
1.4. The Psychology of Learning .....	11
1.5. The Psychological Factors Affecting EFL Learner’s Classroom Interaction .	12
1.5.1. Motivation .....	13
1.5.2. Anxiety .....	15
1.5.3. Self-Confidence .....	16
1.5.4. Self-Esteem .....	17
1.5.5. Depression .....	18
1.5.6. Shyness .....	19
1.5.7. Inhibition .....	20
1.5.8. Fear .....	21
1.5.8.1. Fear of Teacher’s Evaluation .....	22
1.5.8.2. Fear of Peer’s Evaluation .....	22
1.5.8.3. Fear of Making Mistakes .....	23
1.6. Conclusion .....	23



## 1. 1. Introduction

Classroom interaction is one of the core Sections of educational system; it is considered as an integral part of the learning process of foreign language. Classroom interaction helps students to construct their own knowledge, develop self-confidence, encourages team work and it is used as a way to check students understanding of the curriculum. The theoretical foundation of the current study is covered in the first chapter. Thus, the first chapter reviews the relevant literature and ideas, it is far divided into two main parts, the first one deals with the general issues about classroom interaction starting with its definition, importance, types and then EFL classroom teaching. The second part shed light on the main psychological factors that affect EFL learner's interaction and participation in classroom Which in turn hinders the success of their learning path.

## 1.2. Classroom Interaction

In order to better understand classroom interaction, it is prevalent to state the myriad definitions provided in previous theoretical frameworks, its importance and the different types of such interaction in EFL classrooms.

### 1.2.1. Classroom Interaction Definition

The oxford learner's pocket dictionary defines the verb interact as "*communicate and work together*" and it defines the word interaction as "*involving people working together and influencing each other*", interaction therefore encompasses more than just action and reply. When it comes to the field of learning English as a foreign language, classroom interaction plays a very crucial role. It is a link or a connection that occurs both as a verbal and non - verbal interaction among teacher and students or between students and themselves. In the same strain, Brown (2000:165) defines interaction as: "*the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other*".

In the classroom, interaction has a similar connotation. It could be characterized as a two –way activity between the interactors; the teacher has an impact on the learners or vice versa. Interaction in classroom; however, frequently seems to be a difficult chore. Since the classroom functions as a sort of community it is important to build and nurture interpersonal ties. Each learner has to develop a unique relationship with the group and the teacher, as a result of the rapport that the teacher form with the class. As long as, individuals are speaking to one another, acting and being acted upon by one another, interaction happens anywhere and at any time, including in the classroom. Interaction between students and teachers is therefore essential for the process of learning a foreign language.

### **1.2.2. The Importance of Classroom Interaction**

The cornerstone of learning in general and learning a foreign language in particular, is thought to be classroom interaction. A great number of scientists argue about the value of interaction in classroom since it provides distinct benefits especially to EFL learners. Henceforth, CI is one of the key methods used in the process of teaching and learning in order to increase knowledge and develop learner’s skills and abilities. Moreover, interaction in the classroom helps students develop critical thinking skills so they have more opportunities to use language. It enhances the meaning of communication and enables students to understand and absorb not only linguistic but also social, cultural and other additional linguistic characteristics of language. In this respect, interaction is conceived of as one of the most important components needed to come up with students’ logical capacity. It also encourages students to collaborate and share not only ideas and information but also their positive emotions, competitive spirit and enthusiasm to produce better learning outcomes.

In a related direction, students who participate actively in class discussions rather than just listening to their teacher’s speech are better able to exchange and transmit information. The opportunity to learn a language will be reduced for individuals who are passive in class. According to Hall and Verplaeste (2000), CI is the process that fosters the development of two main abilities which are speaking

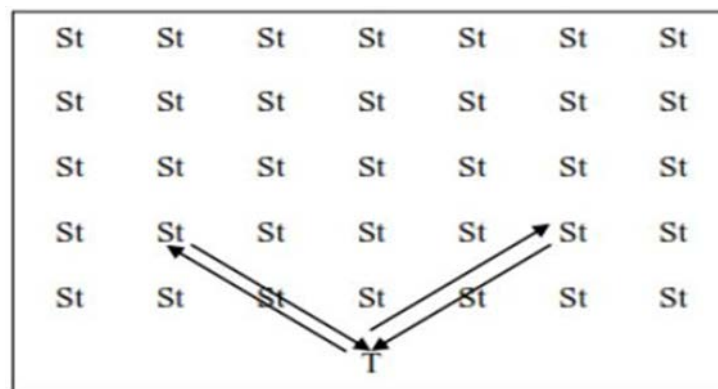
and listening. Therefore, the degree to which the teacher and students actively engage in one another's interactions in the classroom will largely influence the effectiveness of the teaching and learning process.

### 1.2.3. Types of Classroom Interaction

There are two types of classroom interaction teacher-student interaction and student-student interaction.

#### 1.2.3.1. Teacher-Student Interaction

Interaction between teacher and student in classroom is considered as the most recognized and essential type in learning process specifically in foreign language learning; this later requires a collaboration and a joint effort between teacher and student where the teacher is a leader and guider that needs to engage with the entire class. When working with the entire class, the majority of interactions typically occur between teachers and students as it is shown in the following figure:



**Figure1.1.** Teacher-Student Interaction (Adopted from Scrivener, 2005: 85).

The teacher has an important role in classroom with multiple missions and considered as the language input giver to EFL learners at the first place. Among these missions, the teacher gives instruction to students about how to solve tasks or use a certain technology, offers help and support to learners when students struggle

and face difficulties either in learning process or in personal situations, as well as providing feedback on student's written assignments or projects to improve learning. Moreover, the interaction between teacher and student take a place when the teacher explains the lesson and starts asking questions in order to test student's grasping and evaluates their critical thinking. Furthermore, correcting the student's mistakes and discussing the answers or giving brand new information related to the subject will upgrade the communication and the interaction between teacher and students, along with translating to L1 when it is necessary helps to make the whole class interact instead of just listening.

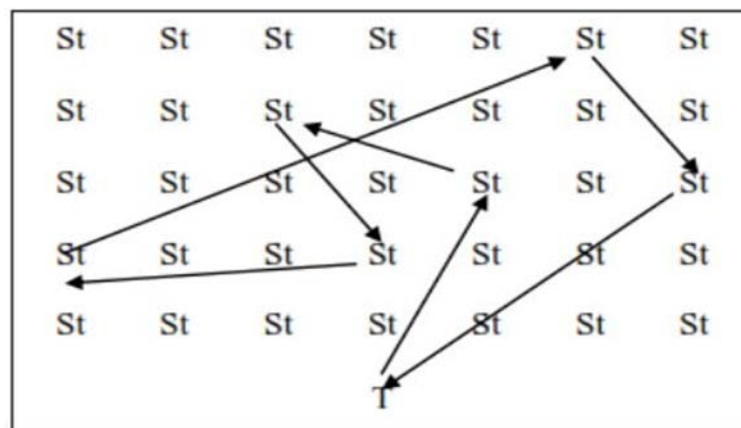
**Table1.1.** The Role of Teacher-Student Interaction.

No.	Task	No.	Task
1.	Give instruction	5.	Asking questions
2.	Offers help and support	6.	Correcting the student's mistakes
3.	Providing feedback	7.	Discussing the answers or giving brand new information
4.	Explains the lesson	8.	Translating to L1

Therefore, the teacher must choose the appropriate sound, volume, speed carefully and clearly, as well as selecting the right method in which students are interested with vivid examples for more understanding. In this vein, the teacher must interact with the entire class and involve every student to avoid bias and favours, this will make the interaction effective and turns the classroom environment to a positive one. In this regard, Bucholz and Sheffler (2009) claim that teachers can shape the classroom environment to be comfortable and therefore improve the ability of students to learn.

### 1.2.3.2. Student-Student Interaction

Student-student interaction type is when the students collaborate and communicate together in the classroom where the teacher acts like a mediator stepping when necessary to clarify misunderstanding. This type of interaction can take various forms such as group work to accomplish a task or project given by a teacher or peer feedback to provide feedback for each other on their work. As well as classroom discussions when Students engage in the discussions with each other to share their ideas and perspectives on a topic. Student-student interaction is demonstrated in the following figure:



**Figure 1.2.** Student-Student Interaction (Adapted from Scrivener, 2005: 85)

In one hand, this type of interaction is neglected for the reason that peer's influences have been seen by teachers as encouraging off - task disruptive and troublemaking behaviour in the classroom. Hence, teachers always believe that good classrooms are ones where students work quietly and individually without any discussion with their peers. On the other hand, students attend to recognize school as a competitive enterprise. In this respect, Johnson and Johnson (1975) declared that the students have a perception from the beginning in their educational path that

it is necessary to do a better work than the others, this perception grows as they progress through school.

In their turn, Deutsch (1962), Slavin (1977), Johnson and Johnson (1983), Sharan (1980) state that student - student interaction should not be neglected due to its importance of supporting the classroom structure to facilitate students' cooperative work actively. Furthermore, Wells (1999) mentions that sociocultural theory of learning highlights the importance of classroom discourse and interaction in the construction of knowledge. He argued that students' engagement in classroom discussions and interactions with peers and teachers can shape their understanding of concepts and ideas.

### **1.3. EFL Classroom Teaching**

An EFL or English as a Foreign Language classroom is a learning environment where students are taught to speak and understand English as a foreign language. This type of classroom is typically found in countries where English is not the primary language and students are learning it as a foreign language for different purposes: academic, occupational, professional, or personal reasons. The four language learning skills, i.e. reading, writing, listening and speaking are emphasized in an EFL classroom through various activities. Therefore, schools, colleges, language schools and online learning platforms all have EFL classrooms. Learning takes place in an EFL classroom using different activities such as grammar exercises by applying the rules through exercises and activities. Besides, vocabulary drills which are crucial for learning new words and phrases through repetition and memorization exercises.

Moreover, in reading comprehension, students read texts in English and answer questions to test their understanding and writing practice such composing essays, emails, and other types of written communication. Also, the listening exercises and speaking help students listen and repeat the spoken language and practice understanding the language through exercises and activities.



**Figure1.3.** EFL Classroom Activities.

#### **1.4. The Psychology of Learning**

Learning is one of the most important themes in the psychology of education. A wide range of issues attributed to how people learn and interact with their surroundings are covered by the psychology of learning. It is for the most part defined as a relatively changeless alter in behaviour as a result of experience. With regard to the psychology of learning, Greek terms "Psyche" and "Logos" are the roots of the word "psychology". The words "psyche" and "Logos" both refer to the soul. Hence, the term "psychology" originally meant "the science of the soul". As

for learning it is described by psychologists as relatively long- lasting alterations in behaviour that arise from experience. Scientists proclaim that two conditions must be met for learning to take place:

- The environment involves a stimulus.
- Inherent traits include emotional and instinctive tendencies.

### **1.5. The Psychological Factors Affecting EFL Learner's Classroom Interaction**

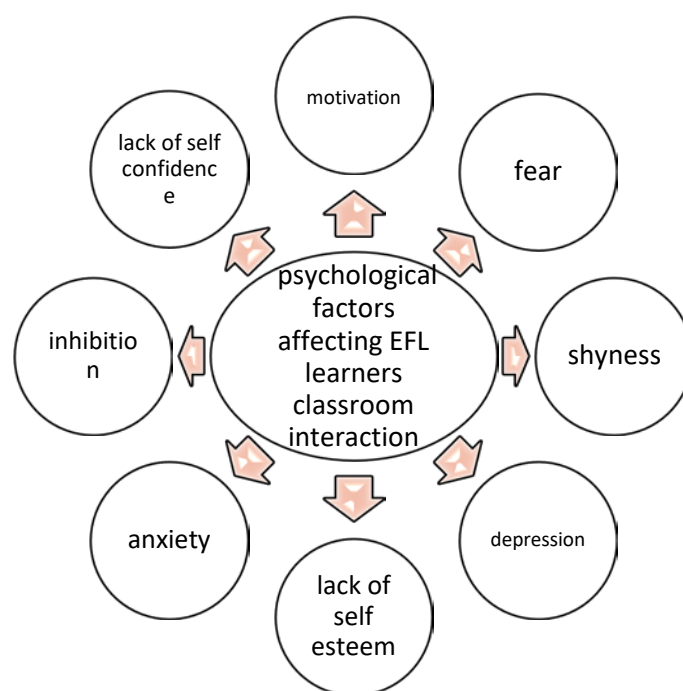
Numerous psychological factors can influence how students interact with one another in a classroom setting. These elements, which can have both positive and negative effects, can affect how well students learn in general. The interaction between students in the classroom can be greatly influenced by some psychological factors. In one hand, students who have high self-esteem, motivation, low anxiety... typically interact with others with more confidence and assertiveness. They are more likely to express their opinions, take part in group discussions, and work together with their peers. On the other hand, students with low self-esteem, low motivation, high anxiety are often exhibit more withdrawal, shyness and reluctance to engage in group activities. Thus, their capacity to interact productively in the classroom may be hampered by feelings of intimidation from their peers and a fear of being judged or criticized.

The personalities of the students may have an effect on how they interact in class. Extroverted students typically exhibit greater extroversion, sociability, and self-assurance in their interpersonal interactions. They are more likely to strike up conversations, meet new people and participate in activities with others. On the other hand, introverted students typically exhibit a more reserved, reflective and independent work style. They might struggle to interact with their peers and teachers and they might take more time thinking about the answer before responding. The interaction between students in a classroom can also be influenced



by the learning environment as it is mentioned by Skinner (1954): " *the learning environment can significantly impact learners' interaction in the classroom.*"

Consequently, students can feel at ease and confident in their interactions with others in a positive and encouraging learning environment. In contrast, a hostile or unfavourable environment can cause conflicts, stress, and anxiety in students. By establishing clear expectations, encouraging respect and inclusivity, and giving students opportunities for collaboration and teamwork, teachers can foster a positive learning environment.



**Figure 1.4.** The Psychological Factors Affecting EFL Learners Classroom Interaction.

### 1.5.1. Motivation

Motivation is an integral component of human psychology and behaviour; it influences any daily engagement a person wants to do. It is better to think of motivation as an umbrella term that encompasses many different meanings such as a desire, need and effort; they are all required in order to achieve a goal. Lahey (1995) refers to motivation as an inspiration that encourages someone into an action. It is an emotional state or mood that directs a person's ideas, feelings and

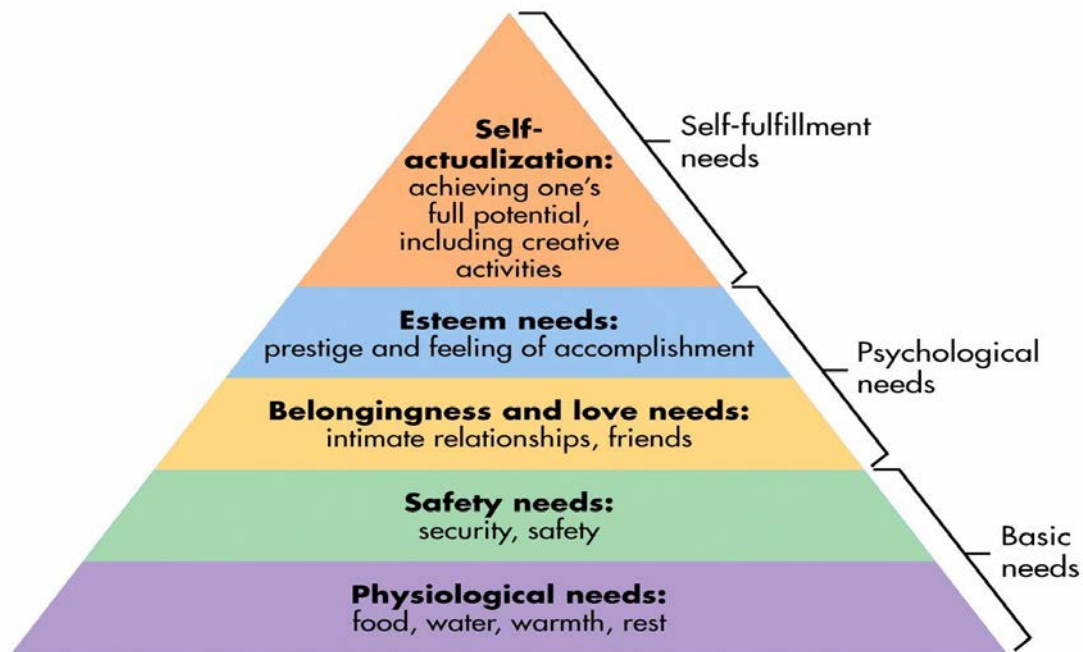
behaviours. In the same vein, Clement, Dornyei, and Noes (1994) emphasize that student motivation is a crucial matter that receives a lot of attention due to its persistence in teaching or learning. Indeed, motivation is an embedded part of classroom interaction; the interaction that ties its students together creates motivation in classrooms when a common aim or purpose needs to be attained.

When interacting in classroom learners connect with their teachers and classmates; so, the amount of motivation whether low, average or high is a reflection of the present interaction.

Even though humans and non-human creatures both have basic requirement, human needs are more complex. Higher degrees of motivation take over once their basic needs have been covered. Thus, it is the same case for learning, in EFL classrooms motivation is crucially important in order to inspire and stimulate the learners to advance their learning. When learner's basic needs have met, they are automatically motivated to interact and learn. According to Maslow (1962), human needs are structured in a hierarchy that represents the follows priority ranking:

1. Physiological needs: (sleep, food, water).
2. Safety needs: (security, safety).
3. Love needs: (friends, intimate relationships, acceptance from teachers and peers).
4. Esteem needs: (prestige and feeling satisfied).
5. Needs for self-actualization (achieving creative activities, self-satisfaction).

Maslow (1970) affirms that the need of satisfaction is the most single significant component underpinning motivation and that motivation promotes growth and development.



**Figure 1.5.** Maslow's Hierarchy of Needs (1962)

### 1.5.2. Anxiety

The most prevalent or often occurring mental disorders are those characterized by anxiety (Munir 2019). One of the most significant difficulties to EFL learners has been identified as anxiety. According to Spielberger (1983) anxiety is defined as *“the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.”*, from concern and trepidation to fear and panic anxiety embraces a wide range of emotions. Moreover, obvious signs of the central nervous system over activity such as breathing problems, heartbeat, sweating, vomiting, and indicators of muscle tension including trembling and restlessness which are frequently the outgrowth of anxiety.

Panic is a common symptom of anxiety and those who are suffering from it frequently have an urge to retreat and avoid situations. Although anxiety is

generally a natural instinct, it can become dysfunctional as a result of incorrect learning or a genetic predisposition. In this regard, Shovel (1978) affirms that " *more simply, anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry* ". Thus, abnormalities in mood, as well as in thinking, behaving and physiological state are the dominant symptoms of anxiety, which in turn will prevent EFL learners from successfully interacting in classroom. Anxiety is one of the psychological factors that affects the effectiveness of the teaching and learning process, particularly in the case of EFL learners. As a matter of fact, learning languages involves a variation of affective factors. The ability of students to successfully learn to interact in English has been hindered by this factor. If anxiety is not appropriately managed, it will have a negative impact on how students learn and interact in the classroom.

### **1.5.3. Self- Confidence**

Self-confidence is a vague concept to define, Self-esteem is often confused with self-confidence since it refers to how someone feels about themselves, namely how much they like, approve of, or value themselves (Mruk, 1995). Some people view self-confidence as an individual's assessment of their own competency and ability to handle an array of situations, such as performance, appearance, love relationships and social interactions (Cheng & Furnham, 2002).

In broader terms, our perception of our talents can be regarded of as our level of self-confidence. Murray (2006:53) states that "*confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well*". Simply put, the belief in oneself and one's skills is known as self-confidence. It is an essential quality that enables people to succeed in life and reach their goals. Self-confidence is equally vital in the classroom since it enables learners to communicate openly and fearlessly with their professors and peers. Indeed, efficient strategy for boosting student self-confidence in the classroom is to encourage interaction. Students feel more capable of contributing to the discussion when they are given the chance to

voice their opinions and views. As a result, classroom teachers should provide a welcoming and comfortable environment where students feel free to express their opinions.

#### 1.5.4. Self- Esteem

Brian (2003:9) mentions that “*self-esteem is best defined as how much you like yourself. The more you like your self, the better you perform at anything you attempt*”. The way that students interact in EFL classes is profoundly influenced by their sense of esteem. Actually, self-esteem is an abstract concept that can only be felt; something that can prompt a person to assess his or her own goodness before seeking another's opinion. Rosenberg (1965) defines self-esteem as one's perception of worthiness in general. It is a creation of a chain of evaluations of one's own accomplishment, virtue and merit which means internal self-view of an individual (Obidigbo, 2006). The idea of self-esteem involves the influence of others, as it has been claimed by Cooley (1902: 152) that humans have a tendency to evaluate themselves based on how they assume others view them. People occasionally have a tendency to judge themselves based on how others perceive them. Additionally, a person's self-esteem has a positive association with their psychological health, social adjustment, and quality of life, which is another reason why it's important for one's own well-being (Boyd et al., 2014).

According to Battle (1992), “*self- esteem refers to the perception the individual possesses of his or her own worth. And individual's perception of self develops gradually and becomes more differentiated as he or she matures and interacts with significant others.*” Self-esteem is the basis for a learner's connection with oneself or herself, which is based on the experiences an individual has had in life and that those experiences have given them the kind of person they are. Moreover, striking a balance between high and low levels of self-esteem is crucial because both extremes can be harmful. Humans with low self-esteem experience emotions of inadequacy, worthlessness and emotional instability, which can make

them unsatisfied with their lives. That's what happened with EFL learners who struggled with low self-esteem. Self-esteem may have an impact on how willing EFL students are to take part in class interactions. While those with strong self-esteem may be more assured and willing to contribute, those with low self-esteem may be reluctant to speak up or offer their opinions.

### **1.5.5. Depression**

Depression is a mental health disorder that is characterized by a persistent feeling of sadness, hopelessness, and a lack of interest in activities that were once enjoyable. It is a serious medical condition that can cause a wide range of physical and emotional symptoms as well as impact a person's thoughts, feelings, and behaviour, according to Beck (1973), "*depression is a state of mind that affects how we think, feel, and behave, and can have a significant impact on our relationships, work, and overall quality of life.*" Genetics, environmental factors and chemical imbalances in the brain are just a few of the causes of depression. Anyone exhibiting signs of depression should seek professional assistance as soon as possible because it is a treatable condition.

Furthermore, therapy, medication, or a combination of the two may be used as treatments. Learners' interactions in the classroom can have an impact on depression. Numerous symptoms of depression can have an effect on a student's capacity for social interaction and academic success. For example, a student with depression may have difficulty concentrating or making decisions, which can make it challenging for them to participate in classroom discussions or complete assignments. They may also experience feelings of worthlessness or guilt, which can impact their self-esteem and confidence in social situations. Depression can also cause physical symptoms, such as fatigue and sleep disturbances which can make it difficult for a student to concentrate and participate in class. Furthermore, depression can result in social withdrawal and isolation, which can hinder a student's ability to develop strong bonds with their peers and teachers. This can make the student's sadness and helplessness worse and make it harder for them to

participate in the learning process. It is essential for teachers and other school personnel to be knowledgeable about the warning signs and symptoms of depression so they can offer assistance and resources to students who may be experiencing these issues. This might entail providing counselling, making accommodations for schoolwork and making mental health specialists' contact information available.

### 1.5.6. Shyness

Shyness is a feeling of discomfort or awkwardness when interacting with others, especially in social situations. It can be identified by a reluctance to strike up a conversation, a propensity to avoid social situations, and a worry about receiving feedback or judgment from others. Physical signs of shyness, such as blushing, perspiration, and trembling are frequently present. It is a common trait that can range in severity from mild to severe and affects people of all ages. Although shyness is not a disease or a mental disorder, it can negatively affect a person's social and emotional wellbeing. It is worth noting that Crozier (2001) defines shyness, he declares that *"it is most likely to be experienced in novel social settings and when we believe that we will be evaluated by others."* Moreover, Crozier (2004) goes further to declare that *"shyness can generally be considered an impression management concern and low self-efficacy beliefs about one's social performance."*

Shyness can have a significant impact on learners' interaction in the classroom, by hindering their ability to learn and interact, it can affect them in many ways: difficulty in initiating conversation in which shy learners may find it challenging to start a conversation with their peers or teachers. They may feel anxious or nervous which can hinder their ability to communicate effectively. Besides, limited participation in group activities which they avoid group activities or discussions that can hinder their ability to learn and develop social skills. Fear of being judged and lack of opportunities for feedback will affect their ability to learn and grow. Interestingly, several studies and surveys dealt with the topic of shyness

including the survey conducted by the American Psychological Association; it was found that 40% of shy students reported feeling anxious at school, compared to only 12% of non-shy students. Another survey conducted by the National Education Association found that 75% of teachers reported having at least one shy or introverted student in their classroom. The same survey also found that shy students are more likely to struggle with participation in class discussions, group projects, and public speaking assignments.

### **1.5.7. Inhibition**

Inhibition refers to the ability to control or suppress certain thoughts, feelings, or behaviours. It is a cognitive process that enables people to control their impulses and actions so they can adjust to social expectations and norms. According to Baumeister (2014), "*inhibition is the willingness to stop or delay a response in the face of conflicting demands.*" For instance, a person may consciously restrain their urge to speak before their turn in a group of classmates in order to adhere to social conventions and respect the teacher. Similar to this, a person may unconsciously suppress their emotional reaction to a stressful circumstance in order to keep their composure and prevent alarming other people. Inhibition is an important aspect of cognitive functioning as it allows individuals to navigate social situations and regulate their behaviour in a way that is appropriate and adaptive. However, over-inhibition or under-inhibition can also be problematic and may be associated with certain psychological disorders such as anxiety or impulsivity.

Inhibition can affect learners from interaction in the classroom in several ways. It can reduce participation of students in group discussions or activities. Due to this, they may have fewer opportunities for group learning and they may miss out on important knowledge and perspectives from their peers. In addition to that inhibition leads to poor academic performance, students who are inhibited may be less likely to ask questions or seek assistance when they need it when they are having trouble to understand a particular concept. This may result in lost learning opportunities and a failure to grasp important concepts. Besides, social isolation



which inhibited students may find it difficult to build strong relationships with their peers, which can result in loneliness and social exclusion. More precisely, this may have a negative effect on their general wellbeing and exacerbate feelings of inhibition.

### 1.5.8. Fear

Fear is a natural and powerful emotional response to a perceived threat or danger. It is a basic survival mechanism that is required for both humans and other animals to be able to defend themselves. In this vein, Brach (2020) provides a comprehensive interpretation to fear. She states that:

**Fear is a natural and necessary emotion. It protects us from danger and helps us survive. But when fear becomes overwhelming or irrational, it can paralyze us and prevent us from living fully. The key is to acknowledge and face our fears, rather than avoiding or denying them. By doing so, we can develop resilience and courage, and learn to navigate the challenges of life with greater ease and grace.**

Furthermore, fear can be triggered by a range of stimuli including physical threats, psychological stressors, and social situations. A person's body reacts to fear by releasing hormones like adrenaline and cortisol, which can result in physical symptoms such as an increased heartbeat, sweating, and alertness. Fear can significantly impact EFL learners' interaction in the classroom; it causes a reduction of participation, limited language use and poor academic performance. EFL learners who are fearful may be less likely to participate in classroom activities, discussions, or group work. They may also limit their use of English in the classroom and only use basic vocabulary and sentence structures. Also, they may struggle to keep up with the course material, leading to poor academic performance and frustration. Thus, fear in classroom can take various forms.

### **1.5.8.1. Fear of Teacher's Evaluation**

This type of fear refers to the anxiety or apprehension that students may experience in anticipation of being evaluated by their teachers. Teacher's evaluation is a process that is used to assess the effectiveness of a student's performance in the classroom. The evaluation may include measures such as classroom observations, student feedback, and assessments of student's learning outcomes. Fear of teacher's evaluation can be caused by a variety of factors such as fear of criticism. This fear can impact EFL learners in reducing motivation, increased stress and limited academic growth.

### **1.5.8.2. Fear of Peer's Evaluation**

Fear from peers can have a serious impact on EFL learners in the classroom. When EFL learners feel anxious or intimidated by their classmates, they may be less likely to participate in class discussions, ask questions, or seek help from their teacher when needed. This can hinder their language acquisition and progress in the course.

Fear from peers can also lead to negative self-esteem, social isolation, and a lack of motivation to learn English. Additionally, EFL learners may be more vulnerable to fear from peers due to language barriers and cultural differences. They may feel like outsiders in the classroom and struggle to understand or communicate with their classmates. This can exacerbate feelings of anxiety and lead to a reluctance to interact with others. To address fear from peers among EFL learners, teachers should create a supportive and inclusive learning environment that fosters positive relationships among students including activities that promote teamwork, mutual respect and intercultural understanding

### **1.5.8.3. Fear of Making Mistakes**

Fear from making mistakes in the classroom is the fear that a student may experience when they are worried about making errors while participating in class. Students who experience this fear may avoid speaking up in class, participating in group work, or asking questions for fear of being judged or embarrassed. This fear can be particularly prevalent in language learning classrooms where students may be self-conscious about their language abilities.

## **1.6. Conclusion**

To sum up, classroom interaction is a very crucial element in the process of learning English as a foreign language. Therefore, EFL learners always find difficulties and barriers that hinder their willingness to interact; one among them is the psychological factors or the psychological state of the learner which plays a significant role in EFL learners' performance and how they interact with each other. The current chapter tackles these factors including self-confidence, motivation, anxiety, self-esteem, depression, fear, shyness and inhibition. When these factors are positive, they can enhance learners' interaction and engagement in the classroom leading to better language learning outcomes. The next chapter is about both the research methodology and the practical part that is designed to analyse and interpret data obtained through investigating.

## **Chapter Two: Research Methodology and Data Analysis**

**Chapter Two: Research Methodology and Data Analysis**

2.1. Introduction .....	26
2.2. Research Design .....	26
2.2.1. Case Study .....	27
2.3. Research Approach .....	28
2.3.1. Quantitative Approach .....	29
2.3.2. Qualitative Approach .....	29
2.4. Sampling .....	31
2.5. Research Participants .....	33
2.6. Research Instruments .....	34
2.6.1. Questionnaire .....	35
2.6.1.1. Students' Questionnaire .....	35
2.6.2. Interview .....	37
2.6.2.1. Teachers' Interview .....	39
2.7. Data Analysis .....	39
2.7.1. Students' Questionnaire Results.....	40
2.7.2. Teachers' Interview Results .....	48
2.8. Discussion and Interpretation of the Main Findings .....	52
2.9. Suggestions and Recommendations.....	54
2.9.1. Suggestions for Learners.....	55
2.9.2. Suggestions for Teachers .....	56
2.10. Conclusion .....	57

## 2.1. Introduction

This chapter intends hopefully to present a clear image of the research design. It attempts inherently at presenting and analysing the data collected and interprets the findings in accordance with the theoretical framework. It seeks to investigate the psychological factors that affect EFL learners' classroom interaction, prevent their learning process and make them reluctant to interact with their surroundings. Thus, the present section is divided into two main parts; the first one deals with the research methodology and the second part presents the data analysis. The researchers will provide the research design that was adopted and the participants as well as. The research tools that were used for data collection are also covered. In addition to that, the current chapter tend to offer a number of recommendations and suggestions to promote an effective classroom interaction and help students overcome such psychological barriers.

## 2.2. Research Design

To carry out any scientific study, a researcher is required to pick and decide on the research design and methodology that will be used to accomplish the study's objectives and produce accurate results. Yin (1984) mentions that: "*the methodology should be chosen based on the nature of the research problem and the type of data that is needed to address it*". In view of this, a research design is defined by Leedy and Ormrod (2013) as "*the blueprint or plan for conducting a study, including the procedures for selecting participants, collecting data, and analysing results*". On the other hand, Johnson and Christensen (2016) define research design as "*the overall strategy or plan for conducting a study, including the type of data to be collected, the sources of data, and the methods of data analysis*", in other words, research design acts as a map that guides the researcher in collecting and analysing the data throughout the research work. Therefore, the link between a research question and its design is crucial to the entire research process, because if an improper design is utilized to address a research question, the project's overall quality will be seriously compromised.

On top of that, methodologists have established a number of research design types. Notably, Nunan (1992) enumerates ethnography, the experimental method, case study, classroom observation and research elicitation techniques, interaction analysis and introspective methods. Thus, the researchers select that case study is the best suitable approach for the current study due to its distinctive features and unique methodology.

### **2.2.1. Case Study**

The reason behind choosing this type is to understand the complexity of this research case in the most complete way possible. In addition to that, case study research often encompasses the use of multiple methods for collecting data. This type of research design permits the researchers to investigate the main psychological factors that affect EFL learners' classroom interaction.

Creswell (2002:61) defines a case study as an inquiry that requires to be investigated in order to obtain an in-depth understanding of a "case" or constrained system. This understanding includes understanding an occasion, activity, procedure or an individual. In the same vein, Yin (2003) defines it as an empirical study that looks at an ongoing phenomenon throughout its real-life context, particularly when the distinctions between phenomenon and setting are not clear. Therefore, the key objectives of case studies are to create in-depth descriptions of a phenomenon, establish potential explanations and then assess them. All in all, a case study is chosen in this study to investigate the factors that hinder EFL learners' classroom interaction. Thus, the case study was selected for the current study because it is an appropriate research method to stand out the details from the participant's perspective and to figure out the main barriers that prevent their interaction process.

In terms of identifying the various types of case study research, the three distinct forms of case study research that Yin (1989) stated are exploratory, explanatory and descriptive. First, exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher. Second, descriptive case studies set to describe the natural phenomena which occur

within the data in question. Third, explanatory case studies examine the data closely both at a surface and deep level in order to explain the phenomena in the data.

**Table 2.1.** Classification of Case Study Types (Adapted from Qi,2009:24)

Classification	Types	Description
Yin (1984)	Exploratory	It is used to prepare information before the investigation, the main purpose is to identify research questions and types of data collection
	Descriptive	It is used to provide narrative accounts.
	Explanatory	It is used to examine the data both at surface and deep level.

In light of this, the present research investigation is an exploratory case study. Actually, exploratory case studies can be extremely useful for formulating hypotheses that can be tested, research questions to be answered and design approaches to be used in a more focused and in-depth subsequent research project.

### 2.3. Research Approach

As has been stated previously, the primary objective of this study is to investigate the main psychological hindrances that lead to a poor or an almost non-existent interaction of EFL learners in the classroom. It seeks to figure out how students' interaction is affected by a set of psychological factors and what are these factors. In this study, mixed methods will be used to provide an answer to the research questions and test the proposed hypotheses.

According to Kemper, Springfield and Teddlie (2003), mixed methods approach comprises both parallel qualitative and quantitative data collection and analysis, i.e. concurrent mixed method design, where two types of data are collected and analysed sequentially. In the same vein, Bazely (2003) explains the aforementioned method as applying the same method while using mixed data and



alternate instruments (statistics and analysis). In this type of methods, a part of the study is conducted using the qualitative research paradigm and the following phase is conducted using the quantitative research paradigm. The purpose behind using mixed method approach here is to improve the quality of the data gained and also an optimal strategy to provide a deeper insight of the matter being investigated.

### **2.3.1. Quantitative Approach**

Research adopting a quantitative approach measures numerical data that can be converted into useful statistics. It is carried out to gather information and evaluate moods, views and behaviours from extensive sample. In truth, there are many academics and researchers who define quantitative research differently. One specific definition of quantitative research comes from Creswell (2014), who defines it as *"a type of research that involves the collection and analysis of numerical data to answer research questions or test hypotheses."* Another definition provided by Trochim and Donnelly (2008), who describe quantitative research as *"a systematic empirical investigation of observable phenomena"*. Moreover, an additional key feature of quantitative approach is that it places more emphasis on the traits that people share as a group than on an individual, such curiosity could prompt acceptable generalizations at the outcome of the study (Dornyei, 2007).

### **2.3.2. Qualitative Approach**

In recent times, researchers are getting notably more interested in qualitative research. It is thought to be a helpful method for providing "why" clarifications which in turn helps people understand greater details of the phenomena under study. Creswell (2014) defines qualitative approach as a method of study that takes a naturalistic and interpretive approach to the world. This means that qualitative researchers investigate phenomena in their natural environments while striving to understand or interpret phenomena in light of the meanings that different people assign to various occurrences.

Furthermore, qualitative research is a placed activity that identifies the observer's place in the universe. It is made up of a number of interpretive, tangible

acts that bring the world into focus. These methods alter the course of history. They transform reality into a collection of representations, including memos to oneself, field notes, dialogues, interviews and images (Denzin and Lincoln 2011). In simple terms, instead of using statistical methods or other forms of quantification, this type of research derives its conclusions from observations made in actual contexts.

In fact, interviews are implemented in this study as a way to gather more detailed data and to show the dependability and validity of comments made by EFL learners. It is worth knowing that quantitative and qualitative research complement one another and they can be used in harmony to come up with insights that are both deep and wide.

**Table 2.2.** Quantitative Versus Qualitative Research: Key Points in the Classic Debate (Adapted from Neill, 2007)

Quantitative research	Qualitative research
<ul style="list-style-type: none"> <li>The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed</li> </ul>	<ul style="list-style-type: none"> <li>The aim is a complete, detailed description</li> </ul>
<ul style="list-style-type: none"> <li>The researcher knows clearly in advance what he/she is looking for</li> </ul>	<ul style="list-style-type: none"> <li>The researcher may only know roughly in advance what he/she is looking for</li> </ul>
<ul style="list-style-type: none"> <li>Recommended during latter phases of research projects</li> </ul>	<ul style="list-style-type: none"> <li>Recommended during earlier phases of research projects</li> </ul>
<ul style="list-style-type: none"> <li>All aspects of the study are carefully designed before data is collected</li> </ul>	<ul style="list-style-type: none"> <li>The design emerges as the study unfolds</li> </ul>
<ul style="list-style-type: none"> <li>The researcher uses tools such as questionnaires or equipment to collect numerical data</li> </ul>	<ul style="list-style-type: none"> <li>The researcher is the data gathering instrument</li> </ul>
<ul style="list-style-type: none"> <li>Data are in the form of numbers and statistics</li> </ul>	<ul style="list-style-type: none"> <li>Data are in the form of words, pictures or objects</li> </ul>
<ul style="list-style-type: none"> <li>Objective – seeks precise measurement and analysis of target concepts, e.g. uses surveys, questionnaires etc.</li> </ul>	<ul style="list-style-type: none"> <li>Subjective – individuals' interpretation of events is important, e.g. uses participant observation, in-depth interviews etc.</li> </ul>
<ul style="list-style-type: none"> <li>Quantitative data are more efficient, able to test hypotheses, but may miss contextual detail</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative data are more rich, time consuming, and less able to be generalized</li> </ul>
<ul style="list-style-type: none"> <li>The researcher tends to remain objectively separated from the subject matter</li> </ul>	<ul style="list-style-type: none"> <li>The researcher tends to become subjectively immersed in the subject matter</li> </ul>

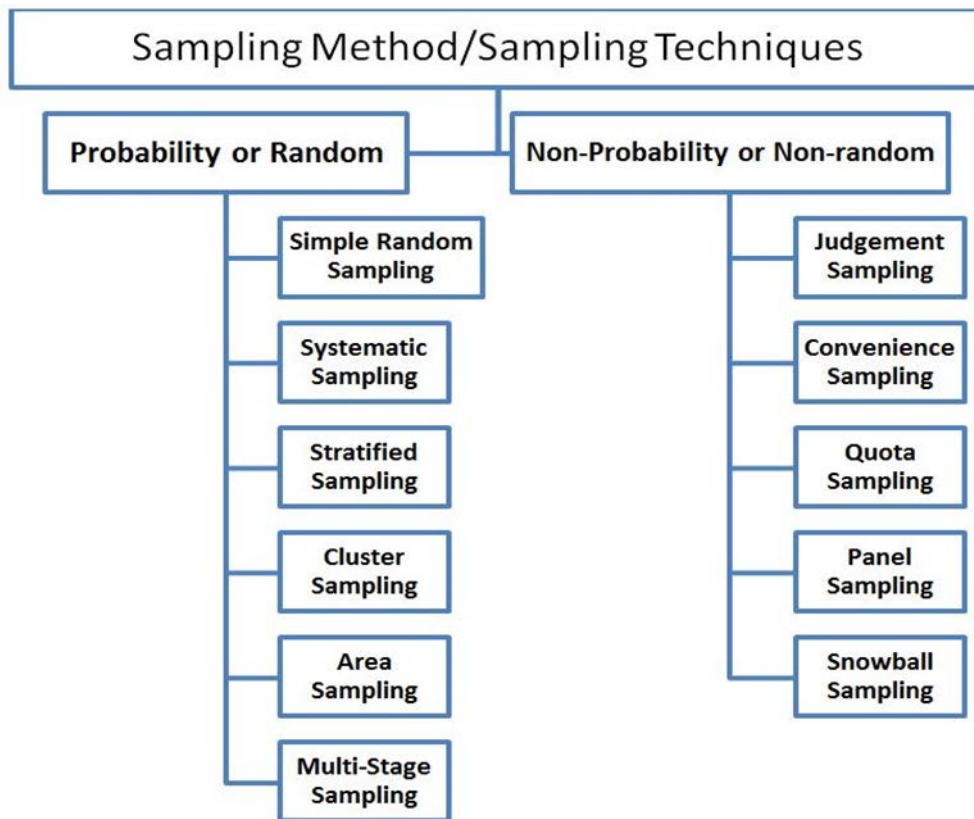
## 2.4. Sampling

Academic research sampling is a crucial part of investigation. It is defined as a statistical technique that involves selecting a subset of individuals or objects from a larger population in order to make inferences about the characteristics of the entire population. To ensure that the sample is representative of the population, it may be randomly or systematically selected. Instead of studying each person or object in the population which can be time- and money-consuming, sampling is used to gather

information about the population. In view of that, Kothari (2004) states that *"sampling is essential for making statistical inferences about the population."* Sampling also reduces the amount of time and resources required for research, making it a cost-effective method. According to Cochran (1977), *"a well-designed sample can often provide more accurate and reliable results than a census."*

In addition, sampling allows researchers to generalize their findings to a larger population. As stated by Bryman (2016), *"sampling is necessary to make generalizations about a population, as it is often not feasible or practical to study the entire population."* Sampling also allows researchers to control for extraneous variables and increase the internal validity of their research. However, it is important to note that the quality of the sample is crucial for the validity and reliability of the research findings. As stated by Creswell (2014), *"sampling is a critical factor in ensuring the quality of the research study."* Therefore, researchers should ensure that their sampling method is appropriate for their research questions and that their sample is representative of the population.

There are two main types of sampling: probability and non-probability sampling. Probability sampling is a method in which each member of the population has an equal chance of being selected for the sample. Examples of probability sampling include simple random sampling, systematic sampling, and stratified sampling. On the other hand, non-probability sampling is a method in which the selection of the sample is not based on chance. Examples of non-probability sampling include convenience sampling, purposive sampling and quota sampling.



**Figure 2.1.** The Main Types of Sampling (Adapted from Bbamantra, 2019)

The current investigation will be based on a representativeness in order to generalize the findings; as a result, the data gathered would be representative of the entire population under investigation. The wider population is the second year LMD students of English and the EFL teachers at Naama university centre. To avoid any bias, a representative sample was selected using a simple random sample.

## 2.5. Research Participants

It is generally agreed that careful and appropriate participant sampling and targeting are essential for a successful research. In this study, the researcher selected 40 out of 98 students randomly for data collection to conduct the research and collect data. As far as teachers are concerned, five (05) EFL teachers were included in the study at the English department of Naama university centre including four (04) permanent teachers and one (01) part-time teacher; their professional experience differs from one year to twenty-five years.

## 2.6. Research Instruments

Data gathering is the process of collecting and analysing information on a particular topic. It plays a crucial role in research, as it provides the foundation for drawing conclusions and making informed decisions. In fact, data gathering is essential for identifying trends and patterns in a particular area of study. According to Creswell (2014): "*data collection is the systematic gathering of information for a particular purpose.*" The purpose could be to identify trends in consumer behaviour or to understand the impact of a new policy on a community. Data gathering provides the basis for making informed decisions and it is critical to identify gaps in knowledge and areas. Furthermore, data collection can be derived from a number of methods which includes interviews, focus groups, surveys, telephone interviews, field-notes, interaction or questionnaires (Heaton, 2004: 37).

Research instruments are tools used to collect data in research. They are crucial in ensuring that the data collected is accurate and reliable. As mentioned by Trochim (2006), "*the validity and reliability of research instruments are critical to the success of any research project.*" Moreover, research instruments are essential in ensuring that the data collected is standardized and it is ethical. As it is mentioned previously, an exploratory case study is used in the current research work in order to examine the psychological factors that affect EFL learners' interaction in classroom and the strategies that can be used by teachers to deal with this situation. In this regard, Dornyei (2010) claims that "*the use of multiple research instruments can provide a more comprehensive understanding of the research question than relying on a single instrument.*" Based on the above discussion, the researcher may rely on a set of instruments to fulfil the need of a multi-method approach that demands multiple sources for data. The aim is to probe the validity and reliability of the results, explore the problem from different labels, and confirm or reject the hypotheses (Cohen, Manion, Morrison, 2007). As a matter of fact, two research tools were used in this study for the process of data collection: A questionnaire for EFL students and an interview with EFL teachers.

The purpose of using both a questionnaire and an interview in this study is to obtain a comprehensive, all-encompassing understanding of the topic in order to identify issues that could have been missed by using a single method.

### **2.6.1. Questionnaire**

A questionnaire is a research instrument that consists of a series of questions used to collect data from participants. It is a widely used tool in research, as it allows for the collection of large amounts of data from a large number of participants. Creswell (2014), explains "*questionnaires are a reliable and efficient means of collecting data from a large number of participants.*" Therefore, it is essential that researchers prioritize the selection and use of appropriate questionnaires in their research endeavours.

Since the goal of this study is to provide empirical data for the psychological problems that hinder the EFL learners' interaction in the classroom, the questionnaire sample emphasized on English students of second year LMD in Naama university centre, for the reason that they have already experienced two years on studying English as a foreign language and explore what can encourage and block their interaction in classroom. Thus, the questionnaire was administered to 40 students.

#### **2.6.1.1. Student's Questionnaire**

In the present research work a questionnaires were designed into sections According to Corbetta (2003), "*when dividing the questionnaire into sections, it is important to ensure that the transition between sections is smooth and that participants understand how the sections are related to each other.*" Thus, the questionnaire is divided into two sections in this study. It was formed as the following:

- ✓ The greeting
- ✓ The aim of this research instrument
- ✓ The instruction
- ✓ The questionnaire rubrics

- ✓ The final thank

The goal of the questionnaire as the first tool being used in this study was to elicit different types of data such as:

- ✓ Feelings and emotions
- ✓ Facts
- ✓ Opinions
- ✓ Suggestions

The questionnaire is divided into two rubrics. The first one is about the students' personal information consists of two questions. The second one deals with students' perceptions about the significance of classroom interaction, its types and the factors which influence the classroom interaction. Different questions were employed to collect data from the questionnaire including:

- ✚ Closed-ended item
- ✚ Multiple-choice items
- ✚ Open ended items

As far as the first type is concerned, it refers to questions where participants need to select from a variety of available alternatives.

**E.g.** Do you think that classroom interaction is important for you as an EFL learner?

**Yes/No**

While the second type of questions consist a range of possible answers that is pre-determined by the investigators.

**E.g.** What do you fear the most when interacting in the classroom?

- a-** Fear of making mistakes
- b-** Fear of teachers' evaluation
- c-** Fear of peers' evaluation



Moreover, the third type of questions which is the open ended questions was used in order to express student's opinions, emotions and feelings freely. This type used in two ways. In one hand, by a statement:

**E.g.** Would you please suggest some ways to get rid and avoid these psychological barriers?

In the other hand, this type used multiple choice question with an option of 'others', i.e., the respondents are asked to select an answer among a set of alternatives about a particular question in addition to writing 'others' at the end of the question.

**E.g.** what influences the most your interaction in the classroom?

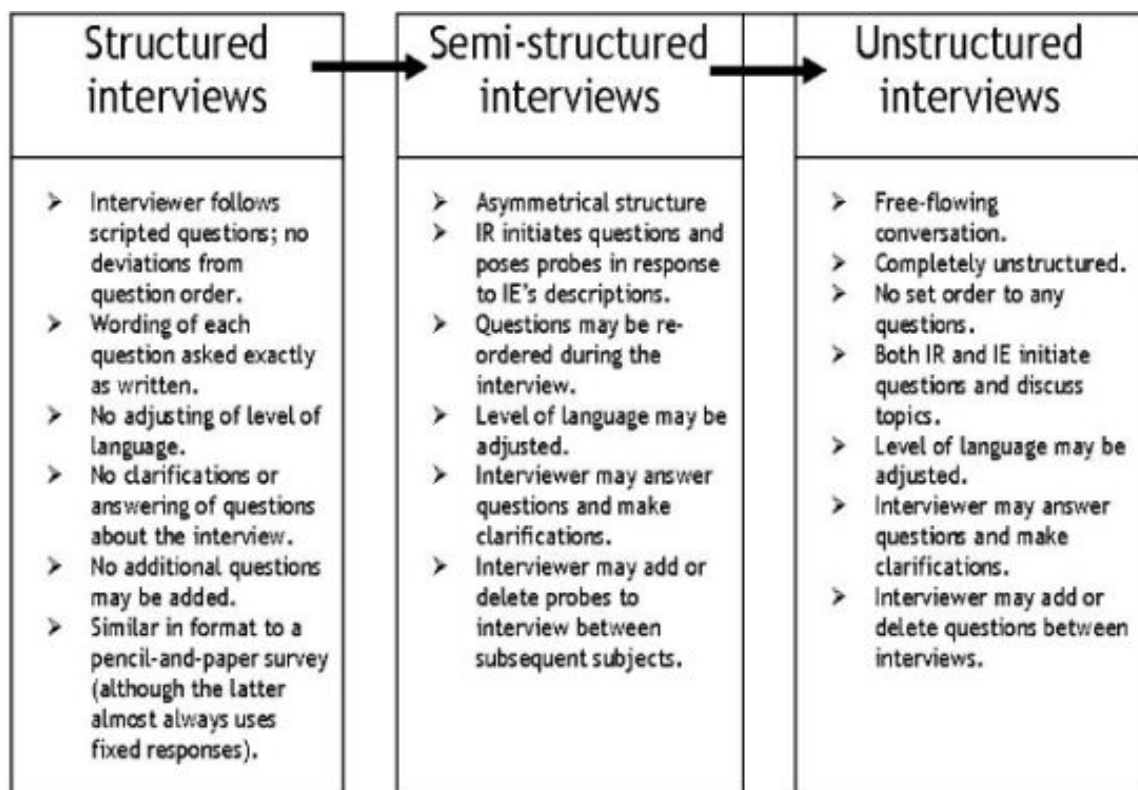
- a-** Lack of knowledge
- b-** Psychological factors (stress, shyness, anxiety ...)
- c-** Other factors.....

As far as the questions are concerned, the layout should contain plain instructions about how to answer the questions; for example, "putting a tick on the appropriate answer". Besides, the length and wording of the questions are crucial which the researcher looked after quality and clarity of using simple words with logical length and comprehensible abbreviations so that the respondents enable to provide full answers. In fact, the questionnaire has been evaluated by the supervisor; all the questions have been kept except one question was appropriately reformulated by the supervisor.

### **2.6.2. Interview**

An interview is a conversation between two or more people, in which one person (the interviewer) asks questions to another person (the interviewee) in order to obtain information or opinions. Interviews can be conducted for many purposes, including research, journalism, recruitment, and evaluation. It is an important tool for gathering information and evaluating people. It allows for in-depth subject's exploration and providing opportunities to people for the sake of sharing their point

of views, perspectives and experiences. As noted by Kvale and Brinkmann (2015:1), *"the interview is a central method for qualitative research and for gaining access to the perceptions, experiences, and attitudes of people in many different fields of study"*. Besides, the interview provides some valuable insights into people's thoughts and behaviours. Nunan (1992) categorized interviews based on their degree of formality, namely: structured, semi-structured and unstructured. Some differences among structured, semi structured and unstructured interview are in terms of its characteristics as it is demonstrated in the following figure:



**Figure 2.2.** The Differences among Structured, Semi-Structured and Unstructured Interviews (Adapted from Berg,2004)

In this research, the interview was used by the investigators as a research instrument in order to gain qualitative data from in-depth subject.

### 2.6.2.1. Teacher's Interview

In the present research work, the interview was addressed to five (05) EFL teachers in Naama university centre in order to shed light on the psychological state of the EFL learners that affects their interaction in the classroom, asking about suggestions that may help the students. In fact, the researchers have prepared a semi-structured interview for the teachers. Unfortunately, since the teachers were busy with the preparation and correction of exams, the researchers could not meet them face to face but instead the interview has been changed to a structured one. Again, the interview questions were assessed by the supervisor. All the interview questions have been kept; only one question was added by the supervisor.

This interview consists of two sections, the researchers used a set of items including:

- ✓ Open-ended items
- ✓ Close-ended items

The first type: (question 01 and 02) is about the teacher's years of teaching experience and the significance of CI.

**E.g.** Do you think that classroom interaction is crucial for EFL learners?

The second type: (questions 3 to 6) is about the teachers' agreement, insights and perspectives about the psychological factors that hinder EFL students' interaction in the classroom. Besides, their suggestions, solutions and strategies for the presented issue were also expressed.

**E.g.** Do you care about the psychological state of your students?

## 2.7. Data Analysis

As it was previously mentioned, the present study is conducted to investigate the psychological factors that affect EFL learners' classroom interaction. In order to

accomplish the objectives and make a sense of the research results, a mixed-method approach was adopted for this study both for data collection and data analysis. It is important to note that the quantitative and qualitative analyses of the data produced were presented separately, with any mixing happening only at the last phase of interpretation.

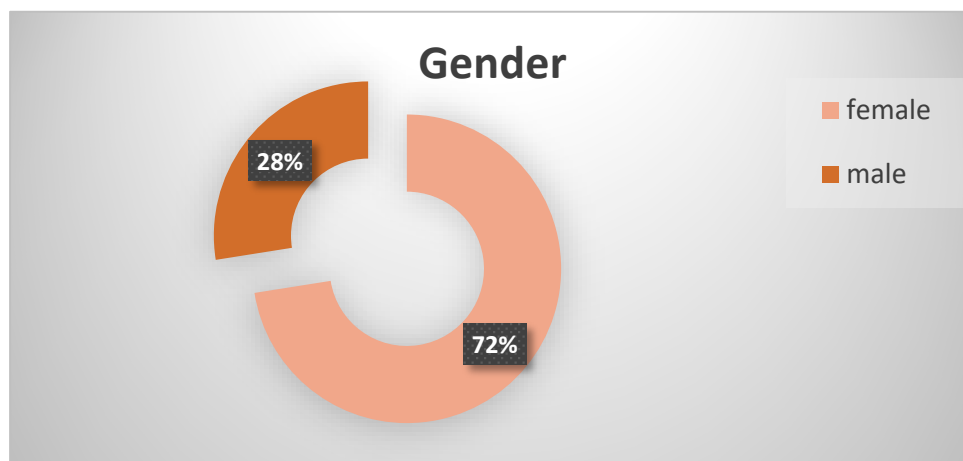
### 2.7.1. Students' Questionnaire Results

The aim of the first section was to design a proper profile for the respondents at the Centre University of Salhi Ahmed. The researchers aimed to obtain personal data from second-year EFL students. They posed a couple of questions. Regarding this, the learners were asked to indicate their age and gender.

#### Part One: General Information

##### Question 1: The Learners' Gender

The quantitative examination of the gender of the learners in this item demonstrated that there are significantly more female students compared to male proportion. Out of 40 participants 29 (72%) are females and 11 (28%) are males. These results are summarized in the following pie-chart:

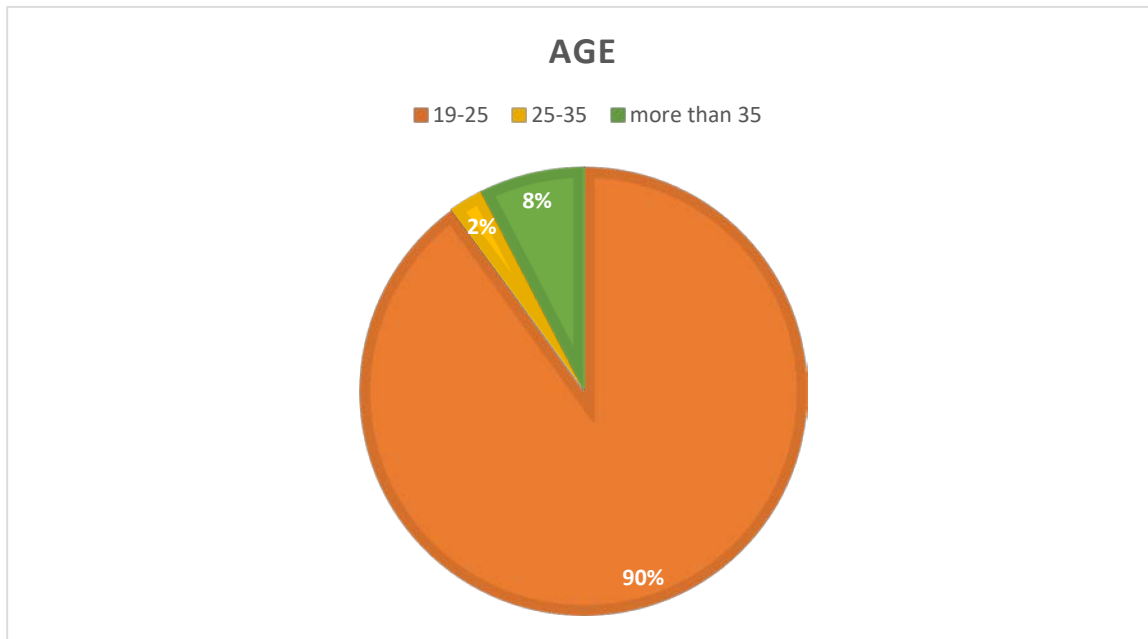


**Pie-chart 2.1.** Students' Gender

##### Question 2: The Students' Age

When it comes to the age of the respondents, the second question in the questionnaire asked students about their age in order to assess their capacity for

learning and their desire to adapt to a classroom environment. The data representing the age range has been split into three groups as shown in the following pie-chart:



**Pie-chart 2.2.** Learner's Age

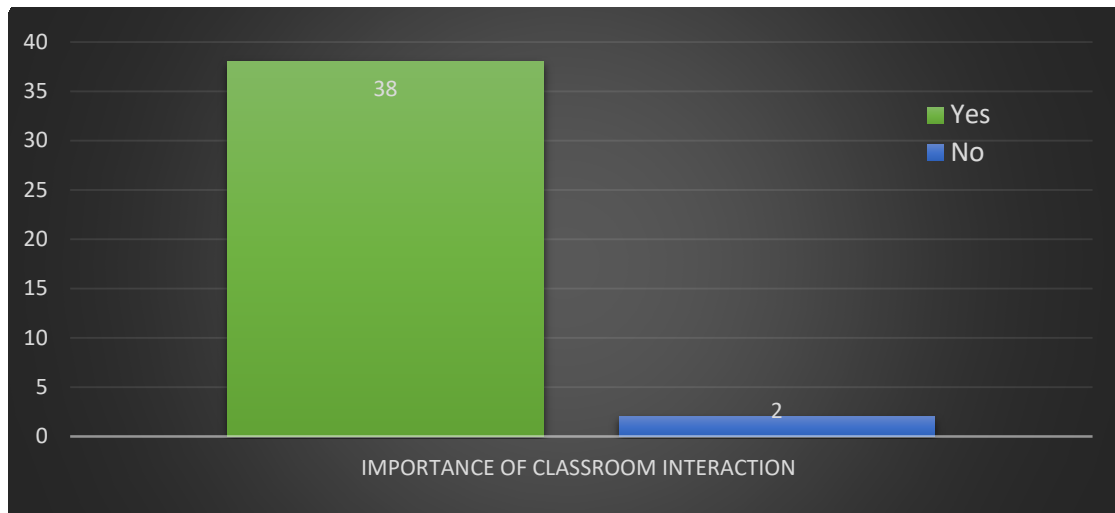
The first category which is between '19-25' represent the vast percentage representing (90%), followed by 1 participant (2%) for '25-35' group. Then for the last category which is more than 35 years old; it represents 3 participants (8%). Since learning is not limited to an identifiable age, the age range is diverse as seen in the pie-chart above. Yet there was a significant presence of students at a younger age; the youthful one is the large category.

### **Part Two: The Importance of Classroom Interaction**

This part deals with the students' perceptions concerning the importance of CI. A body of questions was designed to collect data from the students about the psychological factors that affect EFL learner's classroom interaction and their suggestions to avoid these difficulties.

**Question 3:** Do you think that classroom interaction is important for you as an EFL learner?

The overwhelming majority of participants (95%) think that interacting in the classroom is crucial to their development as EFL learners, while a mere five percent (5%) disagreeing. The participants revealed their interest in the topic and expressed their enthusiasm for learning as well as their strong desire to master the English language in their responses to the question of how important classroom interaction is.



**Bar-graph 2.1.** The Importance of Classroom Interaction

**Question 4:** How often do you interact in the classroom?

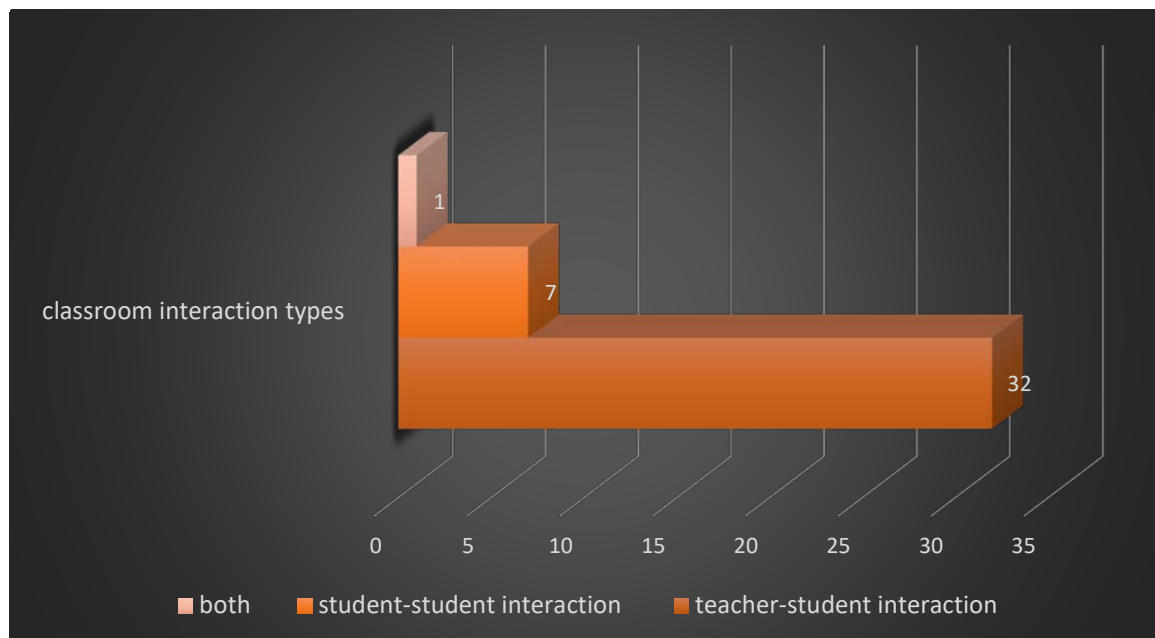
In this item, the learners were asked about how much they interact in the classroom. The majority of the learners 25 (62%) revealed that they sometimes interact in the classroom. 8 (20%) of the participants always interact during English classes. Whereas, 07 (18%) rarely interact. no one of the respondents picked the last choice which is never. The following table clearly summarizes the respondents' answers:

Table 2.3. Frequency of Learners Interaction in the Classroom.

Students answer	Always	Sometimes	Rarely	Never
Students number	08	25	07	00
Percentage	20 %	62%	18%	00%

### Question 5: What kind of interaction do you prefer?

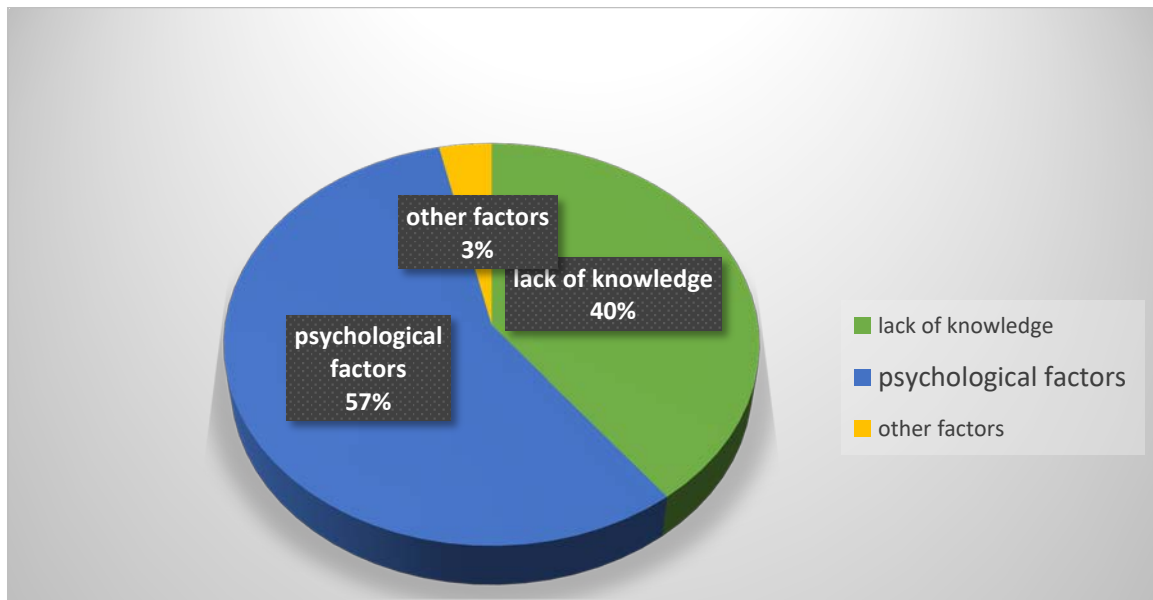
This question was designed to ask participants about their preferable type of classroom interaction, 32 participant stated that they prefer teacher-student interaction as a type of interaction stating that the teacher is considered as a guide that facilitate everything for them and they feel free to ask questions about all the things that seems difficult to understand for them. On the other hand, 7 students state that they prefer student-student interaction as a type of interaction because they understand better when they express themselves to each other. Interestingly, only one student picked them both.



**Bar- graph 2.2.** Preferable Type of Classroom Interaction

**Question 6:** What influences the most your interaction in the classroom?

Within the context to this item, the findings showed that (57 %) of students do not interact in the classroom due to psychological factors which in turn hold them from effectively interacting during English classes. On the other hand, (40%) of the respondents mentioned that they do not interact in the classroom because of the lack of knowledge. Only one student had picked the last choice which is other factors. She stated that the direct interaction in the classroom is the reason that hinders student's interaction but if the classes were online they will interact freely. The following pie-chart has been provided to serve as a base for highlighting the main factors that have great impact on EFL learners' classroom interaction.



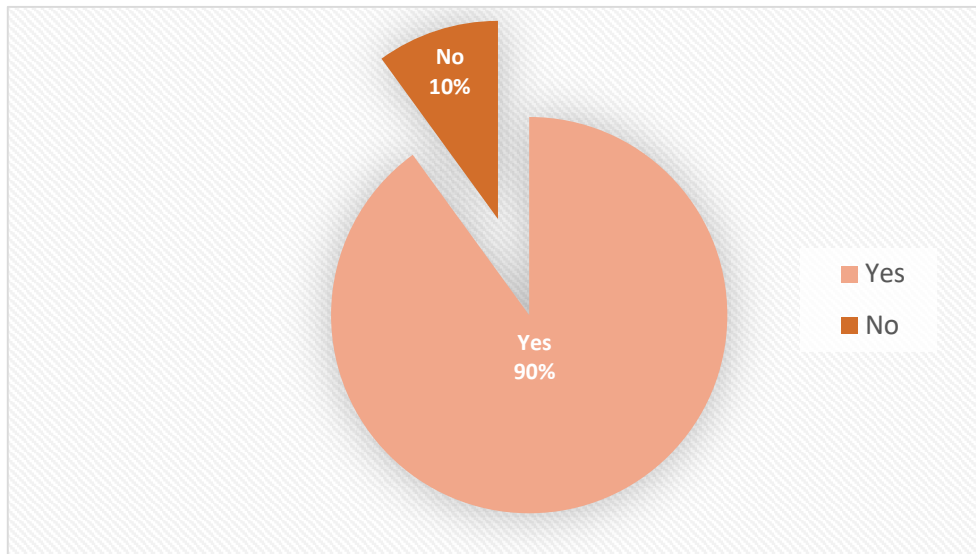
**Pie-chart 2.3.** The Main Factors Influencing EFL Learners' Classroom Interaction

**Question 7:** Do you think that your psychological state affects the way you interact in the classroom?

In actual fact, the focus of this question is to find out whether the psychological state of students affects the way they interact in the classroom or not. This question is coined to reinforce the previous question. As predicted, the majority of respondents (90%) indicated that their psychological state extremely



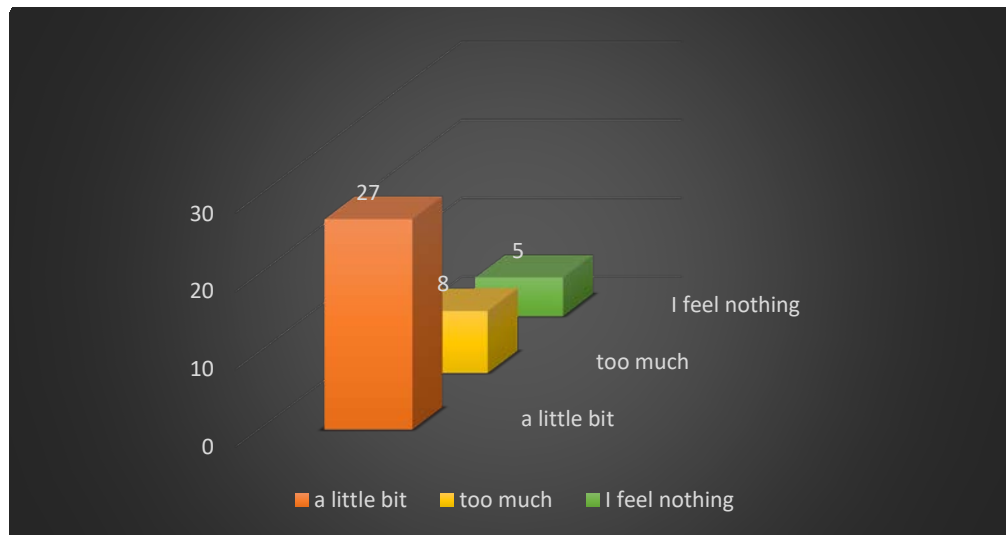
affects the way they interact in the classroom. Whereas only (10%) view that their psychological state does not affect their classroom interaction.



**Pie-Chart 2.4.** The Impact of Psychological State on EFL Learners Classroom Interaction.

**Question 8:** How anxious and stressed do you feel while interacting in the classroom?

Item 8 of the questionnaire inquired the participants how anxious and stressed do they feel while interacting in the classroom. Such question is helpful for identifying why students feel worried and nervous when interacting in the classroom, and considers interaction in the classroom as something that spreads terror in their psyche. This question contained the following values: 'a little bit', 'too much', 'I feel nothing'. The results are illustrated in the following bar-graph:



**Bar-graph 2.3.** Student Level of Anxiety while Interacting

The findings indicated that the majority of respondents (27 students) feel a little bit anxious and stressed during the interaction, 08 of them had mention that they suffer too much from stress and anxiety just because they are going to interact in the classroom, only 5 students selected the last option which is that they feel nothing when interacting.

**Question 9:** What do you fear the most when interacting in the classroom?

In this item, respondents were asked about what make them afraid about classroom interaction, the table below illustrates the respondents' answers.

**Table 2.4.** Learners' Fear when Interacting in the Classroom

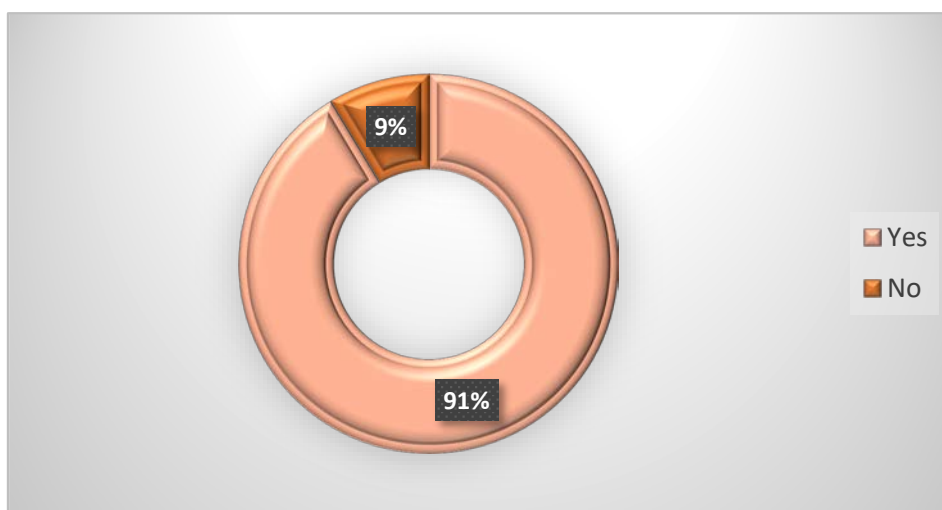
<b>Fear of making mistakes</b>	<b>20</b>
<b>Fear of teachers' evaluation</b>	<b>14</b>
<b>Fear of peers evaluation</b>	<b>05</b>

For the first option which is fear of making mistakes, the majority of participants 20 indicated that they greatly fear from making mistakes while interacting which in turns push them to avoid interaction, 14 respondents indicated

that they fear teacher's evaluation and only 5 students stated that they fear peer's evaluation. In addition to that just one student did not reveal his answer about this question.

**Question 10:** Do you interact when you are psychologically stable (relaxed and motivated)?

At this level, the researchers attempted to get an idea about whether or not EFL students will interact in the classroom if they are psychologically stable. The following pie-chart clearly displays the respondents' answers.



**Pie-chart 2.5.** Learner's Interaction in Terms of Psychologically Stability

In their response to this question, the majority of respondents (91%) indicated that when they are psychologically stable (relaxed and motivated) they take part in classroom interaction while the remaining (9%) stated that they choose to be silent during classroom interaction even when they are psychologically stable.

**Question 11:** Would you please suggest some ways to get rid and avoid these psychological barriers?

In this final item, students are offered the chance to express themselves, EFL learners were invited to suggest some ways to get rid and avoid the psychological

barriers that hinder their interaction. Thus, only 19 students out of 40 participants had provided an answer to this question but they were valuable recommendations among these suggestions are the following:

- ❖ To be in a safe zone.
- ❖ Listen to podcasts and reading books.
- ❖ Breaking the barrier by interacting continuously.
- ❖ Working on the development of self-confidence.
- ❖ Developing language skills (speaking, listening, reading and writing).
- ❖ Creating a positive atmosphere in classroom.
- ❖ Teacher must look for what their students like and what makes them interact in Classroom.
- ❖ Working more on the language, and speaking with fluent people.
- ❖ Teacher should motivate students, organizes the course and keep a positive competition among students.
- ❖ The student needs to take a rest, relax and do Yoga.

### **2.7.2. Teacher's Interview Results**

This section is about the teachers' interview results. This structured interview was addressed to 5 teachers of English in the department of foreign languages at Salhi Ahmed University centre. The interview is divided into two sections. The aim of this interview is to investigate the psychological factors that affect EFL learners' CI.

#### **Section One: General Information**

The first part (question 01 and 02) is about the teacher's years of teaching experience and the significance of classroom interaction.

**Item One:** The Teacher's Experience.

In this item, teachers were asked to mention their teaching experience. The results are shown in the table below.

**Table 2.5.** Teachers' Teaching Experience

<u>Teacher's number</u>	<u>The experience</u>
1	19 years
2	11 years
3	1 year
4	More than 20 years
5	More than 25 years

**Item Two:** Do you think that classroom interaction is crucial for EFL learners?

As for the second question which is concerned with the importance of classroom interaction for EFL learners. All the interviewees revealed that classroom interaction is crucial for EFL learners. The results are demonstrated in the following table:

**Table 2.6.** Teachers' Perception about the Importance of Classroom Interaction for EFL Learners.

	Yes	No
Teachers Number	05	00

**Item Three:** Do you agree with the idea that the psychological state of the learners affect the way they interact in the classroom? Clarify

With regard to this question that involves in the beginning the teacher's agreement about the idea that the psychological state of the learners affect the way they interact in the classroom, then the teachers were demanded to clarify their answers.

They all strongly agreed with the idea that the learner's psychological state affect their way to interact in the classroom. They reinforced their answers with justifications. The majority of teachers justified and mentioned the most common psychological factors that highly affects the learners' psychological state in which can affect their interaction such: self-confidence, motivation, stress and anxiety.

Some teachers pointed out the psychological factors that affect the learners' interaction are divided into positive and negative ones; for instance, when the learner is feeling motivated and self-confident he/she will interact better; however, when they feel less confident and less motivated their interaction will be reduced.

**Item Four:** Do you care about the psychological state of your students? Why?

As for the fourth question which revolves around the teacher's care about their students' psychological state, they were asked to support their answers with reasons. The answers were affirmative, all the interviewees agreed that they do care about their students' psychological state. As the reasons were varied and rich, each answer took a different path from different aspects. Some teachers mentioned that caring about the students' psychological state, feelings, self-satisfaction and self-relaxation will make education successful. Besides, it is important and motivational.

Where others pointed out the reason behind taking care of the students' psychological state is to promote positive atmosphere and good class dynamics. In addition, giving each student a chance to interact will lead to feeling a kind of ease to speak freely in classroom. Another answer took a humanistic perspective; in which it is crucial to look after students' mental health because they are human beings before being learners.

**Item Five:** From your perspective, what are the psychological factors that hinder your student's interaction in the classroom?

The researchers obtained various information about the fifth question. All the teachers mentioned that stress, anxiety and fear are the major factors; some specified the kind of fear like fear of making mistakes or critics from peers and fear of speaking in front of public. The majority added that shyness, lack of confidence, low self-esteem and self-respect are among the psychological factors that hinder students' interaction. Moreover, one teacher mentioned depression and others mentioned attitudes and interest as elements that prevent learners to interact in classroom.

**Item Six:** What are the best strategies that you can adopt to overcome such barriers and promote an active interaction?

The teachers were asked to indicate the best strategies that they can adopt to overcome such barriers and promote active interaction, the answers differ from one teacher to another, which gave a plentiful information. Most teachers claimed that erasing all the unfavourable feelings that block their interaction in the classroom such as stress, shyness, negative self-image and integrating only the positive ones such as motivation and self-confident is the best way to help students to overcome the negative psychological factors.

The interviewees suggested the preferable strategies to be applied in classroom activities such engaging students in oral presentations and opening discussions, working in groups or pairs in project and attending workshops to promote conversations and thus interaction. Besides, encouraging learner autonomy, varying tools and techniques of learning were proposed.

In addition, they suggested to facilitate their engagement through establishing relationships with students in order to connect and create good and relaxed atmosphere. Also, all teachers pointed out a small detail that can makes a huge difference to the students' interaction in classroom; some suggested that face to face and eye contact are helpful to engage all the students, besides using a code

that it is clear and comprehensive to everyone with the use of humour. Last but not least, calling them by their first name keeps the learners focused and interact better.

**Item Seven:** Any further comments or suggestions regarding this issue?

The majority of the interviewees (03) answered this question, while others (02 teachers) had no comment about the issue. The answers were divided from various perspectives, some teachers suggested that the teacher's role which is primordial to elevates the learner's awareness and self-esteem through discussion and motivation. Also, adopting methods and tools that are stable is effective. Besides, they advise to look for adequate strategies to overcome communication barriers in order to ban misunderstanding that could happen in the classroom and create relaxed atmosphere for good communication. One teacher commented that teachers must be exposed to in-service training and even continuous training. She added that psychological concealing in schools and at universities should appeal to every teacher and learner.

## **2.8. Discussion and Interpretation of the Main Findings**

At this stage of the chapter, the researchers provide a discussion and interpretation of the main results. The researchers are going to inspect the previously mentioned hypotheses in relevance to the main findings of this research work. Hence, in this part the researchers can assert or refuse the suggested hypotheses for the issue of this research work which sheds light on the psychological factors that affect EFL learner's CI. In the beginning of this research work, it was hypothesized that the psychological factors such as lack of confidence and anxiety affects EFL learner's classroom interaction.

The data gained through the two research instruments (questionnaire and interview) revealed the major psychological factors that affect EFL learner's interaction in the classroom. This reality was proved by the students' answers on different questions in the questionnaire, as well as the teacher's responses on the several questions in the interview. In fact, the students assert that they are



challenged by several psychological issues when interacting in the classroom either with their teachers or with their peers. The major psychological factors that they declared are lack of confidence and anxiety. Also, they added that fear of teachers' and peer's evaluation and fear of making mistakes prevent their interaction in the classroom. Clearly, the majority of students stated that when they are a little bit anxious, they interact less than in the usual way.

From the overall results of the interview, the teachers asserted that lack of self-confidence and anxiety are the main psychological factors that hinder student's interaction in the classroom. They also added other factors which can prevent EFL learners from successful interaction with their surroundings such as shyness, stress, fear, low self-esteem and lack of motivation. Thus, they all share the same view that a student with a clear mind is better motivated and willing to interact, conversely, negative feelings such as shyness, fear, stress, low self-esteem and other psychological issues can block student's motivation and hence, interfere with classroom interaction. In fact, the results confirmed the first hypothesis.

Regarding the second hypothesis, the investigators suggested that the classroom environment that the teachers creates (positive or negative) has a significant impact for the learner's psychological state and feelings. This hypothesis was supported by the teachers' responses in the interview. The findings demonstrated that the classroom environment that a teacher creates has a great impact on students' psychological state and feelings, in which a classroom with a positive atmosphere can inspire a sense of comfort and security for students and definitely clear their minds to interact better and enhance their learning experience. On the contrary, a negative classroom environment can create a sense of confusion and anxiety, which can negatively affect students' academic performance.

Also, teachers mentioned that they tend to create a positive atmosphere in the classroom by using several techniques either directly or indirectly. In one hand, the direct way represented in making the students feel with ease, help them get rid of all the negative feelings such as stress, anxiety, shyness, and enhance their feeling of confidence, motivation, and teach them to appreciate their learning abilities through

opening discussion. Besides, simplifying the engagement of the students in activities and conversations helps to maintain a good classroom dynamic. On the other hand, the indirect way appears in taking care of tiny details like making eye contact with all students, calling them by their first name, using a sense of humour and the appropriate code; all these allows students to engage more effectively with their teachers and peers. Consequently, the proposed techniques lead to a relaxed atmosphere in the classroom and long lasting impact on students' interaction and their academic success. Actually, these results prove the second hypothesis.

With respect to the third hypothesis which proclaim that well-being and psychological resilience of EFL learners lead to an effective classroom interaction. The data collected from the students' questionnaire emphasizes that the learner's flexibility and well-being are able to create a balance that contribute to satisfactory learning outcomes and therefore student's interaction in the classroom is effective. A resilient student can adapt tough situations and get over the psychological barriers that block his/her willingness to interact in the classroom. Meanwhile, students are more capable to manage the difficulties of interaction when learning a foreign language. When they are psychologically resilient, they have a higher tendency to keep going through challenging tasks and they recover rapidly from failure. This could create a more encouraging learning environment where the student feels free and relaxed. The teachers insist on motivating the students and taking care of their psychological state to guarantee their well-being and psychological resilience. Finally, teachers should place a high value on fostering a supportive learning environment to promote effective classroom interaction. Once more the findings affirmed the third hypothesis.

## **2.9. Suggestions and Recommendations**

The current research work endeavours to investigate the psychological factors affecting EFL learners' classroom interaction. It was confirmed that EFL students psychological state influences the way they interact in the classroom. From this perspective, a set of recommendations and suggestions would be proposed to

both teachers and learners to promote an effective classroom interaction. Furthermore, these recommendations would particularly help students to get rid and overcome such psychological barriers which in turn restrict them from successful interaction in the classroom.

### **2.9.1. Suggestions for Learners**

In this part, the researchers will try to present some useful suggestions and recommendations which may help the learners either to overcome or at least reduce the set of obstacles that prevent them from effective classroom interaction. The recommendations include the following:

- ✓ EFL Learners should be aware of their own thoughts and emotions and how they may be affecting the way they interact in the classroom. They can do this by taking time to reflect on their feelings and behaviours.
- ✓ The learners have to practice effective communication skills such as active listening, asking questions, and expressing themselves freely and respectfully.
- ✓ Learners should find stress-reduction techniques including deep breathing exercises, meditation, or physical activity. So they may be able to concentrate and maintain their composure in the classroom.
- ✓ In order to feel more comfortable and engaged in the classroom, learners must try to build positive relationships with their classmates and teachers.
- ✓ Setting goals, learners should set achievable goals for themselves and work towards them. This can help to increase their willingness and make them motivated and focused in the classroom.
- ✓ Seek for guidance and help when needed, learners should not hesitate to seek help from their teachers or counsellors if they are struggling with psychological factors that are affecting their classroom interaction.
- ✓ Practicing positive self-talk, EFL learners should practice positive self-talk by focusing on their strengths and abilities rather than their

weaknesses which in turns can help them to build confidence and reduce anxiety in the classroom.

### **2.9.2. Suggestions for Teachers:**

In the following part, the researchers will attempt to give some valuable suggestions and recommendations that may help teachers to promote an effective CI and understand better the psychology and needs of their students.

- Teachers should foster a pleasant learning environment for students to feel welcome and encouraged to interact in the classroom activities, this can be accomplished by displaying students work throughout the classroom, offering comfortable seating, and laying out clear guidelines and expectations.
- Teachers have to encourage students to participate in class discussions, question asking, and sharing opinions. This can be done by fostering group collaborations employing open-ended inquiries and offering encouraging feedback.
- The utilization of multimedia tools, interactive whiteboards and online discussion forums by teachers should improve student's interaction in the classroom. This can encourage teamwork among EFL learners and contribute to make them active communicators.
- Teachers should give regular feedback to their students regarding their development and performance in order to inspire learners and support them for a greater success.
- Teachers should employ several teaching techniques to accommodate a range of learning styles and skills; it may consist of visual aids, practical exercises, and real-life examples.
- Outside the classroom, teachers ought to be friendly and approachable to the learners. This can help students to ask for assistance when they need it by forming a sense of trust and relationship with them.
- Last but not least, teachers should promote teamwork, respect for diversity, and a shared feeling of purpose in their students in order to

create a sense of community in the classroom. This may contribute to the development of a supportive and encouraging learning environment for all learners and ensure to make them feel valued and worthwhile.

### **2.10. Conclusion**

This chapter has made an effort to provide a summary of the research methodology and to provide justification for the research design used to carry out this investigation. In the first part, the researchers went on to emphasize the key elements pertaining to the research participants, including the technique for sampling, instruments and methods used to gather data, determine satisfactory responses to the research questions, and ultimately either confirm or dispute the initial hypotheses posed in this study. Followed up, the second part, attempts to analyse, present and discuss the main findings of the gathered data both qualitatively and quantitatively through different instruments.

The results of the investigation demonstrated that, EFL learner's classroom interaction is affected by psychological factors such as lack of self-confidence, anxiety, stress in addition to other factors that limit EFL learner's interaction. When linking results to the research hypotheses, all the proposed hypotheses were confirmed. Moreover, a number of suggestions and recommendations are proposed to both teachers and learners to promote an effective classroom interaction.

## **General Conclusion**

### **General Conclusion**

The psychological state of learners plays a significant role in their academic performance and overall well-being. If EFL learners are struggling with stress, anxiety, lack of confidence or any other psychological issues, it can negatively hinder their ability to learn and interact effectively in the classroom. Therefore, the aim of the present research work was to discover the psychological factors that affect EFL learner's classroom interaction which may, in turn, cause poor outcomes in learning a foreign language. This drove the researchers to investigate these psychological barriers.

## General Conclusion

---

As a way to accomplish this purpose, an exploratory case study was conducted with teachers and second year students in the Department of English at Salhi Ahmed university centre. The data was analysed qualitatively and quantitatively. Also, they were discussed in relation to the aforementioned hypotheses in order to prove or refuse them.

The current research work, was divided into two chapters. It starts with reviewing the relevant literature about the psychological factors that hinder EFL learners CI. The second chapter, seek to present the methodological approach adopted in this research.as well as, the researchers provide data analysis and discussion of the research findings. Besides that, the current chapter attempt to offer an assortment of recommendations and suggestions to promote an effective classroom interaction and help students overcome such psychological issues.

The findings that were reached proved the three proposed hypotheses.

First, the students and the teachers alike affirm that psychological factors such as lack of confidence and anxiety affects EFL learner's interaction in the classroom. In the second position, the results confirmed that the classroom environment that the teacher creates has a serious influence on students' psychological state and feelings in which a classroom with a positive atmosphere can make the student relaxed and motivated to interact. Moreover, students asserted that when they are psychologically relaxed and motivated they get a positive energy that stimulate them to interact in a healthy and productive way.

As a matter of fact, it is essential to point out that this study has some limitations. For instance, data collection was not an easy task; some teachers did not cooperate to answer interviews. The researchers intended to conduct a semi-structured interview due to its flexibility; however, they turned to a structured interview. Additionally, many students did not fill some questions in the questionnaire; many items were kept unanswered.



## **General Conclusion**

---

The concerns of the psychological state of second-year EFL learners (or learners at different levels) when interacting in the classroom remain a questionable matter that can be assessed using other criteria. Students may struggle with psychological problems in university, high school, middle school or even in primary school. Actually, there are additional concerns that require further investigation in future research, such as investigating the psychological factors affecting middle school students' classroom interaction.

In a nutshell, it is worthwhile to mention that the researchers carried out this research work simply as they realize the value and effectiveness of CI for EFL learners. As well, they intend to present the psychological impediments that the learners suffer from and they may not be able to reveal it. The investigators hoped that the suggested recommendations help students to get over the psychological hindrances that prevent them from successfully interacting in the classroom, and for teachers to foster EFL learners well-being and self-confidence for a successful classroom interaction.

# **Bibliography**

## Bibliography

---

- Alatis, J. I. (1993). *Strategic interaction and language acquisition : theory practice and research*. Washington DC: Georgetown university press.
- Awicha, B. (2017). *Raising business learners awareness through authentic materials in an ESP classroom context* . university of Tlemcen..
- Battle, J. (1992). *Culture-free self-esteem inventories* (2nd ed.). Austin, Texas PRO: ED.
- Baumeister, R. F. (2014). *Neuropsychologia. Self-regulation, ego depletion, and inhibition*, 65.
- Bazeley, P. (2003). *Computerized data analysis for mixed methods research. Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage
- Beck, A. T. (1973). *The diagnosis and management of depression*. University of Pennsylvania Press.
- Berg, B. L., & Lune, H. (2017). A Dramaturgical Look at Interviewing. In *Qualitative Research Methods for the Social Sciences* (9th ed., p. 69). Pearson.
- Bisson, K. H. (2017). *The Effect of Anxiety and Depression on College Students' Academic Performance: Exploring Social Support as a Moderator* [Master's thesis].
- Boheniba, E., & Doublal, F. (2022). *The Impact of Social media on EFL students' Writing skill* .University of Adrar [Master's thesis].
- Boucetta, R. S. (2018). *Exploring Classroom Communication Breakdowns in Teacher-Student Interaction: The case of EFL second year Master at Salhi Ahmed Naama*. University Centre of Naama [Master's thesis].

## Bibliography

---

- Boyd, J. E., Otilingam, P. G., & Deforge, B. R. (2014). Brief Version of the Internalized Stigma of Mental Illness (ISMI) Scale: Psychometric Properties and Relationship to Depression, Self Esteem, Recovery Orientation, Empowerment, and Perceived Devaluation and Discrimination. *Psychiatric Rehabilitation Journal*, 37(1), 17-23
- Brach, T. (2020). *Radical Compassion: Learning to Love*. Penguin life.
- Brian, T. (2003). *Change your thinking, change your life*. John Wiley and sons, Inc. Hoboken, New Jersey.
- Brown, H. D. (2000). *Principles of language learning and teaching*. London: Pearson Longman.
- Bryman, A. (2016). Quantitative research : sampling in quantitative research. In *Social research methods* (5th ed., pp. 170-195). Oxford.
- Bucholz, J. L., & Sheffler, J. L. (2009). Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome. *Electronic Journal for Inclusive Education*, 2(4).
- Burstein, M., Grillon, L. A., & Merikangas, K. R. (2011). *Shyness Versus Social Phobia in US Youth*.
- Cengiz, Ö., & Çakır, H. (n.d.). Developing Pedagogical Practices in Turkish Classrooms. *Creative Education*, 7, 506-519. <https://doi.org/10.4236/ce.2016.73052>
- Cheng, H., & Frunham, A. (2002). Personality, self-esteem and demographic predictions of happiness and depression. *personality and individual differences*, 32(2), 321-332.
- Cherry K. (2023, March 15). *What is the psychology of learning*. verywell mind. [http://www.verywellmind.com/learning\\_study\\_guide\\_2795698](http://www.verywellmind.com/learning_study_guide_2795698)

## Bibliography

---

- Chickering, A. W., & Gamson, Z. F. (1987). seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39, 3-7.
- Choutari. (2021, January 25). *Benefits of classroom interactions*. ELT CHOUTARI. [http://eltchoutari.com/tag/benefits\\_of\\_classroom\\_interactions/](http://eltchoutari.com/tag/benefits_of_classroom_interactions/)
- Clement, R., Dornyei, W., & Noes, K. A. (1994). Motivation, self-confidence and group cohesion in the foreign language classroom. *language learning*, 44(3), 417-448.
- Cochran, W. G. (1977). *Sampling techniques* (3 rd ed.). John Wiley & sons ,Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6 th ed.). Routledge.
- Cooley, C. H. (1902). *Human nature and social order*. New York ,scribner.
- Corbetta, P. (2003). *Social Research: Theory Methods and Techniques*. SAGE Publications Ltd.
- Cox, R. D. (2011). *The College Fear Factor: How Students and Professors Misunderstand One Another*. Harvard: Harvard University Press.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (3 rd ed.). SAGE publications.
- Crozier, R. W. (2000). *Shyness: development,consolidation and change*. Routledge.
- Cullen, R. (1998). Teacher talk and the classroom context. *ELT Journal*, 52(3), 187-189.
- Dagenbach, D. (1994). *Inhibitory Processes in Attention, Memory and Language*. T. H. Carr (Ed.). Elsevier science.

## Bibliography

---

- Davis, T. (2023). *Self-Confidence: Definition, Affirmations, and Tips for Gaining Confidence*. Berkeley well-being institute.  
<https://www.berkeleywellbeing.com/self-confidence.html>
- Derdour, N., & Berrahhal, C. A. (2022). *Motivation and self - confidence in English language learning Case Study: Third year LMD students of English at the University of Adrar* [Master's thesis].
- Dewaele, J. M., Franco, M. A., & Saito, K. (2019). The effect of perception of teacher characteristics on spanish EFL learners anxiety and enjoyment. *the modern language journal*, 103(2), 412-427.
- Dinzin, N., & Lincon, Y. (2011). *Introduction: The discipline and practice of qualitative research*. London: Sage.
- Dornyei, Z. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing* (2 nd ed.). Routledge, London.
- Hall, J., & Verplaetse, L. (2000). *Second and foreign language learning through classroom interaction*. Mahwah , NJ:Erlbaum.
- Hamad, T. (2022). what are different research approaches? comprehensive review of qualitative, quantitative and mixed method research their application types and limitations. *journal of management science and engineering research*, 05(01).
- Heaton, J. (2004). *Reworking qualitative data*. SAGE publications.
- Hwang, Y. (2013). An exploration of EFL learners anxiety and E-learning environments. *Journal of language teaching and reaserch*, 4(1), 27-35.
- Johnson, R. B., & Christensen, L. (2014). *Educational Research Quantitative, Qualitative, and Mixed Approaches* (5th ed.). SAGE Publications, Inc.

## Bibliography

---

- Johnson, D. W., & Johnson, R. T. (1975). *Circles of Learning: Cooperation in the Classroom* (5th ed.). Interaction book company.
- Johnson, D. W., & Johnson, R. T. (1981). Effects of cooperative and individualistic learning experience on interethnic interaction. *Journal of Educational Psychology*, 73, 444-449.
- Johnson, D. W., & Johnson, R. T. (1983). *Learning Together and Alone*. New Jersey: Prentice Hall.
- Kanza, D. (2015). *The Importance of Self-confidence in Enhancing Students' Speaking Skill* [Master's thesis]. University of Biskra, Algeria. <http://archives.univ-biskra.dz/bitstream/123456789/8655/1/a81.pdf>
- Kemper, E., Stringfield, S., & Teddlie, C. (2003). *Mixed methods sampling strategies in social science research*. Thousand Oaks, CA: Sage.
- Koca, F. (2016). Motivation to learn and teacher-student relationship. *journal of international education and leadership*, 6(2), 1-6.
- Kodri, F. (2018). The effect of anxiety and classroom interaction on english speaking performance. *ELT-jurnal pendidikan*, 5(1), 23-28.
- Kothari, C. R. (2004). *Research Methodology, Methods & Techniques*. New Delhi : New Age International Limited.
- Kourichi, M. (2017). *Assessing the Writing Production Difficulties : The Case of Second-Year EFL Students at the University of Tlemcen* [Master's thesis]. <http://dspace.univ-tlemcen.dz/handle/112/11215>
- Kvale, S., & Brinkmann, S. (2015). *Interviews: Learning the Craft of Qualitative Research Interviewing*. (3 rd ed.). SAGE publications.
- Lahey, B. B. (2020). *Psychology: an introduction* (13th ed.). New York: McGraw-Hill.

## Bibliography

---

*learning: definition, characteristics and types of learning in psychology (n.d.).* (2022).

Management study guide. <http://www.managementstudyguide.com/definition-characteristics-and-types-of-learning-in-psychology.htm>

Leedy, P., & Ormord, J. (2001). *Practical research: Planning and design* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall. Thousand Oaks: SAGE Publications.

Leoanak, S. P., & Amalo, B. K. (2018). *Teachers behaviour towards students motivation practice*. SHSweb of conferences. <https://doi.org/10.1051/shsconf/20184200078>

Lune & L.Berg, H. B. (2017). A Dramaturgical Look at Interviewing. In *Qualitative Research Methods for the Social Sciences* (9th ed., p. 69). Pearson.

Martinsen, E. W., & Taube, J. (n.d.). *16.anxiety*. docplayer.

<https://docplayer.net/amp/4848631-16-anxiety-authors-summary-definition.html?fbclid=IwAR0xSL->

[V5pitkFnv8HiKk5ixPHhXVoFSp58TO0VoWtBmPv01NA2kSDmC6ZE](https://docplayer.net/amp/4848631-16-anxiety-authors-summary-definition.html?fbclid=IwAR0xSL-V5pitkFnv8HiKk5ixPHhXVoFSp58TO0VoWtBmPv01NA2kSDmC6ZE)

Maslow, A. H. (1962). *Toward a psychology of being*. Princeton. van Nostrand Company.

Matsumoto, Y. (2009). *Investigating classroom dynamics in Japanese university EFL classrooms* [Doctoral dissertation]. <http://theses.bham.ac.uk/id/eprint/296>

Merine, A. (2020). *Needs Analysis of English Communicative Skills of Hotel Receptionists and Future Steps towards Possible Solutions: The Case of Sheraton, Royal and Meridien Hotels in Oran* [Doctoral dissertation]. <http://hdl.handle.net/123456789/2870>

Muhammad, A., Ali, S., & Hussain, Z. (2021). Fear and lack of motivation as an interactive barriers in EFL classroom at university level. *palarchs journal of archaeology of Egypt/Egyptology*, 18(06), (616\_618).

Murk, c. J. (1995). *Self esteem: research, theory and practice*. springer.



## Bibliography

---

Murray, D. (2006). *Coming out Asperger*. London and Philadelphia: Jessica Kingsley.

Nunan, D. (1989). *Understanding Language Classrooms*. New York: Prentice Hall International.

Nunan, D. (1992). *Research Methods in language learning*. Cambridge: Cambridge University press.

Obidigbo, C. (2006). Self-esteem: a critical appraisal. *Journal of Counseling Psychology*, 53(4), 387-395.

Oxford Learners Pocket Dictionary. (2011). Oxford University Press.

Qudoos, S., & Samad, A. (2022). Investigating the Factors that hinder Students' Participation in English Language Classrooms at University Level in Pakistan. *Pakistan Languages and Humanities Review*, 6(2), 174-188. [https://doi.org/10.47205/plhr.2022\(6-II\)15](https://doi.org/10.47205/plhr.2022(6-II)15)

Qureshi, H., Javed, F., & Baig, S. (2020). The Effect of Psychological Factors on English Speaking Performance of Students Enrolled in Postgraduate English Language Teaching. *Global Language Review*, V(II), 101-114. [https://doi.org/10.31703/glr.2020\(V-II\)114](https://doi.org/10.31703/glr.2020(V-II)114)

Rikard, C. (2014). *Self confidence secrets*. softpress publishing LLC.

Rimmer, J., Good, J., Harris, E., & Balaam, M. (n.d.). Class participation and shyness: affect and learning to program. In *Annual Workshop of the Psychology of Programming Interest Group*. PPIG.

Robyn M. Gillies, Adrian Ashman. (2008). *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. Springer.

## Bibliography

---

- Rosenberg, M. (1965). *Society and the adolescent self image*. NJ:princeton university press
- Scrivener Jim. (2011). Classroom activities. In *Learning teaching* (3rd ed., pp. 54-61). Mcmillan Books for Teachers.
- Shovel, T. (1978). The effect of affect on foreign language learning: a review of the anxiety research. *language learning*, 28, 128-142.
- Skinner, B. F. (1954). *The science of learning and the art of teaching*.
- Spielberger, C. (1983). *Manual for the state-trait anxiety inventory*. CA:consulting psychologists press
- Tiwari, T. D. (2021). Classroom interaction in communicative language teaching of public secondary schools in Nepal. *Indonesian journal of english language teaching and applied linguistics* , 5(2).
- Trochim, W., & Donnelly, J. P. (2016). *Research methods: The essential knowledge base* (2nd ed.). Nelson Education.
- Wells, G. (1999). *Dialogic Inquiry: Towards a Sociocultural Practice and Theory of Education*. Cambridge: Cambridge University Press.
- Williams, C. (2007). research methods. *journal of business and economic research*, 5(3), 65-70.
- Yahi, A., & Lamrour, N. (2018). *An investigation into EFL Students' Difficulties in Speaking Skill. A Case Study of Second Year Students at Mohamed Boudiaf University of M'sila* . University of M'sila [Master's thesis].
- Yin, R. K. (2014). *Case study research design and methods* (5th ed.). Thousand Oaks, CA: Sage.

## Bibliography

---

Young, D. J. (2010). creating a low -anxiety classroom environment: what does language anxiety research suggest? *the modern language journal*, 75(4), 426-439.

Zainal, Z. (2007). case study as research method. *journal of kemanusiaan bil*, 9, 1-6.

Zohir, S., & Hadjaoui, H. (2022). *Students Speaking and Interaction Difficulties in EFL Classroom*. University of Adrar, Algeria. [Master's thesis]. <https://dspace.univ-adrar.edu.dz/jspui/handle/123456789/6487>

# **APPENDICES**

## Appendix A

### Student's Questionnaire

**Dear Student,**

This questionnaire is designed to gather data in order to investigate and explore the psychological factors that affect the EFL learners' interaction in the classroom. You are kindly invited to answer the following questions by putting a tick (✓) on the appropriate answer knowing that your responses will be confidential and will not be identified.

#### **Part One: Personal Information**

##### **1. Gender:**

a) Male

b) Female

##### **2. Age:**

Between 19-25

Between 26-35

More than 35

#### **Part Two:**

**3. Do you think that classroom interaction is important for you as an EFL learner?**

Yes

No

**4. How often do you interact in the classroom?**

Always

Sometimes

Rarely

Never

**5. What kind of interaction do you prefer?**

a-Teacher-student interaction

b-Student-student interaction

**6. What influences the most your interaction in the classroom?**

**a-** Lack of knowledge

**b-** Psychological factors (stress, shyness, anxiety ...)

**c-** Other factors

.....  
.....

**7.** Do you think that your psychological state affects the way you interact in the classroom?

Yes

No

**8.** How anxious and stressed do you feel while interacting in the classroom?

A little bit

Too much

I feel nothing

**9.** What do you fear the most when interacting in the classroom?

**a-** Fear of making mistakes

**b-** Fear of teachers' evaluation

**c-** Fear of peers' evaluation

**10.** Do you interact when you are psychologically stable (relaxed and motivated)?

Yes

No

**11.** Would you please suggest some ways to get rid and avoid these psychological barriers?

.....  
.....  
.....  
.....  
.....

*Thanks for your collaboration*

## **Appendix B**

### **Teachers' Interview**

**Dear Teachers,**

The present interview is concerned with the impact of the psychological factors on EFL learner's classroom interaction. The objective of this interview is to reveal your point of view about this topic whether they affect the learner's interaction in the classroom or not. you are accordingly asked to answer the following questions by giving the suitable answer.

#### **Question 1**

How many years have you been teaching English?

.....  
...

#### **Question 2**

Do you think that classroom interaction is crucial for EFL learners?

.....  
...

#### **Question 3**

Do you agree with the idea that the psychological state of the learners affect the way they interact in the classroom? Clarify

.....  
.....  
.....  
.....

#### **Question 4**

Do you care about the psychological state of your students? Why?

.....  
.....  
.....

#### **Question 5**

From your perspective, what are the psychological factors that hinder your student's interaction in the classroom?

.....  
.....  
.....  
.....

**Question 6**

What are the best strategies that you can adopt to overcome such barriers and promote an active interaction?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Question 7**

Do you have any further comments or suggestions regarding this issue?

.....  
.....  
.....  
.....  
.....  
.....

*Thank you for your collaboration*



## Summary

The current study aimed to investigate the psychological factors that affect the interaction of EFL learners in the classroom. In order to achieve this goal, an exploratory research was conducted, the researchers collected data related to the learner's psychological states and the problems they face during interaction by using different research tools. First, a questionnaire was distributed to EFL second year LMD students at Salhi Ahmed university centre at Naama. In addition, a structured interview was conducted with EFL teachers in the same faculty to collect the necessary data from a practical point of view. The results showed that there are many psychological factors that affect EFL learners' classroom interaction such as lack of confidence and anxiety. The results also revealed that the classroom environment provided by the teachers, as well as the students' psychological resilience can affect the student's interaction in classroom. At the conclusion of the research work, some recommendations and suggestions are given as supportive assistance for teachers and learners to promote effective interaction in the classroom.

**Key words:** classroom interaction, English as foreign language learners, psychological factors.

## ملخص

هدفت الدراسة الحالية إلى التحقيق في العوامل النفسية التي تؤثر على تفاعل متعلم اللغة الإنجليزية كلغة أجنبية في الفصل الدراسي. من أجل تحقيق هذا الهدف، تم إجراء بحث استكشافي جمع الباحثون بيانات تتعلق بالحالات النفسية للمتعلم والمشاكل التي يواجهونها أثناء التفاعل من خلال توسيع أدوات ومصادر البحث. أولاً، تم توزيع استبيان على طلاب السنة الثانية من كلية الآداب واللغات في المركز الجامعي صالح أحمد بالنعامة. بالإضافة إلى ذلك مقابلة منظمة مع معلمي اللغة الإنجليزية من نفس المركز الجامعي لجمع البيانات اللازمة. من الناحية العملية، أظهرت النتائج أن هناك العديد من العوامل النفسية التي تؤثر على تفاعل متعلم اللغة الإنجليزية كلغة أجنبية في الفصل الدراسي مثل عدم الثقة والقلق. كشفت النتائج أيضاً أن بيئة الفصل الدراسي التي يوفرها المعلمون، إضافة إلى المرونة النفسية ورفاهية الطالب يمكن أن تؤثر على أداءه وتفاعله في الفصل. نتيجة لذلك سيتفاعل المتعلم بنشاط في الفصل الدراسي عندما يشعر بالراحة النفسية والحماس والتحفيز. في ختام هذا البحث، يتم تقديم بعض التوصيات والاقتراحات كمساعدة داعمة للمعلمين والمتعلمين لتعزيز التفاعل الفعال في الفصل الدراسي.

**الكلمات الدالة:** التفاعل الفصول الدراسية، اللغة الإنجليزية كمتعلمين لغة أجنبية، والعوامل النفسية.

## **Résumé**

La présente étude visait à étudier les facteurs psychologiques qui affectent l'interaction en classe de l'apprenant EFL. Afin d'atteindre cet objectif, une recherche exploratoire a été menée. Tout d'abord, un questionnaire a été distribué aux étudiants de deuxième année d'EFL LMD au centre universitaire Salhi Ahmed. De plus, un entretien structuré avec des professeurs d'anglais du centre universitaire Salhi Ahmed pour collecter les données nécessaires. En termes pratiques, les résultats ont montré qu'il existe plusieurs facteurs psychologiques qui affectent l'IC de l'apprenant EFL, tels que le manque de confiance et l'anxiété. Les résultats ont également révélé que l'environnement de classe offert par les enseignants peut affecter le rendement des élèves. En conséquence, un apprenant détendu et motivé interagira activement en classe. À la fin des travaux de recherche, certaines recommandations et suggestions sont présentées comme une aide de soutien pour les enseignants et les apprenants afin de promouvoir une interaction efficace en classe.

**Mots clés :** Interaction en classe, Apprenants d'Anglais Langue Étrangère, Facteurs psychologiques.