

Internal and External Factors in Language Learning

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ABSTRACT

Internal and external factors are generally referred to the elements that exist inside and outside every individual. Internal factors are dealt with those elements every individual brings with himself to the learning context and these components are influenced by other factors which persist in the environment that a learner lives. Not only environment affects the process of acquisition, but also the second/ foreign language itself brings some other factors into this complex process of learning. This paper aims to mention some of the factors which are under categorization of the internal/external in second language acquisition (SLA).

KEYWORDS: Internal factors, external factors, SLA

INTRODUCTION

Learning a second or foreign language is not an easy matter to discuss, because it does not only require to know vocabulary and grammar of a language being acquired, but also knowledge about the context and culture and a new way of thinking and acting needs a great consideration. The task of learning a foreign language is much more complex, since; "you must have a comprehensive knowledge of the entry behavior of a person, and objectives you wish to reach of possible method" (Brown, 2000, p.79). It is quite observable that some learners learn a new language more quickly than others, because they are successful by their virtue of strong determination, hard work and persistence. Yet, some other learners are not very successful in acquiring a new language, and it is quite obvious that there exist some crucial factors affecting their success which are mostly beyond the learner's control.

Learning a second language is a long and complex undertaking (Brown, 2007). Your whole person is affected as you struggle to reach beyond the confines of your first language into a new language, new culture, new way of feeling and acting. "Learning a language is an emotional experience, and the feeling that the process of learning evokes will have a crucial bearing on the success or failure on the learning" (Huchinson & waters, 1878, p.47). From this statement, it is clear that emotional factors are important for learners to determine their success or failure in learning a language. To gain these emotional factors students should be encouraged to learn a language, to achieve success instead of failure. The second language learner brings all these variables into the process of the learning the second language. Teacher also has to undertake the system and functioning of the language that he teaches in order to enable students achieve it effectively.

As a matter of fact, researchers showed that children usually succeed in acquiring the spoken language in early childhood "provided that they have adequate opportunities to use languages over a period of several years" (Brown & Spada, 2006). This is reverse in case for the learner of second language whose success is dependent on many factors. Thus what remarked and observed several times in the same EFL classes is that some students show high interest in studying, by their well performance; therefore, they progress rapidly, while others make very slow progress, even if they learn in the very same conditions. However, there are crucial factors relating to their success that are largely beyond the control of the learners participating in a class and a teacher as the facilitator and controller who is a great help to learners to achieve success in the process of learning the second language. There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality (Ellis, 1994). Considering all variables relating to second or foreign language learning simultaneously would be an extremely difficult task. Thus, it sounds logical to classify these factors into two groups of internal and external which include elements of the same type. External factors are largely dealt with books dealing with curriculum development and course design and internal factors are discussed in SLA and psychology books. Internal variables imply cognitive and meta-cognitive factors as intelligence, perception, self-esteem, learning style etc. While external variables imply social and affective factors such as social class, first language, early start, L2 curriculum, etc.

INTERNAL FACTORS

They are factors which come from inside the individual. According to Brown (2007), these factors are specified by the individual students like motivation, attitude, personal practice and study habits. Each of these factors is an individual element of learners' ability to acquire a foreign language but each component also interacts with another.

INTELLIGENCE.

Intelligence is an issue that has been dealt with from many psychologists over many years till now. "The term intelligence has traditionally been used to performance on certain kinds of tests. These tests are other associated with success in school"(Brown and Spada, 2006, p.57). Nearly the same definition is provided by William and Burden, 1997 if asked to define what was meant by intelligence most people would probably refer to some form of inborn, general ability which enable some of us to better or faster than others". Oller, (cited in Brown, 2000, p.17) suggested that intelligence may after all be language based." Language may not be merely a vital link in the social side of intellectual development; it may be the way foundation of intelligence itself". In relating intelligence to second language learning, we can say such a view tends to assume that intelligence is fixed at birth (Williams and Burden, 1997, p.17), that is, this perspective considers the success or failure in learning English language to intelligence. If the student is logically smart, he will be able to succeed in learning a second or foreign language.

These views of fixed intelligence dominated in the 1950. The famous proponents of this view were Carroll and Sapon in their work Carroll and Sapon's modern language aptitude test of MLA (1950).

MULTIPLE-INTELLIGENCE

In recent years this perspective has changed, some researchers as Gardner (1985) argued that there are seven kinds of intelligence and that it should not be seen as a unitary.

Visual spatial-intelligence: The learners who have this ability tend to perceive the world in images. They prefer to be taught through pictures, video, maps, charts, etc.in fact they create mental images in order to retain information.

Verbal linguistic-intelligence: This type of learners tends to think in words rather than pictures. They have highly developed auditory skills and an extra ordinary ability to develop speech. Learners of such ability have a strong tendency to become fluent language users.

Logical mathematical-intelligence: Learners with this ability have the reason to think in logical way. They have the capacity to connect pieces of information. Such learners have experiments and are always completely conscious and aware about everything about learning.

Bodily kinesthetic intelligence: They have the ability to use movements and gestures in order to learn they have a strong balance and a sense of coordination. They interact with the physical space and people around them and throughout this theory are able to process and retain information.

Musical rhythmic intelligence: Learners this type, have the ability to produce and appreciate music. Such learners think in sounds, rhythms, and patterns.

Interpersonal intelligence: Learners possessing this ability like interacting with others and have a strong capacity to understand the people around them. They always try to see how the others think and feel, and they try to create cooperative between group members and encourage communication.

Intrapersonal intelligence: These learners have a strong awareness of their inner state of being. They can understand their dreams, desires, relationship with the others, and furthermore their strengths and weakness.

To sum up we can say that all individuals are born with a particular intelligence which determines how their future learning styles would be like. The psychologist Robert Sternberg has also provided a helpful perspective, he argues that what may be intelligent behavior in one country might be viewed as unintelligent in another country. Others proposed triarchic theory of intelligence which contain three types of smartness:

1. Componential ability for analytical thinking.
2. Experimental ability to engage in creative thinking combining disparate experiences in insightful ways.
3. Contextual ability street smartness that enable people to play the game of manipulating their environment (others, institutions, situations, contexts).

IMPACT OF INTELLIGENCE IN EDUCATION

Intelligence is the role of cognitive skills within specific strategies and appropriate context which frees us from the old fixed view about intelligence, thus, the learner can improve himself. In addition to the crucial role of the school in improving the students' potential and intelligence, and the teacher also account encounters a great challenge in his task to help learners develop their strategies needed in learning English language and also give them the way of effective thinking as important aspect in education.

PERCEPTION

In fact, perception is one of the most influential factors that have a great impact on learning. Like any other characteristic; perception differs from one individual to another. Before moving to the definition of the term perception, it is important to start with what William and Burden (1997, p. 26) said: "Minds that have nothing to confer find little to perceive".

Many researchers argued that perception is a very complex mental process and at the same time it is of a great help to the individual to interact with his external world. So without such ability, we cannot react to the stimuli we get from the general environment. Therefore, we cannot understand what is going on around us. For instance, when a teacher give an activity to his students, the instruction of this activity will be perceived differently. This indicates that each individual learner will interpret or understand the activity depending on his own cognitive capacities. Some will find it easy, while others will find it difficult. In this case their perception is influenced by their feeling toward such a subject. Besides perception, there is another cognitive ability which influences learning. This concerns "attention" which is according to Wode and Tavis "a fairly stable opinion towards a person, object, or activity, containing a cognitive element (positive or negative)". For instance, when the learner believes that he is in need to learn such a language, this way pushes him to pay more attention to it so that he will achieve the best level; otherwise he will not care about it at all.

Wode and Tavis (1990, p. 192) defines perception as "the process by which the brain is organized and interprets sensory information". He added that "a camera that doesn't care what it sees, a tape record doesn't ponder what it hears, but as human beings we are different. Not only we care about what we perceive, but our thoughts and feelings can affect our perceptions.

This shows that perception is an inner process related to senses that has its connection with external world. It is an ability that makes us react to stimulus in the environment, in order to understand what's going around us. Moreover, when a teacher gives an activity, for example, some students may find it easy, others difficult because they perceive it differently according to the feeling of importance or relevance they have toward it.

SELF-ESTEEM

If motivation is to be successful, then, it must draw on the whole person and develop one's self-esteem. Self-esteem is considered as an important affective element in the process of scholastic and educational achievement. Hence forth, its absence results the mistrusting of learners own abilities which led them to perform low as an outcomes of this lack of confidence. In this context Brown (2007, P. 154) posits that; "self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that no successful cognitive or affective activity carried out without some degree of self-esteem".

SELF-ESTEEM AND SELF-EFFICACY

One of the primary affective elements in learning is self-efficacy. It is important here to understand the distinction between self-esteem and self-efficacy. Self-esteem is the personal feeling about one's self-worth, but self-efficacy refers to one's personal belief about his or her ability to reach a goal.

A term referring to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. People derive their sense of self-esteem from the accumulation of experiences with themselves and with others and from assessments of the external world around them. Three general levels of self-esteem have been described in the literature to capture its multidimensionality.

LEVELS OF SELF-ESTEEM

According to Brown (2007, p.142) there are three levels of self-esteem.

General self-esteem (also global self-esteem): It is said to be relatively stable in a mature adult, and is resistant to change except by active and extended therapy. It is the general or prevailing assessment one makes of one's own worth over time and across a number of situations. In a sense, it might be analogized to a statistical mean or median level of overall self-appraisal.

Situational self-esteem (also specific self-esteem): It refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and

flexibility. The degree of specific self-esteem a person has may vary depending upon the situation or the trait in question.

Task self-esteem: It relates to particular tasks within specific situations. For example, within the educational domain, task self-esteem might refer to one subject-matter area. In an athletic context, skill in a sport—or even a facet of a sport such as net play in tennis or pitching in baseball— would be evaluated on the level of task self-esteem. Specific self-esteem might encompass second language acquisition in general, and task self-esteem might appropriately refer to one’s self-evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language, or even a special kind of classroom exercise.

EXTROVERSION/ INTROVERSION

Extroverts are active; enjoy group work and relationship with others. They are sure to understand only when they explain the new knowledge to themselves or to the others. They are also assertive, take risks, and make social contacts and practice language. Hedge (2000, p.20) indicates that “extrovert students may be silenced and may lose their enthusiasm if taught by irritated teachers”. Hence teachers should be aware of this fact. Conversely introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement.

Extroversion / introversion represents a continuum but the extent to which individuals tend to verge towards one type is usually measured by analyzing responses of a self-report questionnaire such as Eysenck Personality Questionnaire or the Myers Briggs Type Indicator.

EXTERNAL FACTORS

They are factors that come from outside the individual. Based on Browns’ definition (2007), external factors can be different for each individual, but their common attribute is that they are based solely on the circumstances outside of the control and influence of the learner.

MOTIVATION

The reasons why students are learning English are different and very significant. Adult learners may consider learning English as hobby or a cultural pursuit or learn it for communication purposes but in the case of school or university systems students have other motives for learning English. In fact, there is a general belief among teachers that motivation is very important in classroom because it is a precondition for successful learning. Hence the teacher’s job is to find the classroom experiences which will enhance motivation.

DIFFERENT VIEWS ON MOTIVATION

The term motivation is the most unconsciously used term, in the educational field, as to measure learner’s achievement in the classroom. Researchers have proved that motivation does matter in class and that the most motivated learners are likely to be the most receptive ones. It is stated that “learners with different types of motivation may display different patterns of interaction in the language classroom and different progress levels”. The term motivation has attracted the attention of many psychologists long time ago. That is why it has been defined differently. It was defined by (William and Burden, 1997, p. 112) as:

Human motivation to learn any particular thing was accoutered for in terms of what biological needs were being met during the early learning years and what kind of reward or reinforced was provided for early attempt to learn. From these statements one could draw the conclusion that motivation has a close relation to our needs which lead to the satisfaction of those needs and realization of those goals. In our case the needs to be satisfied and the aims to be achieved are learning a language. Being motivated to learn a second language is a way to fulfill many goals as it is mentioned in the following statements:

Achievement in language learning has many sides; some students wish to become linguists, translators, interpreters, and so forth; others to get prestigious job; others survive on other causes taught in the new language (perhaps competition with native speakers); others in some parts of the world, to identify with other language community (McDonough, 1981, p. 155). Ellis (1994, cited in; Hedge, 2000, p. 23) claimed that, as teachers, we should know all factors involved in motivating students to achieve tasks. He suggested the following variables:

- To give more time to group work and try to build cohesiveness within the group.
- To be aware of differences in motivation in emotional responses, and in learning styles and strategies.
- To encourage students build awareness of their personal preferences.
- To provide variety of activities (listening, reading), teaching strategies and interaction.

BEHAVIORISTIC DEFINITION

A behavioristic psychologist like Skinner or Watson stresses the role of rewards and perhaps punishment in motivational behavior. In Skinner’s operant conditioning model, as an example, human beings, like any other living

organism, pursue a goal because they perceive a reward by doing so. This reward leads to reinforce behavior: to cause to persist. A behavioristic would define motivation as the anticipation of reinforcement. There is no doubt that a tremendous proportion of what people do is motivated by anticipated rewards. Reinforcement theory is a powerful concept for classroom.

COGNITIVE DEFINITION

A number of cognitive psychologists offer quite a few different views on motivation. While rewards are very much part of a picture, the differences lies in the sources of motivation and in the power of self-rewards (Brown, 2007). From a cognitive perspective, the factor which is of central importance is that of *choice*; that is people have choice over the way in which they behave and, therefore they supervise their actions. This view is marked contrast to the behavioristic view of motivation which views actions as a mercy of external sources, as reinforcement. A cognitive view of motivation, centers on individual decision making about their actions. However, there are limitations to taking a purely cognitive approach as such.

CONSTRUCTIVE DEFINITION

A constructive view of motivation centers on the fact that each individual is motivated differently. People will make their own sense of the various external influences that surround to them and will react to these external sources using their personal attributes in unique ways. Therefore, what motivates one language learner motivated and help him keep him going until he achieves a level of proficiency with which he satisfies will differ from one individual to another.

EXTRINSIC AND INTRINSIC MOTIVATION

The degree, to which learners are intrinsically or extrinsically motivated to succeed, appears to be the most powerful dimension in the whole motivation construct. The two terms will be largely developed in the following sections.

Extrinsic motivation: There are moments when the learner's intrinsic motivation is insufficient. In such cases, resource has to be made to motivation as an extrinsic kind. It is the desire to perform and succeed for the sack of accomplishing a specific result; it is that which drives from the influence of some kind of external outcomes behind self-wishes like; grades, rewards, and teachers' support. Learners see that success should be rewarded so, they draw expectations and do their best efforts in order to achieve them. Some studies, however, suggest that learners may be motivated by both kinds of motivation and that one influence the other. Harmer (2001), states that although initially contrasted intrinsic motivation and extrinsic motivation, one can also imagine situations in which intrinsic and extrinsic rewards might correlate, as it was, to motivate learning.

Intrinsic motivation; originally, the notion of intrinsic motivation has been developed as an alternative to goal directed theories of motivation that deals with the role of extrinsic rewards and punishments. In addition to curiosity and discovery, interest is considered as the main element in motivation, it is the "positive response to stimuli based on existing cognitive structures in such a way that learner's curiosity is aroused and sustained" (cited in Ellis, 1994, p. 515). Intrinsic motivation is defined as: Intrinsically motivated activities are ones for which there is no rewards except the activity itself. People seem to engage in the activities for their own sacks and not because they lead to an extrinsic rewards.

Thus, intrinsic motivation comes from the joy or pleasure derived from language learning itself. Learners who are intrinsically motivated enjoy being involved in tasks of the language learning. So, teachers should use such motivating tasks and activities in order to keep on their students' level of motivation.

INTEGRATIVE AND INSTRUMENTAL MOTIVATION

Integrative motivation is described as how much an individual wants to integrate with the target language community in order to feel that he fits in. It involves an interest in learning a second language because of sincere and personal interest in the people and culture represented by other language group (Lambert, 1974, cited in; Ellis, 1994, p.119). In the same sense, others added; integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with other group. Integrativeness affects positively the learners' behavior; the learner seizes every opportunity to learn more. Furthermore, learners who are integratively motivated are more active in class and give more correct answers, and have better results than those who are not integratively motivated. However, the generalization is that achievement in second language is facilitated by integrative motivated learners.

Regarding Instrumental motivation, Gardner (1985), believed that more functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examination. From this statement we can deduce that an instrumentally motivated learner, has almost no interest in the members of L2 community, but only uses their language as an "instrument" for personal

satisfaction. Therefore, learners are in need of the target language to achieve a practical goal to pass an exam, increase ones' chance to get a job. In the same sense, Ellis (1994) said that learners with an instrumental reason for learning an L2 can be successful; however, learners with incentives (such as money) may also aid learning by increasing the time learners spend studying.

All in all, students who felt most warmly about a language and who wanted to integrate into the culture of its native speakers are more highly motivated (and learn more successfully than those who were only learning language for getting a job. In other words integrative motivation is more powerful than instrumental, but whatever kind of motivation students have, it is clear that highly motivated students do better than ones without any motivation at all (Harmer, 2001).

SOURCE OF MOTIVATION

Motivation to learn English can be affected by the attitude of a number of people, since; they form part of the world around the students.

a-The society we live in: outside any classroom there are attitudes toward the language learning and the English language in particular. Is the image of English in the society positive or negative? All these attitudes will affect the student's attitudes toward the English language and the nature and the strength of these attitudes affect the motivation of the students.

b-Significant others: the attitude of the student to language learning will be affected by the people who are close to him, the attitude of parents and older siblings will be effective, in addition, the attitude of a student's peers, if they criticize some subjects or activities, the student's motivation may be influenced.

c-The teacher: clearly the important factor in the continuance of student's motivation is the teacher. His attitude towards the language and the task of learning will be vital. He is considered as responsible about the positive classroom atmosphere.

THE STRATEGIES FOR RAISING STUDENTS' MOTIVATION

The language teacher needs to understand the system of functioning of foreign language, and to recognize his students' needs and interests. A learner may arrive in class with a certain degree of motivation. The teacher as an agent of change has a lot to do in order to modify this. It can be said that there are several motivation strategies that are used to achieve goals. Some of them are pointing as follows according to Bencharef (2009) the teachers have to:

- Create an atmosphere that is open, helpful and positive; the teacher in school should provide a safe climate physically and emotionally. Moreover, the students have to know that it is okay if they fail without penalty. They have to be aware that they learn more from making mistakes.
- Help students to feel that they are valued members of a learning community and teach them how to evaluate themselves; help them to be realistic in evaluating themselves.
- Ensure opportunities for students' success by giving tasks that are neither too easy nor too difficult.
- Help learners find personal meaning values or goals of material that has been selected to develop higher self-concept.
- 'Make it real': try to create learning activities that are based on topics that are related to the students' lives, try to use local examples.
- Offer choices: learners with no voice in the classroom are decreasing in motivation. The teacher has to give options and choices that can help them to determine their own grading scale.
- 'Balance the challenge': do not give his students too simple tasks; they feel that their teacher believes that they are not capable for better work. It promotes boredom in the class, or give them complex tasks; that are unattainable, may undermine self-efficacy and create anxiety.
- Provide varieties that encourage real communication: the variety in topics, activities, materials, the teaching method, etc. For examples: use peer models and role models, or invited guest speakers and use audio visual aids. This plays an important function in students' achievement of the task and development of their communicative competences.
- Have a sense of humor: it describes as a teaching technique for developing learning milieu, for instance: telling jokes, riddles, and funny stories and humorous comments. This is helpful in attracting attention, facilitating comprehension, and enhancing motivation.
- Establish a sense of belonging; make students feel welcome and needed: pupils have to feel that they are connected or related to each other and to the task is itself such as making researches in library, rearranging chairs for group work and offering help to facilitate activities.
- Adopt a supportive style that allow for students autonomy and develop students' interaction with each other and with their teacher. This can foster increase students' interests, enjoyment, engagement and performance.

There are two types of motivational strategies: the first one deal with strategies that are prepared by the teacher, however, the second type, the learner itself brings it to develop his capacities, according to Dornyei (2001), motivational strategies refer to an instructional intervention applied by the teacher to elicit and simulate students' motivation and self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation.

IMPACT OF MOTIVATION IN EDUCATION

The students may be motivated, but this initial motivation needs to be increased, and this is one of the teacher's responsibilities. The following are areas where the teacher's behavior can increase levels of student's motivation.

- Motivating students into the lesson at the opening stages of lesson it has been observed that remarks of teachers about forth coming activities can lead to higher level of interest on the part of student.
- Varying the activities, tasks, and materials the students need to be interested, both with the subject and the given activities, so the teacher should provide students with variety of activities and tasks since this way attract the learner and break the same routine which lead to decrease in intention and increase in boredom.
- Using co-operative rather than competitive goals. Co-operative learning activities in which the students must work together result in the increase of self-confidence of student, since, every participant in co-operative task has an important role to play (Light Brown & Spada, 2006).

CHARACTERISTICS OF GOOD / MOTIVATED LEARNERS

Each learner is unique and differs from the others in terms of personality, background, past learning experience, and attitude towards the target language, etc. all these make it difficult to categorize learners as a good ones. However there are some common features available among almost all learners. Harmer (2001, p. 7) for example said, "...doing homework is the trademark of a good learner" thus, being a good learner is simplified at doing ones homework. From another perspective, a good learner is a self-motivated person, has the desire to learn and to gain knowledge. He is always willing to discover new tasks.

Rubin (1975, p.45) mentioned that good learners are: Students who can find their own way (without always having to be guided by the teacher through learning tasks), who are creative, who make intelligent guesses, who make their own opportunities for practice, who make errors work for them not against them, and who use contextual clues (cited in Harmer 2001, p.42). Therefore a learner is good because he uses some specific learning strategies in the study of the foreign language which lead him to success. Moreover, it is a part of a teacher's job to encourage them to create an atmosphere which shows students that their experimentation and questions are welcome (within reason). The teacher can spend some time discussing how to learn with them, guiding them towards their own best methods of study, what elements are necessary for successful language learning in classroom.

Harmer (2001) summarized some characteristics of a good learner in the following points:

- Have the willingness to listen: a good learner is an active listener; loves what he is learning and cares about everything happen in the classroom. Not only for the sake of paying attention, but also for the sake of listening to the language that is being spoken in order to obtain as much as he can from vocabulary to grasp it with intelligence.
- Have the desire to experiment: good pupils have the willingness to practice the language loudly or quietly, inside and outside the classroom. This is an important advise that helps learners to be always prepared to take risks, to apply things in order to know their functions and to develop some tricks that help to keep conversations going on, Harmer (2001) stated that: "many good learners are not afraid to 'have a go'".
- Are courageous to ask questions: good students are those who always come up with questions beyond what they have learned from the course and they are not afraid to do so. However, this kind of students can irritate their teacher by asking him irrelevant or difficult questions. Also, the desire to investigate things is one of good learners' instruments. They find their own way, take charge of learning.
- Have the readiness to think about how to learn: good learner is a self-reliant and self-made person. He is creative, has specific style and strategy, he study on his own; make intelligent guesses. Harmer (2001) wrote down that: "good learners wants to do everything in a good manner, for example, he always thinks about the best way to read a text and thinks about the best way to write a paragraph".
- Have the acceptance to others corrections: intelligent learners accept to be corrected when they make mistakes. They consider the teacher as a source of information that gives them feedback and they act according to his instructions. When giving feedback, he showed respects to his students when they perform correctly, and encourages them to achieve better when there are mistakes. Also, he should be able to criticize his students in a helpful way rather than blaming them for being wrong to make them responsible for their self-evaluation and their confidence.

From what is said above, we can draw the conclusion that good learners should be really interested in their subject; really motivated since it's up to them to be so (it's something from within the individual). Another element

is that they should be responsible for their learning, should do their best to improve their level and to perform much better. So at the end, “good learners don’t just wait to be taught “. Some features of motivated learners are:

- Positive task orientation: the learner is willing to tackle tasks and challenges, and has confidence of his success.
- Ego involvement: the learner sees his success in learning the target language important to maintain and promote his own self-image.
- Need for achievement: the learner perceives achievement as a need. He overcomes difficulties and obstacles to attain the set goal.
- High aspirations: the learner is optimistic; he goes for demanding challenges, high proficiency, top grades, etc. in brief “success”.
- Goal oriented: the learner has a total awareness of the goals of learning, and works towards achieving them.
- Perseverance the continually invests efforts in learning, failure, or lack of progress do not discourage him/ her.
- Tolerance of ambiguity: The learner is not lost in confusing situations, he knows that it is temporary; he is patient, and confident that clarity and understanding will come latter.
- Tolerance for critic and correction: the learner uses feedback intelligently from the teacher, listens to his comments and accepts to be corrected.
- Focus on communication: he always looks for patters in target language and he is aware of the message he wants to transmit. “He realizes the need to go and seek opportunities to real people”.
- Focus on practice: the learner seeks fluency. The need for communication makes him work for performance and not only for competence. He monitors his own speech and that of others.

Success in language learning depends on the learner himself. A sort of autonomy should be present, added to real interest and a strong motivation in the subject. The role of the teacher is great in motivating learners to be higher achievers. Furthermore, their success in the process of learning can be achieved through the teacher’s awareness.

Table 1. *From extrinsic to intrinsic motivation in educational institutions (Brown, 2007)*

External	Internal	Results
School Curriculum	learner-centered, personal goal setting, individualization	self-esteem, self-actualization decide for self
Parental expectations	family values acceptance, respect for wisdom	love, intimacy
Society’s Expectations	security for comfortable, routines task-based teaching	community, belonging, identity, harmony, security
Tests & Exams	peer evaluation Self-diagnosis Level-check exercises	experience self-knowledge
Immediate Certification	long-term goals, The big picture "things take time"	self-actualization
Make Money!	Content-based teaching, ESP vocational education workplace ESL	Cooperation, harmony
Competition	cooperative learning Group work, the class is a team	manipulations, strength, status, security
Never Fail	risk-taking, innovation, creativity	learn from mistakes, nobody’s perfect, "c'est la vie"

SOCIO CULTURAL STATUS

ATTITUDE TOWARD LANGUAGE LEARNING

It is obvious, that the learner’s attitude toward the language whether positive or negative has a direct impact on learning. In fact, if it is positive, it will foster learning, whereas, if it is negative it will hinder it and results in failure. So the language learner should be aware of the historical background of that language, its culture, and its political economic and social status in his country as well as all over the world. Therefore, having such knowledge about the language we are learning is of great help to each individual learner. Wade and Tavis (1990), argued people have attitudes about all sorts of things. Moreover they believe that attitudes influence how people see the world and the attribution they make to explain events. From these statements, we can understand that people look at things and think about them differently. Our case is learner’s attitude towards language learning, some of them may think about

English as a prestigious language through which they may obtain prestigious job; also it may help them to travel abroad and communicate with people easily, while others might think differently. i.e. they learn just for the sake of learning as if they are learning any other subject, they have no ambitious to go abroad and that is the reason why they do not care so much about it whether they achieve a good or bad level.

SOCIO ECONOMIC STATUS OF STUDENTS

Good and Brophy (1990), stated that among individual difference variables used to describe particular students or even entire school population, the most important may be socio economic status (SES) and social class. This indicates that the teacher should know the social background of their students, because learning such a language does not depend only on the learner's ability, but also on the attitudes shared by either the members of the society where they live or the closet people to them whether parents or friends.

The two terms SES and the social class are defined differently by Good and Brophy. They consider the SES as a cold, impersonal statistic compiled from indices such as type of occupation, years of education, size of income, quality of housing and desirability of neighborhood. Whereas, the social class usually is defined in a more personal way that expresses local prestige and respectability. The following statement expresses the same idea that persons who are high in social class are described as respectable, influential or prestigious. In other words, learning process is influenced by the society or in particular the social class to which the students belong as well as by its members and their attitudes toward them. The learner's parents are also another influential part. As Good and Brophy (1990) argued, in any case, parental educational level is especially important to teachers because it is linked to parental interest in and attitudes toward education. This shows that the language teacher should take care of is the learners' parents' degree of education as well as their kind of job. This led them to know more about how to deal with each individual learner. Moreover, parents' educational level, whether higher or low, in both case always look for the best to their children. If they have a higher level of education, they expect their children to reach the same level; they will be more aware of the value of education and want their children to do the maximum in order to realize what their parents could not achieve.

CONCLUSION

Learning is a very complex undertaking, thus it is recommended to teachers to consider factors which influence the process of learning. They need to be aware of all the factors that exit inside every individual by considering all the differences they each have as well as the effect of external factors. This paper concludes that EFL teachers need to know different factors playing role on the process of learning second/ foreign language so that they could take the advantage of the theoretical foundation in their classroom.

Conflict of interest

The authors declare no conflict of interest.

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