

# Iranian Efl Learners' Educational Psychology In English Language Contexts

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**Abstract:** *There are inherently relations between English language learning education and learners' psychology. Learners possess their individual ways of comprehending and employing the language. Speaking in front and at the presence of others make them embarrassed and petrified in language classrooms. This matter causes the learners to behave in a particular psychological way either consciously or unconsciously through repetitions of some words or phrases, reveal sentences nervously, lack of confidence and produce ungrammatical sentences while communicating with others. As a result, language instructors need to apply remedial courses to unlock the challenging issues of the learners which influences on their relationship in the classroom. Treating students equally and proper counseling of every learner irrespective of their knowledge and a genuine assurance that they are equally important components of a language classroom are some of the techniques that can work wonders in mitigating these issues. This study tries to deal with the negative and positive psychological treatments EFL learners may reveal in various foreign language classrooms which pose as challenges to language educators and tries to manage these issues with some remedial courses and prospects.*

**Keywords:** *EFL learners, Psychology, Psychological Issues, Counseling, Treating*

## INTRODUCTION

English language teaching to EFL students has usually been a traumatic process given the blended capability groupings of novices within the classroom and their different studying styles. Each learner has his own methods of understanding and the use of the language. A few are very confident in using English efficiently in spoken medium whilst others can be pretty worried about speaking within the same language with their instructors or maybe with their friends. However, in maximum instances, it has been found that, when it comes to write in English, the considerable majority of learners by some means manipulate to conquer this problem. This may be mostly because of the reason that our training system nevertheless emphasizes more on writing in English instead of speaking the language in real life conditions. Even though we cannot gauge a learner's intellectual state in relation to writing, we can effortlessly perceive the not so cozy psychological modifications in him in relation to speaking the target language. This paper deals with those negative mental behaviors of EFL learners in a foreign language classroom which pose as demanding situations to every language teacher and tries to mitigate those problems with some remedial measures.

## PSYCHOLOGICAL BEHAVIOURS OF LEARNERS IN A LANGUAGE CLASSROOM

Several unconscious and unintended actions regularly turn out to be relevant while a hesitant learner is requested to talk in English in front of his peers inside the classroom. These psychological signs are inter-associated with each other. Here, we try to have a look at each of them in detail.

## REPETITIONS OF SPECIFIC WORDS AND PHRASES

A learner who lacks language proficiency has a tendency to copy certain phrases and terms unconsciously whilst he's unable to recall or look for new substitutes. This is normally completed to cowl up the time length of speaking. Lack of vocabulary additionally triggers this psychological impact.

## NERVOUSNESS

Every time a learner who isn't very proficient in English is informed to present a speech in English or interact in English in the presence of his trainer, anxiousness effortlessly creeps in. He will become very conscious as he fails to use the language accurately and finally ends up making grammatical errors due to his nervousness.

## LOSS OF EYE CONTACT WHILE SPEAKING

It's far pretty natural that an EFL learner who lacks target language competence cannot preserve an awesome eye contact with his audience at the same time as talking due to the fact in that situation he reveals himself to be diffident to face his audience directly. Very frequently it occurs that both the learner closes his eyes whilst speaking or stares blankly on the wall opposite to him.

## LACK OF THOUGHT PROCESS IN GENERATING GRAMMATICALLY ACCEPTABLE SENTENCES

Learners, who aren't that much skilled in English language, very frequently falter in generating grammatically accurate and appropriate sentences. This may be because of lack of

thought procedure, lack of fundamentals of English grammar and its regulations.

### **EXAGGERATION OF STAMMERS**

It has additionally been found that the hassle of language petrified learners, already affected by stammering, doubles up in speaking English. This unluckily makes them feel ashamed of their poor delivery inside the classroom to such an extent that they may be afraid to speak commonly and naturally in front of their peers and instructors.

### **LACK OF CONFIDENCE**

Poor language delivery can effortlessly rob the learners of their confidence. All of us recognize that confidence in a language classroom comes with the competency within the target language. Whilst an EFL learner falters in language abilities, these are bound to render him diffident.

### **LACK OF CLARITY IN SPEECH**

Lack of clear speech is another venture that a language instructor may ought to face while coping with foreign language learners. Clarity might be lacking because the learner can be at a loss as what and how to talk up especially when he himself lacks language abilities. He won't be aware of English phonetics, stress marks or intonation patterns.

### **INAUDIBILITY**

An incompetent EFL learner additionally speaks in an inaudible tone with his batch buddies or instructors genuinely due to the fact audibility in a speech comes with mastery in language skills and the confidence that gets contemplated with the command over the language. Considering the fact that this command in foreign language is missing so will be the audibility component inside the learner.

### **CHANGES IN SIGN AND BODY LANGUAGE**

The most apparent behavior that a language instructor can see in his classroom is the change in the body language of an incompetent EFL learner when it comes to speaking. It is the body language of the learner which can deliver us a clue whether or not the learner is assured of his language competencies or not. It must be noted right here that poor eye contact might additionally form part of the learner's body language coupled with hesitation in speaking. However, those unhealthy inclinations towards learning and talking English may also increase some extreme consequences inside the students, including:

### **LACK OF INTEREST IN ATTENDING ENGLISH CLASSES**

Learners who are poor in understanding English language will continuously bunk their classes to keep away from facing the instructor and different batch mates. This lack of interest stems from their lack of ability to apprehend and use the target language.

### **Intense disliking or hatred for the language**

Unluckily, it is regularly seen that students worried with English language start hating it. They think about the language as a medium of ridiculing them in front of their peers and instructors.

### **Inferiority complex**

Students who are not capable in the use of English language efficaciously and correctly might also be afflicted by inferiority complicated as compared to their language proficient counterparts.

### **IMPACT ON TEACHER-STUDENTS RELATIONSHIP**

When a learner does not know the language properly and is not able to use it in a communicatively, it might have some adverse effects on the teacher and learners' relationships as well. Some of the negative effects may be as follows:

#### **Instant dislike towards incompetent students**

There are many teachers who do not use students lacking basic language proficiency in the classroom and unfortunately mock at them in front of their classmates. In their minds, the real masters in the classroom are the proficient learners who know English properly and use the language fluently in their interaction with others.

#### **Split between teacher's and students' relationship**

This slot may also smash the relationship between language teachers and the learners.

#### **Favoritism towards linguistically proficient student**

Some kind of favoritism exists for linguistically proficient students where the teachers often seem to be more willing and interested towards learners who are adept in English language while neglecting the weaker students. It should be considered that it mostly depends on individual teachers and this rule is not applicable in every student-teacher relationship.

### **WAYS TO MITIGATE THE PSYCHOLOGICAL ISSUES OF LEARNERS**

Every teacher's duty is to impart knowledge to his/her learners and lead and counsel them whenever they need any help. Within the current teaching situation, learners' roles have turn out to be very important inside the teaching mastering procedure. They are considered to be at the topmost degree within the teaching system. Consequently, each learner has the right to get same attention of their instructors once they want it the most. It's been visible that many times, students who are not that much gifted in English speaking must endure the brunt inside the school rooms. They regularly turn out to be an object of ridicule inside the classroom so much so that they actually have a tendency to run away from language instructors. It is time that language instructors have to take a few remedial measures in order to clear up those problems of their learners lest it affect their relationship inside the classroom. A learner friendly trainer can do wonders in a language classroom if he works at

assuaging the psychological behaviors of language phobic students. The following approaches can prove to be effective in coping with such students:

#### **Counselling**

Every teacher should know the importance of the learners' target language use and tries to provide proper psychological counselling to individual students whether belong to rural backgrounds or hail from vernacular medium school.

#### **Equal Stakeholders in Teaching-Learning Process**

Poor students in language skills should be assured that they are equally important parts of the classroom and without them the teaching process is not complete. A teacher knows that good students' language abilities are measured opposite to those who are not very sound in the use of English language.

#### **Use of Mother Tongue in EFL Classroom**

During the teaching process there may happen for the teachers to use mother tongue in order to render a concept more clearly to the students. A sensible dose of mother tongue can make the language petrified students feel at home in a language classroom.

#### **Inclusion of Skills Based Activities**

A good idea may be incorporating the classroom activities that promote individual language skills. Some students learn these skills in isolation easily. Once these students gained confidence in such activities, the trainer can supply them activities based on a couple of language talents, including reading a passage and concurrently writing answers on the given questions; paying attention and listening to a lecture and taking down notes, etc.

#### **Core Member of Pair and Group Works**

Language teachers should engage their students in various pair and group works during their education in the classroom and involve weak students as one of the core members of these activities. This practice aids these students in mixing up with the language competent counterparts.

#### **Impact of Love and Care**

Another important factor for these learners is to be dealt with love and care to overcome their shyness and mix with the other language proficient students.

#### **CONCLUSION**

Foreign language teaching and learners' psychology are inter-related to each other. Students' communication skills will be developed to a large extent if they fight their language problems. Language teachers expect their learners to speak impeccable English.

Therefore, the primary cause of any language is to endow its users to explicit their thoughts genuinely which may be achieved even on the cost of compromising with accuracy and different grammatical technicalities. English, being a

language, additionally works in this precept. So our purpose must be that even though a learner faces problems in learning the grammar of the target language, he ought to be at least capable to talk it in an intelligible manner. We cannot assume them to enhance extensively overnight.

Moreover, language instructors need to keep in mind that most of the Iranian students already possess lack of knowledge of two or more languages, courtesy to the world multicultural and multilingual environment. Therefore, permitting them to learn one English language should not be a huge challenge particularly when most of the Iranian students are fast learners of other languages aside from their native language. Teachers must be able to communicate this proficiency to their students that this is simply another language and they are able to learn it conveniently provided they too display interest in mastering a language which has international reputation. Treating students similarly regardless of their knowledge about English language will provide students a trust aspect that they would not be looked down upon simply due to the fact they're not as comfy in English language as their counterparts.

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