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## PUBLICATION N°15

[15] Papier, Innocent Sourou KOUTCHADE, **Assogba Evariste KOTTIN** & Mawumèvo Tchérak DOSSOU Disrupted Learning: The Impact of Terror Attacks on Beninese EFL Learners' Motivation in some Secondary Schools of Northern Region. *Revue Internationale de Langage et de Pédagogie revue Semestrielle du Centre Béninois des Langues Étrangères (CEBELAE)* de l'université d'Abomey-Calavi (UAC), Benin Site Web : [www.cebelae.bj](http://www.cebelae.bj) email : [rilap2022@gmail.com](mailto:rilap2022@gmail.com) Editions Africatex Média (EAM) 01 BP 3950, Porto-Novo, République du Bénin Tél : (+229) 97 29 65 11 / 65 68 00 98 / 97 98 78 10 Vol.3, N°5, juin 2024, ISSN 1659-5378, e-ISSN 1659-5440

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Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

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Volume : 12 à 15 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Times New Roman.

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1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

## Pour le Titre de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

## Pour le Titre de la troisième section

3. Pour le titre de la troisième section

3.1. Pour le titre de la première sous-section de la troisième section

3.2. Pour le titre de la deuxième sous-section de la troisième section etc.

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Elle doit être brève et insister sur l'originalité des résultats de la recherche

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La Revue Internationale de Langage et de Pédagogie (*RIL@P*), publiée par le Centre Béninois des Langues étrangères (CEBELAE), est ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif de cette revue est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Aussi, voudrions-nous informer les lecteurs de *RIL@P*, qu'elle est multilingue avec des articles rédigés aussi bien en français, en anglais, en espagnol, qu'en allemand.

**Dr Rissikatou MOUSTAPHA BABALOLA,**

**Maître de Conférences des Universités (CAMES),**

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# **DISRUPTED LEARNING: THE IMPACT OF TERROR ATTACKS ON BENINESE EFL LEARNERS' MOTIVATION IN SOME SECONDARY SCHOOLS OF NORTHERN REGION.**

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## **Abstract**

Terrorist threats continue to pose a significant challenge to global security, especially in Benin. This can be shown by a report of Institute Security Studies in 2023 on "violent extremism" in northern Benin, primarily from extremist groups operating in neighboring countries like Burkina Faso where "more than 3,000 schools" are forced to be closed, reported by Aurore, B. (2022). This research aims to investigate the impact of terrorist threats on English as a Foreign Language (EFL) learner's motivation in Benin. It seeks to explore the extent to which terror attacks affected the teaching-learning process, the effectiveness of EFL teachers, and the experiences of students in English learning. The study will also examine the strategies employed by teachers to cope with the challenges posed by threats and their implications for EFL education in Benin. To that effect, data have been collected through the quantitative and qualitative analysis techniques, including interviews and questionnaires addressed to 52 EFL teachers and 615 EFL learners. The findings of this study reveal that terrorist attacks have had a significant negative impact on EFL learners' motivation and EFL instructions are badly affected. It can be suggested that peace education be integrated into the educational system to mitigate the negative impact of violence on EFL teaching and learning in the country.

**Keywords: Terror Attacks, Teaching, Learning, Peace, EFL.**

## **Résumé**

Les menaces terroristes demeurent un énorme défi pour la sécurité mondiale, en particulier au Bénin. Cela est démontré par un rapport de l'Institut des Etudes de Sécurité en 2023 sur «l'extrémisme violent» dans le nord du Bénin, principalement des groupes extrémistes opérant dans les pays voisins comme le Burkina Faso où «plus de 3 000 écoles» sont contraintes de fermer, rapporté par Aurore, B. (2022). Cette recherche a pour objectif d'enquêter sur l'impact des menaces terroristes sur la motivation des apprenants d'Anglais comme Langue Etrangère (ALE) au Bénin. Elle cherche à explorer l'entendue à laquelle les attaques terroristes ont affecté

le processus d'enseignement-apprentissage; l'efficacité des enseignants d'ALE et les expériences des élèves dans l'apprentissage de l'Anglais. L'étude examine également les stratégies employées par les enseignants pour faire face aux défis posés par les menaces et leurs implications pour l'éducation en ALE au Bénin. À cet effet, des données ont été collectées par les méthodes quantitative et qualitative, y compris des entretiens et des questionnaires adressés à 52 enseignants d'ALE et 615 apprenants d'ALE. Les résultats de cette étude révèlent que les menaces terroristes ont eu un impact négatif significatif sur la motivation des apprenants d'ALE et que les instructions en ALE sont gravement affectées. Il est suggéré que l'éducation à la paix soit intégrée au système éducatif pour atténuer l'impact négatif de la violence sur l'enseignement et l'apprentissage de l'ALE dans le pays.

**Mots clés : Attaques Terroristes ; Enseignement ; Apprentissage ; Paix ; ALE.**

### **Introduction**

In Kérou and Brignamaro's secondary schools, an area of northern Benin, terrorist threats have been a major concern in recent years, with several attacks reported in this area. These attacks, attributed to the armed group Jama'at Nasr as-Islam wal Muslimin (JNIM), have not only affected the safety of people but also their ability to access education, especially in northern area of the country. Omoregie, P. and Osazuwa, F. (2017) found that exposure to violence leads to "a decline in students' memory, attention, and problem-solving skills. This decline in cognitive abilities has, in turn, negatively impacted their academic performance". In the same line, Omoregie, P. and Osazuwa, F. (2015) argue that "the fear of attacks, loss of loved ones, and displacement have resulted in students experiencing high levels of stress and anxiety, making it difficult for them to concentrate on their studies". The English language is a vital tool in the globalization process, and its teaching and learning are crucial for the development of any country.

Knowing that any disruption to the teaching and learning of EFL can have far-reaching consequences for the country's development, it is important to address the issue of learner's motivation affected by threats and the strategies that can be implemented to improve their learning outcomes in conflict-affected areas. This research study aims to

explore the influence of terrorism on Beninese EFL teaching and learning in some secondary schools and the specific objectives are to examine the impact of terrorism on the teaching and learning of EFL in Benin; to identify the challenges faced by teachers and students in the teaching and learning of EFL in Benin due to terrorism and to propose strategies to address the challenges faced by teachers and students in the teaching and learning of EFL in Benin due to terrorism.

This research employs a mixed-methods approach, combining quantitative and qualitative research methods. Data are collected through interviews with 52 teachers and questionnaires administered to 615 students on their motivation levels and their experiences with disrupted learning due to terror attacks. This paper will give answers to the following questions:

1. How have terrorist attacks affected the teaching and learning of EFL in Benin?
2. What are the challenges faced by EFL teachers and learners in the teaching and learning of EFL in a conflict-affected region?
3. What are the strategies that can be employed to address the challenges faced by EFL teachers and learners in a risky area?

Based on the research questions above, research hypothesis have been formulated as follows:

1. Violence has had a negative impact on the teaching and learning of EFL in Benin. It has led to insecurity, which has made it difficult for EFL teachers and learners to access schools and educational resources. Additionally, the fear has led to a decline in the quality of education as EFL teachers and learners are often distracted by the violence.
2. Some of the challenges faced by EFL teachers and learners in the teaching and learning of EFL in Benin due to terror attacks include: increased insecurity, which has led to school closures and disruptions in the learning process, EFL teachers unpreparedness, fear and anxiety among EFL teachers and learners, which can affect their concentration and ability to learn, lack of educational resources, such as textbooks and internet connections, due to the closure of schools and other facilities, difficulty of EFL teachers in maintaining discipline in the classroom, as EFL learners may be distracted by the threat.
3. Strategies that can be employed to address the challenges faced by EFL teachers and learners in the teaching and learning of EFL in Benin due to threats include: developing alternative learning methods, such as online learning platforms and radio broadcasts, to ensure that EFL learners can continue their studies even when schools are closed, providing training to EFL teachers on how to deal with the psychological effects of violence on their learners and how to maintain discipline in the classroom.

The study focuses on understanding the impact of terrorist threats on the motivation of beninese EFL learners in northern area. Its limitations include the geographical focus on the north Benin, which may not be representative of the entire country. Additionally, the study only focuses on the impact of terrorist threats on EFL learners' motivation and does not consider other factors that may contribute to disruptions in learning, such as poverty, lack of resources, or political instability. Furthermore, the study only relies on data reported from students and teachers, which may be subject

to bias or inaccuracies. This research study will follow the literature review, interview, questionnaires, findings and discussion sections.

## **1. Literature Review**

The influence of terrorism on teaching and learning in Beninese secondary schools has been a topic of interest in recent years. Terrorism is defined as “the use of violence and intimidation in the pursuit of political aims, often through the creation of fear and uncertainty” (Oxford English Dictionary, 2019). It has been a global issue that has affected many aspects of human life, including education. In Benin, terrorist attacks “have been a growing concern, with incidents reported in recent years” (BBC News, 2020). In the context of EFL teaching and learning in Beninese secondary schools, terrorism can have specific implications. English is increasingly seen as a global language of communication and opportunity, and its teaching and learning are often linked to national development goals.

Several studies have explored the impact of terrorism on education in Benin. For instance, Aikpoju, O. and Adeyemi, P. (2018) conducted a survey of secondary school teachers in Benin City, Nigeria, to assess the impact of terrorism on their teaching practices. They found that terrorism had led to increased stress and anxiety among teachers, affecting their ability to teach effectively. Similarly, Okebukola, P. and Adefila, O. (2017) conducted a study on the impact of terrorism on the quality of education in Nigeria, highlighting the need for policy makers to address the psychological and social implications of terrorism on students and teachers. These studies have shown that terrorism has a significant impact on EFL teaching and learning in some secondary schools. The impact of terrorism on education can be multifaceted:

### **1.1. Physical; Schools and Infrastructures Damage.**

Terrorism leads to physical damage. This includes all kinds of violence towards teachers and learners. According to O'MALLEY, B. (2010), physical damage includes “killing, injuring, abduction, kidnapping, forced recruitment as soldiers or for labor, forced disappearance, illegal detention, torture and sexual violence”. This means that one at school, EFL teachers and students are attacked by unknown people who injure them; abduct them, torture them and kill them. Terrorists never care about schools and infrastructures. Schools have been targeted for attacks due to their perceived vulnerability and symbolic significance. These attacks often result in the destruction of school buildings, disruption of educational activities, and loss of lives.

Infrastructures such as transportation systems, communication networks, and power grids have also been targeted by terrorists, leading to widespread disruptions and

economic losses. The damage caused by threats not only affects the physical structures but also has long-lasting psychological effects on individuals, communities, and societies as a whole. According to José, S. (2023), “bombs have been terrorists’ choice in more than half of the attacks”. This means that the most common types of terrorist attacks are bombings or explosion. This is because it is often seen as a quick and effective way to cause widespread destruction and fear, and it can be carried out using a variety of methods and materials.

Bombings can target both soft and hard targets, making them a versatile tool for terrorists. Additionally, bomb-making techniques are relatively easy to learn and obtain the necessary materials for, making it an accessible form of attacks.

### **1.2. Psychological Trauma for EFL Stakeholders**

Psychological trauma is a significant consequence of terrorism, particularly for individuals directly affected by an attack or those who witness it. It can also impact those who learn about the event through media or social channels. For English as a Foreign Language (EFL) stakeholders, terrorism-related psychological trauma can manifest in various ways, including anxiety, depression, post-traumatic stress disorder (PTSD), and changes in behavior or mood. These effects can be long-lasting and can interfere with daily life activities, such as learning and communication. It is essential for EFL stakeholders to be aware of these potential psychological impacts and to provide support and resources for those affected.

This may include counseling services, stress management techniques, and educational materials about coping with trauma. According to Lewis, M., Jones, R. & Davis, M. (2020), “long-term behavioral, psychological, and neurobiological effects of exposure vary considerably”. This means that the way in which a person responds to a traumatic event can differ greatly from one individual to another. It implies that there is no one-size-fits-all approach to understanding or dealing with the aftermath of a traumatic experience caused by terrorism. Additionally, it highlights the importance of considering the unique circumstances and characteristics of each individual when addressing the impact of a traumatic event on their life.

### **1.3. Changes in EFL Teaching and Learning Process**

Terrorism has had a significant impact on the English as a Foreign Language (EFL) teaching and learning process. In recent years, there has been a shift towards incorporating more critical thinking, problem-solving, and conflict resolution skills into EFL curricula. This is due, in part, to the increased frequency of terrorist attacks and the need for individuals to be better equipped to handle such situations. Additionally, technology has played a bigger role in EFL teaching and learning as a

result of terrorism. Online learning platforms and virtual classrooms have become more popular as a way to provide continued education in areas where physical classrooms may not be accessible or safe. Furthermore, there has been a greater emphasis on cultural sensitivity and awareness in EFL teaching.

This is because terrorism often stems from cultural and religious differences, and it is important for individuals to understand and respect these differences in order to promote peace and tolerance. According to Bove, V., Efthyvoulou, G., and Pickard, H. (2022), “acts of terrorism cause citizens to experience a complex range of negative emotions, including anxiety, anger, sorrow, and a sense of vulnerability and helplessness”. This means that individuals, who have experienced harassment, whether it is physical or sexual, may have difficulty processing information and understanding due to the trauma they have experienced. Trauma can affect cognitive functioning, making it harder for people to concentrate, remember things, and make sense of new information. Additionally, the victims of harassment may feel emotionally overwhelmed or numb, which can further impair their ability to engage with learning material.

## **2. Methodology**

In this research, we used both the quantitative and the qualitative research methods. There are 76 EFL teachers and 4,755 EFL learners in Kérou and Brignamro’s secondary schools. So, questionnaires have been addressed to 52 randomly selected EFL teachers followed by interviews. Questionnaires have been addressed to 615 EFL students we selected. We also did class observations.

### **2.1. Research Instruments**

#### **2.1.1. Questionnaires to EFL Teachers**

About the questionnaires administered to EFL teachers, 5 close-ended questions have been asked. The first item was about the impact of violence on the number of EFL learners enrolled in EFL programs in their schools. The second item asked whether the quality of EFL instruction in their area has been negatively affected. The third question enables us to know about EFL teachers’ preparedness for teaching EFL in the context of terrorist attacks.

The fourth item asks whether terror threats have led to a decrease in the availability of English language resources in their schools. The fifth question wondered whether the government of Benin has implemented any specific policies or initiatives to address the impact of threats on EFL teaching and learning in their area.

### **2.1.2. Questionnaires to EFL Learners**

The questionnaires addressed to EFL learners were composed of six close-ended. First, it is asked whether they have noticed any changes in the way their EFL class is taught since the rise of terrorist threats in their area. The next item is about their motivation in learning English as a Foreign Language in the current security climate. The third question focuses on their experiences in accessing English language resources outside of class due to violence issues. The fourth question asks whether they think their teachers are adequately prepared to teach EFL in the context of terrorist attacks.

The fifth item asks about some changes in the attitudes of their classmates towards learning English as a foreign language since the appearance of armed groups in their area. The last question wondered whether they think the government should do more to support EFL programs in beninese secondary schools amidst the ongoing threat.

### **2.1.3. Interview with EFL Teachers**

While interviewing EFL teachers about the impact of disrupted learning on beninese EFL teaching and learning in some secondary schools, we have asked five open-ended questions. First, we asked some of the specific ways in which violence can influence EFL learners' motivation. Next, we asked how EFL teachers and learners cope with teaching and learning in conflict-affected areas. The next question was about the strategies that have been implemented by schools and educators to address the impact of threats on EFL learning outcomes. The fourth question was about the extent to which societal factors play a role in shaping the experiences of EFL learners and teachers in the context of unlawful violence. The fifth question focuses on their preparedness as they are sent to teach in a risky area.

The last question wondered how the government and other stakeholders might support the development of effective EFL programs that address the needs of EFL learners in the face of attacks.

### **2.1.4. Classroom Observation**

With the permission of school authorities, we have observed EFL teachers in their classrooms. The objective of this observation was to analyze the validity and the reliability of the data collected through questionnaires and interviews.

## **3. Findings**

### **3.1. Findings from Questionnaires.**

#### **3.1.1. Teachers Responses**

Here are findings from EFL teachers.

##### **3.1.1.1. The Impact of Terrorism on EFL Learners Enrollment.**

**Table 1:** Threats’ impact on EFL students’ enrollment

Threats' impact on learner's enrollment	Frequency	Percentage
Yes	29	55.8%
More or less	23	44.2%
No	00	00%
Total	52	100%

**Source:** Field Research

Through the analysis of this table, 29 (55.7%) of EFL teachers said that "violence has a significant impact on the enrollment of EFL learners" and 23 (44.2%) of them said that "it has more or less impact on EFL learners enrollment". So, terror attacks have had some effects on enrollment numbers, either through direct violence or through fear and instability in the region.

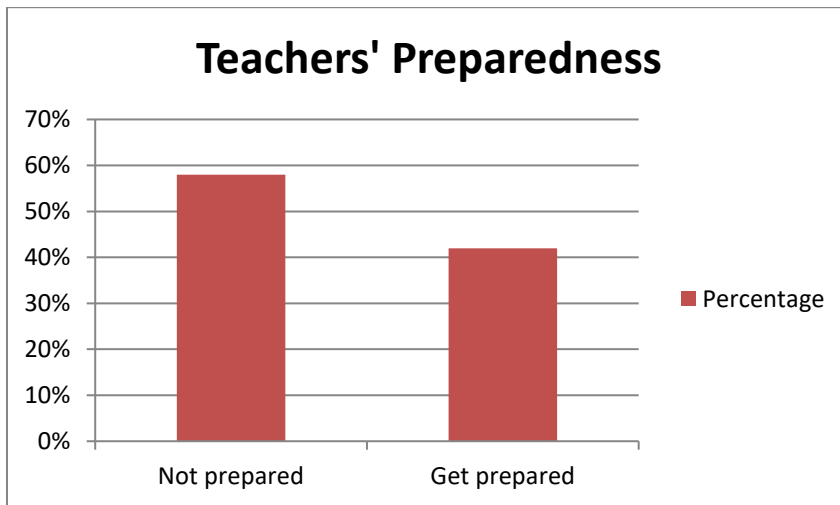
**3.1.1.2. Teaching Quality**

**Table 2:** EFL instruction’s quality

The quality of Instruction	Low	Medium	High
Answers	44	08	00

By analyzing this Likert scale, 44 of the EFL teachers confirmed that the quality of EFL instruction in beninese secondary schools is "low" and 08 of them said that this quality is "medium". This shows that the teaching quality is negatively affected by terrorist attacks, as EFL teachers may be scary in the classroom instead of maintaining a safe and supportive learning environment. Additionally, the availability of resources and support for EFL teachers may be impacted by conflict-related factors. For instance, they sometimes lack weekly training sections in their schools. So they are not well prepared before classes.

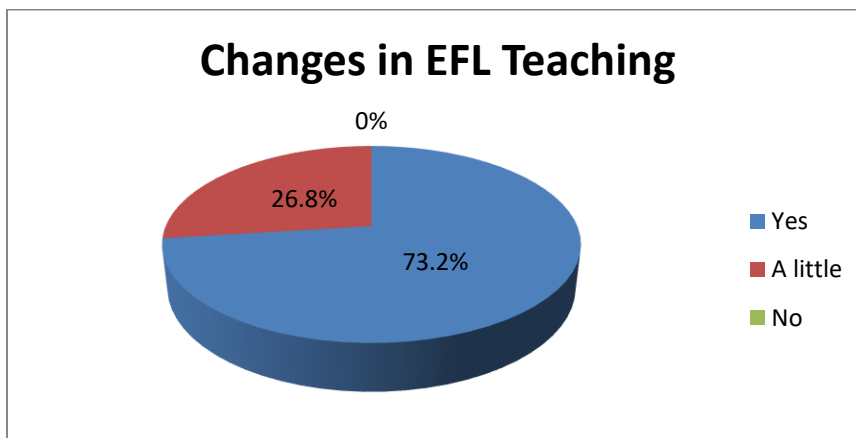
### 3.1.1.3. Teachers' Preparedness



The analysis of this figure shows that 30 (57.7%) of EFL teachers are "not prepared" before leading classes and 22 (42.3%) of them get "prepared" before classes. This allows confirming the hypothesis asserting EFL teachers' unpreparedness. This is explained by lack of training caused by security issues.

### 3.1.2. Learners' Responses

#### 3.1.2.1. Changes in EFL Instructions

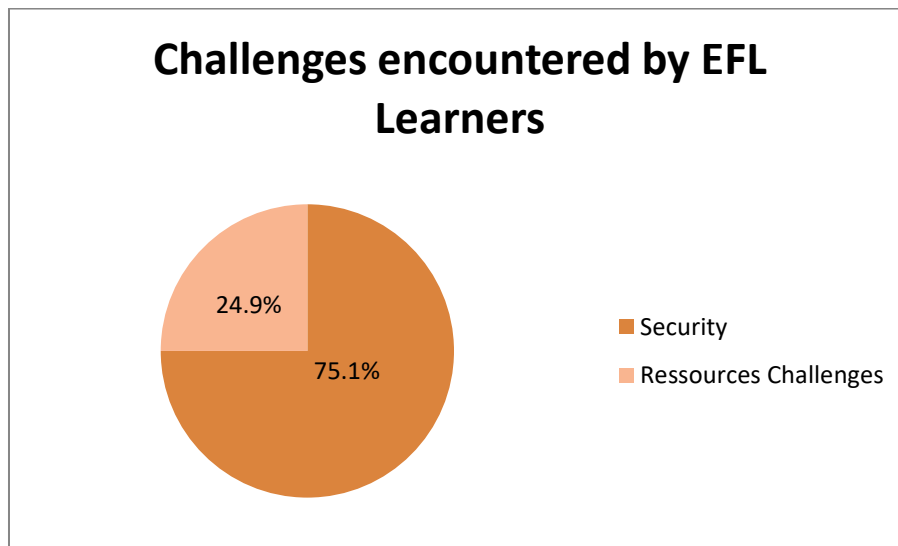


**Figure 1:** Changes in EFL teaching and learning

In the analysis of this diagram, 450 (73.2%) of EFL learners said that "there are changes in the teaching of EFL program" and 165 (26.8%) said that "there is a little change in EFL Instructions". This means that some changes have been made since the rise of violence. For example, the way courses are taught and the time management. Therefore, there may be increased focus on security measures or psychosocial support for EFL learners because their motivations to learn English as a foreign language are clearly affected by the security climate. Some EFL learners may feel more motivated to

learn English as a means of improving their job prospects or gaining access to resources, while others feel less motivated due to fear or instability.

### 3.1.2.2. Learners Challenges



**Figure 2:** Changes in EFL teaching and learning

The analysis of this diagram shows that EFL learners facing security challenges 462 (75.1%) are more than the ones facing resources challenges 153 (24.9%). Meaning that the majority of EFL learners do not feel themselves at ease in the classrooms and this affects their engagement in learning. For instance, by facing security challenges, the attitudes of EFL learners towards learning English as a foreign language may have changed though some of them may view English as a means of gaining access to opportunities.

### 3.2. Classroom Observation Report

The classroom observation took place in K rou's and Brignamaro's secondary schools in the northern region of Benin. In our observations, we tried to ask EFL learners about their experiences with terrorist attacks in the region. They shared their thoughts and feelings, with many expressing fear and anxiety about their safety. While discussing the impact of these attacks on their learning motivation, many EFL learners reported "feeling demotivated and uninterested in learning English" due to the constant fear and uncertainty they faced. Some mentioned that they struggled to concentrate during class due to the trauma they had experienced. EFL teachers attempted to engage the EFL learners by using interactive activities such as group discussions and role-playing scenarios.

However, the EFL learners seemed distracted and disengaged throughout the lesson. EFL teachers tried to provide reassurance and support to them, but it was clear that the impact of the terrorist attacks was deeply ingrained in their minds and affecting their ability to focus on academic pursuits. Overall, The EFL learners' experiences with fear and uncertainty have had a profound effect on their ability to learn and concentrate in the classroom. It is essential for educators to be aware of these challenges and find ways to support their learners both academically and emotionally.

#### **4. Discussion**

Based on the data collected, 57.7% of EFL teachers are "not prepared" before coming in class due to security and training and 42.3% are "prepared" before classes. Focusing on this result, it is likely that many teachers in Beninese secondary schools feel inadequately prepared to teach EFL in the context of violence, as they may not have received specific training or support to address these issues and English as a Foreign Language (EFL) teaching and learning in risky area have been affected by fear. Firstly, this lead to a decrease in the availability of English language resources in beninese secondary schools, as resources may become unavailable due to security concerns because schools located in areas prone to terrorist attacks may experience frequent disruptions, making it difficult for EFL teachers to concentrate on their activities.

This can result in a decline in academic performance and a lack of motivation among of EFL learners. Additionally, the fear of terrorism may discourage parents from sending their children to school, leading to a decrease in enrollment rates, as shown in the findings. Secondly, it also affects the curriculum and teaching methods used in EFL classrooms. Schools may feel the need to prioritize subjects that are deemed more relevant or practical in the face of terrorism threats. For instance, there may be an increased focus on teaching EFL learners survival skills or self-defense techniques. Lastly, it leads to a reduction in the time allocated to EFL classes, which could negatively impact EFL learners' language proficiency.

Consequently, fear of attacks leads to a change in the demographic of EFL teachers and learners in EFL classrooms, making it difficult for EFL learners to concentrate and engage in classroom activities.. Schools located in areas affected by terrorist threats may experience an influx of EFL teachers and learners from other regions seeking safety which can also lead to cultural clashes and language barriers, making it challenging for EFL teachers and learners to communicate effectively in English.

To overcome those issues, school authorities could change the way technology is used in EFL classrooms by adopting online learning platforms or virtual classrooms to continue teaching EFL despite the security threats. Schools could implement security

measures such as metal detectors and increased surveillance, which can create a sense of unease and distraction for EFL teachers and learners. The government could collaborate with local communities and security agencies to improve security in schools and ensure the safety of EFL teachers and learners, investing in educational resources, such as textbooks and internet connections, to ensure that EFL learners have access to the necessary materials for their learning.

### **Recommendations and Suggestions**

Through this research study, we tried to explore the influence of terror attacks on beninese EFL teaching and learning in some secondary schools and noticed that terrorism has a great impact on EFL learners. Due to the fear of both EFL teachers and learners in their activities, the government should provide schools with educational resources, such as textbooks and internet connections, to ensure that EFL teachers and learners have access to the necessary materials for their activities, increase funding for education, specifically for building sophisticated classrooms and fences so as to make education more attractive to EFL learners, develop and implement security measures in schools to ensure the safety of EFL teachers, learners, and staff.

Additionally, the government should integrate peace education into the curriculum in order to mitigate unlawful violence, collaborate with international organizations to enhance capacity building as well as relevant, practical and sustainable trainings for EFL teachers in English language teaching methodologies, develop partnerships with local and international organizations to provide aligned educational resources, such as textbooks, computers, and internet access to schools in remote and in conflict-affected areas so as to create a welcoming and inclusive learning environment, conduct regular monitoring and evaluation of education policies and programs to ensure their effectiveness in addressing the challenges posed by unlawful violence.

### **Conclusion**

The objective of this study is to investigate the impact of terrorist attacks on EFL learners' motivation in some secondary schools in northern Benin. The methodology employed in this study includes quantitative and qualitative data collection techniques such as interviews and questionnaires addressed to 52 EFL teachers and 615 EFL learners in Kérou and Brignamaro's secondary schools in the northern region of Benin. The data were analyzed using descriptive statistics and content analysis. The findings of this study show that terror attacks have disrupted the educational system. The fear of terrorist attacks and actual incidents has led to disruptions in the learning environment, causing anxiety and stress among EFL teachers and learners. This has resulted in decreased attendance, and a general decline in EFL learners' motivation.

However, there are some limitations to this study as it focused on the northern region of Benin, and the findings may not be generalizable to other regions of the country. Comprehensive and multi-faceted suggestions have been made, this involves the education funding, internet connection providing, collaboration with local and international communities, peace education's integration in the curriculum and practical trainings for EFL teachers. Future research could expand the scope to include a larger sample size and a more diverse range of schools and regions in Benin. Additionally, studies could explore the long-term effects of terrorist attacks on EFL learners' motivation and educational outcomes. Comparative studies could also be conducted to examine the impact of terrorist threats on EFL learning in other countries with similar contexts.

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