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**Investigating English Language Teaching and Learning in  
Algerian Rural Areas: Learners' Obstacles & Teachers'  
Challenges. BENSENOUCI Brahim Secondary School in  
Rahouia as a Sample**

**A Dissertation Submitted in Partial Fulfilment for the Requirement for Master Degree  
in Didactics**

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## **Dedication**

*First of all I will dedicate this work to ALLAH for his strength, guidance and knowledge,*

*To my beloved parents for their understanding and for their overwhelming, support morally and financially,*

*To my sisters for their eternal love and support,*

*In the memory of my sister "Zahira" who shall never be forgotten,*

*To my second family BOUKHALOUA's family for its love and support,*

*To all who helped and encouraged me finishing this work and in my life,*

***Thanks a lot***

**GHLAMALLAH Mohamed Amine**

## **Dedication**

*To My Family; my father, especially my adorable mother who kept encouraging me and pushing me to do better and work harder, to my sister,*

*In memory of my unforgettable sister “Zahira”,*

*To my second family “GLAMALLAH’s FAMILY”,*

*To All the people who were present with me in tough times and believed in me,*

***I dedicate this research to you!!***

**BOUKHALOUA Mohamed Amine**

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## Abstract

Language is one of the means of expressing our ideas, feelings and emotions. If we think about language in today's world, then English is one of the most used languages in the world while it is used as a foreign language in Algeria. English is introduced here at the primary level and its inclusion continues till the tertiary level of education. In most of the middle and secondary rural schools, students' level is weak in English, due to the lack of skilled and trained teachers who are not familiar to the modern methods, techniques and approaches of teaching regarding the lack of materials for teaching in the classroom. The English language curriculum implementation is essential in Algeria to achieve the language's competency in the rural areas. Rural students are performing poorly in English compared to their urban counterparts. Statistics showed that there was a gulf of difference between the facilities enjoyed by rural schools compared to urban schools. The study indicates the challenges faced by English language teachers in the Algerian rural context as well as the factors affecting student's performance in English in the rural context. Data were collected using an interview and a questionnaire. The result reveals that students were highly motivated to learn English for future expectations such as local and international communication, academic advancement and employment prospects. It also provides a scenario of the English teaching system in the Algerian rural context as well as the problems and prospects of the English language in Algeria's perspective.

**Keywords:** English language, rural context, education, learning and teaching, competency, facilities, challenges

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## List of Abbreviations

**BAC:** Baccalaureate

**CBA:** The Competency Based Approach

**CD:** Compact Disc

**CS:** Code switching

**DAC:** Development Assistance Committee

**DVD:** Digital Versatile Disc

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ESL:** English as Second Language

**EU:** European Union

**FL:** Foreign Language

**ICTs':** Information and Communications Technology

**IT:** Information Technologies

**L1:** Source Language

**L2:** Second Language

**MEXT:** Ministry of Education, Culture, Sports, Science and Technology

**MSA:** Modern Standard Arabic

**MT:** Mother Tongue

**OBA:** The Objective-based Approach

**OE:** Old English

**OECD:** Organization for Economic Cooperation and Development

**TL:** Target Language

**TV:** Television

**US:** United State

**USA:** United State of America

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**USSR:** The Union of Soviet Socialist Republics







# **General Introduction**

## General Introduction

As the world joins together in a 'global village' and Algeria is gearing up towards globalization, it is increasingly recognized nowadays that it is necessary to know languages, and our children need to be prepared to face the highly globalized world by being multilingual. Taking into consideration the high importance of the role that the English language plays in this community, it is one among the languages that needs to be mastered. Being *the lingua franca* of the world, English is spoken by about 1.5 billion people and it is the language of new media (e.g. Satellite TV, Internet), it is used in many fields such as science and technology, international communication in business, diplomacy, sports, travel and entertainment. (Tiersky 2001).

The first reason behind choosing this topic is to spot the gap that refrains the English language teaching process from taking place, the second one is to know what pushes the Ls being unsociable with the English language and dislike it, and to know what are the Ls' viewpoint towards this language, we have noticed that teachers/learners in rural areas have several problems that inhibit them from teaching/learning this international language.

### Research Aims

This study aims to find out the obstacles and barriers that obstruct the rural learners from learning and mastering English, and discover new methods and techniques in order to facilitate teaching. In order to reach this aim, some objectives are targeted below:

- To investigate the English Language teaching-learning activities experienced by the rural students.
- To identify the differences between rural and urban area teaching facilities and system.
- To find out the reasons behind the incompetency of the Ls in English subjects regarding the rural area.
- To find out the Ts' and Ls' demands to the government for improving English achievement at the rural areas educational institutions.

## **Research Questions**

The present work is an attempt to ease the burden and facilitate the process of English language teaching and learning in the Algerian rural areas, in this light, this study seeks to provide well-founded answers to the following research question:

In this light, the problem issue of this research work could be structured in the form of the following questions:

1. Are rural Ls motivated to learn English?
2. What is the level of English language proficiency among rural students?

## **Research Hypotheses**

In order to find reliable answers to these questions, the following hypotheses have been put forward:

1. Rural Ls are not motivated to learn English; their environment does not help to learn such a foreign language.
2. Rural Ls' level of English language proficiency is weak.

## **Research Methodology and Design**

The use of both descriptive-interpretive method, relying on a pair of research tools, viz., Questionnaires and structured interview, seems to be exclusively the most convenient in this research work. The research is divided into two parts where descriptive review is on the theoretical frame with first two chapters, while an explicative approach is devoted to the practical data on the third chapter.

## **Research Instruments**

Data are collected by means of a questionnaires and structured interview. The questionnaires were designed and addressed to learners of Foreign Languages at the high school of 'Bensenoussi Brahim' in Rahouia. While for qualitative tool; a structured interview is used to the teachers who taught in the same mentioned school. This sample is selected in order to tackle this phenomenon from multifarious perspectives.

## **Delimitation of the study**

The findings of this research may not be applicable to all rural students in Algeria as the sample of this research is exclusive for the students in rural schools in Tiaret environs. This study is conducted on small number of population. In other word, to generalize the results, the research should involve more participants especially with other rural schools in order for

results to be generalizable.

## **The Structure of the Dissertation**

In order to undertake the problematic, the present work is divided into three chapters; the first part deals with the theoretical aspect which includes two chapters. The first chapter aims at shedding enough light on the existing literature in connection with the issue under study. In the second chapter; it targets the Algerian specificity and place the study in its context. While in the third chapter, is concerned with the empirical part of this work, endeavours to explore the English language teaching/learning impediments in the Algerian remote areas.

The research might have some limitations. First of all, this academic year which is characterized by the global pandemic (COVID 19) that influences us not to get the reactions of our target population well toward this issue in one hand, and the hardship that we have faced to find our representative sample in other one including that it was planned for conducting a classroom observation. In the second place, 10 questionnaires were rejected because the informants did not respond all the questions and left open-ended questions empty. Furthermore, this study should involve more participants in order to generalize the results.

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# Chapter One

# Chapter One

## *Literature Review*

### **English as a Global Language**

#### **Introduction**

The upcoming chapter aims at shedding enough light on the existing literature in connection with the issue under study. The status of English is highlighted as well as its role as a global language. It is additionally indicated how far English is spread these days and furthermore attempts to discover answers to the inquiry why English of all the numerous varieties on the planet. Accordingly, recorded, syntactic and different reasons are explored a short time later.

#### **I.1 The Status, Role and Numbers of English**

English has been increasingly growing as a global and dominant language worldwide (Nunan2001). Parallel to its growth, many countries place a great emphasis on the teaching of English and have revised its language teaching policies to meet these demands (OECD 2005). The English Language has its own incredible history on the planet. It stays as a chivalrous character in the show called "The Language World". The English language has been an endowment of the procedure of colonization that occurred in numerous corners the world over in the last 50% of the most recent thousand years. Many countries suffered from great humiliation, insult, and slavery due to the imperialistic powers of the Europeans and especially that of Britishers. In any case, every one of these nations got an incredible and invaluable endowment of the advanced world and that is only the 'English Language'. This language has accomplished prime status by turning into the most generally communicated in language on the planet. As indicated by the Ethnologies<sup>1</sup>, the English language is the third

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<sup>1</sup> [www.ethnologue.com](http://www.ethnologue.com)

biggest language on the planet after Chinese and Spanish. It is spoken in 112 countries by 328 million speakers, while Arabic is spoken in 60, French in 51, Chinese in 33, and Spanish in 31.

From one little island, English has proceeded to get most widely used language status in universal business, overall tact, and science. The exceptional marvel is that English is spoken everywhere throughout the world and isn't just confined to one zone, as is Chinese. Edward Finegan outlines this by saying that " however Chinese is spoken by a more prominent number of individuals, English is spoken far and wide and has more extensive scattering than some other language" (Finegan 1989: 77). From its homeland, the United Kingdom, it has spread to other countries and continents like America, Australia, New Zealand and Africa and it became the lingua franca<sup>2</sup> in many countries (Finegan 1989 :77f). English functions as the sole official language in countries like Ghana, the Bahamas or Jamaica but it is also established as an official language along with other languages in countries like Tanzania, Singapore and Pakistan (Finegan 1989:78). Even where English is not officially established it is used and taken for granted, as it is in the United States (Finegan 1989 :77f).

### **1.1.1 The Role of English**

All linguists and researchers of languages are sure of the important role that English plays nowadays. Anderman and Rogers state that it has developed into a lingua franca<sup>3</sup>. which gives people the opportunity to communicate more easily and overcome borders<sup>4</sup>. "*It as the most important language in the world*" (Sauer 2006 :187).

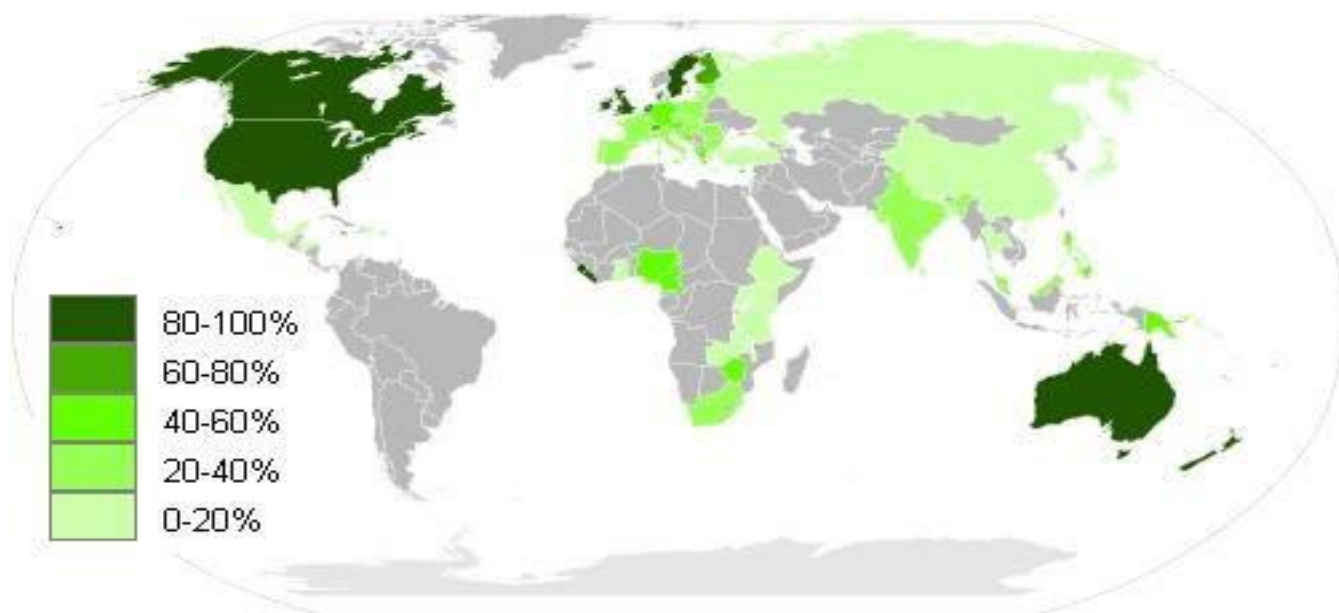
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<sup>2</sup> Lingua franca is the mutual language that is used by different individuals who share different language

<sup>3</sup> Anderman & Rogers (2005 :1)

<sup>4</sup> Anderman & Rogers (2005 :180)





**Fig. 1 : World Map Coloured According to Percentage of English Speakers by Country**

The figure shows the percentage of English speakers in the world. It indicates the value of this language and its benefits of speaking it.

## **I.2. English as a Global Language**

The globalization sudden spikes in demand for the wheels called English. All the international transactions, treaties, conferences, and the other activities that take place at the global level proceed only in English because it is easily understood by most of the laymen in the world. English has become the window to the world and a tremendous portal of information from all the fields. New looks into in the fields like science, innovation and training occur in English. The English language is of the prime significance in correspondence all through the world. David Precious stone demonstrates that English is a worldwide language by giving a short meaning of the expression : *"A language accomplishes a truly worldwide status when it builds up a unique job that is perceived in each nation"* (Gem 1997:2). That implies, the language isn't just native language in numerous nations but at the same time is available in different territories where it is either the official language or the

language which is for the most part instructed to youngsters; however it has no official status (Precious stone 1997:3).

The fact that English has gone through this “*three-pronged development - of first-language, official-language, and foreign-language speakers*” (Crystal 1997:4) gives it the status of a global language. Nowadays it seems almost impossible to escape the influence of the English language: “*The majority of the world's population are exposed to English every day via American brand names, ads and commercials, through subtitled anglophone TV, film and DVD productions, lyrics and titles of all kinds*” (Gottlieb 2005:162). Crystal,D even sees English as the most influential language ever when it comes to international relations.

### **I.3. The Three Circles Model**

The English language went through three circles models that are classified latter bellow.

#### **I.3.1. Circle Model**

It is a model used to categorize countries based on the ways they use the English language. Initially proposed by Braj Kachru, it has since been adapted by other language scholars<sup>5</sup>.

##### **I.3.1.1 Inner Circle**

English is the native language of most people and is the language of government, media, and the school system. Examples include England, Canada, and the US with about 320 to 380 million speakers.

##### **I.3.1.2 Outer Circle**

English is not the native language of most speakers, but serves some sort of public function (such as in the government or education system) and may be one of several co-official languages in the country in addition to their mother tongue, which are about 150 to 300 million speakers, English is used and learned as a second language in the school system. Many of

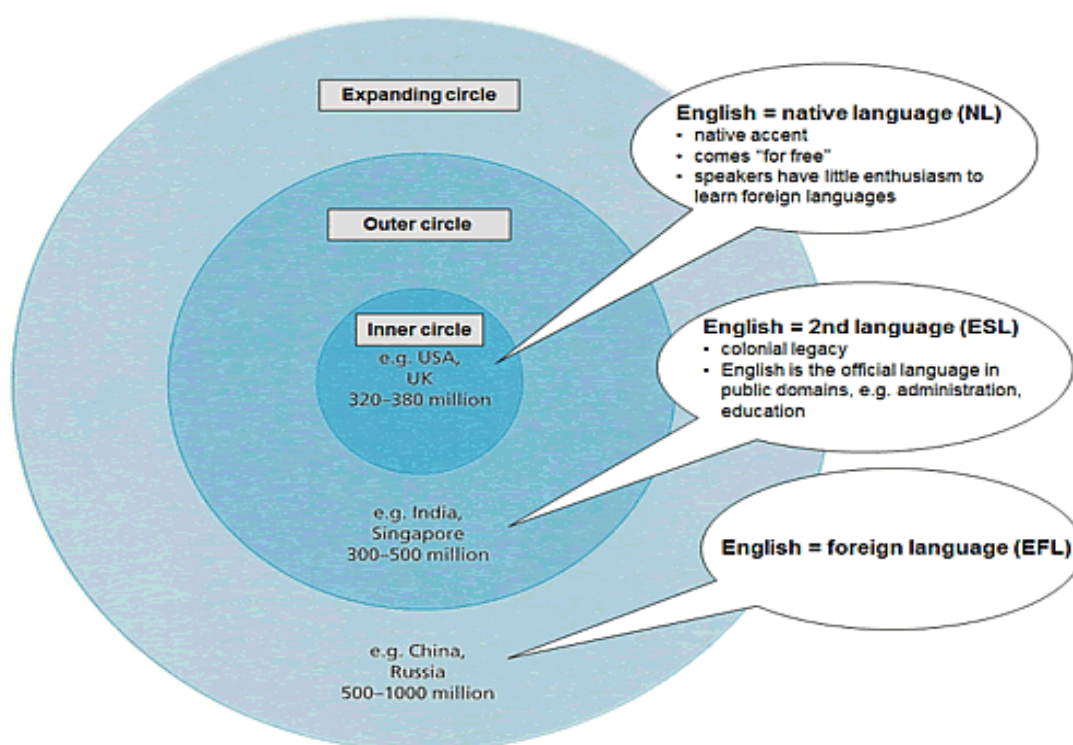
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<sup>5</sup> See diagram and explanations below, adapted from David Crystal.

these countries were at one point colonized by Britain or the United States. Examples include India, Pakistan, and Nigeria.

### I.3.1.3. Expanding Circle

English doesn't have an official job, however is broadly utilized in correspondence. Models incorporate China, Saudi Arabia, and Indonesia.



**Fig. 2: The Three Circle Model**

There is another model introduced by Phillipson in order to organize the groups of English speaking people. He distinguishes between two types of countries, namely the 'core English-speaking countries' and the 'periphery English' countries. The former group can be compared to Kachru's Inner Circle where "the dominant groups are native speakers". The latter is an equivalent to the Outer and Expanding Circles (Anderman & Rogers 2005:12).

#### **I.4. The History of English**

According to David Crystal, the English language's power is closely related to the history and development of the British Empire (Crystal 1997:53). This work is supported by other linguists such as Henrik Gottlieb who says that "*ever since the infancy of the former British Empire English has been in a no-lose situation*" (Gottlieb, 2005:161). Salikoko Mufwene explains how a language like English is engaged in other countries, as follows: Due to colonization, the British Empire took over other countries and introduced English as the new official language. To avoid negative consequences, the native people had to arrange with it and adopt the new language as well. Over the years, the native languages have become extinct or remained only as a leftover of old times (Mufwene, 2000:1). During the 15th and 16th century Britain became very successful in developing new colonies and soon its influence, and consequently its language, reached up to America, the Caribbean, Africa and finally India (Nettle & Romaine 2002 :114). In history, this was the time "*when the English language spread widely in a climate of political and economical changes*" (Viereck et. al. 2002:151). Despite its relatively secure position nowadays, English has not always been such an influential language especially before the colonial period. When English was brought to Britain in the 5th century, it soon took over many parts like Wales and Cornwall and started to supersede Celtic languages (Crystal 1997:25). However, the French language was brought to the island and established itself in many official domains during the Norman Conquest in 1066 (Finegan 1989:84). The countries were separated, while "*the upper class spoke only French, English remained chiefly on peasant tongues*" (Finegan 1989:84). Nevertheless, due to the fact that many noblemen had to escape to Scotland, they took their English with them. When the plague spread over Britain in 1348 the lower classes became more powerful and were appreciated and with them their language reached a higher status in society (Finegan 1989:84). During the next years the language was known by more and more people and by the

end of the 14th century “English again became the language of England and of her literature” (Finegan 1989:84).

It took some centuries before English, for example, replaced Latin and French as the language of court proceedings, official correspondence, educational and scientific treaties. It was not until 1700, however, that the tradition of writing academic texts in Latin finally died out. By comparison with classical Latin, English was still in many respects stylistically limited because it was not used across the broad range of contexts that Latin served. Furthermore, its use was confined to England and therefore its utility as the lingua franca of science and technology it was to claim in later centuries was at that stage doubtful. (Nettle & Romaine 2002:30)

This makes clear that the rise of the English language has not begun until the rise of the British Empire because “*without a strong power-base no language can make progress as an international medium of communication*” (Crystal 1997:5).

#### **I.4.1. The Development of English Language**

During the conquest and invasion which had been witnessed in the Britain, the English language went through three stages and changes that have contributed on developing the English:

##### **a. Old English (450–1066)**

Old English is used to describe the language spoken by the Anglo-Saxon settlers who arrived in the British Isles during the 5<sup>th</sup> and the 6<sup>th</sup> centuries. This stage of the English language continues up until the Norman Conquest, through the Viking dominion over England when a great deal of Old Norse was brought into the English language.

The history of the English People begins with a geographical survey of the island of Britain followed by a listing of the five languages spoken there: “These are the English, British, Irish, Pictish, as well as the Latin languages; through the study of scriptures, Latin is in general use among them all” (McClure & Collins 1999: 10). By “British” Bede means what is now called Welsh; Pictish, now extinct and evidenced only in scattered bits such as place-names, was spoken in northern Scotland; Irish was spoken in Ireland, of course, but also in many areas of Northumbria and Scotland; English needs little comment here, except that like

Welsh and Irish it has undergone extensive changes since the eighth century. Latin was different. It was no one's native tongue, but a common language among the educated elite of western Europe, almost all of whom were churchmen like the monk and priest Bede (d. 735), who was one of the greatest scholars of early medieval Europe.

For Bede, there was no question that he should write in Latin. His choice had little to do with the linguistic features of his native vernacular, a northern dialect of what we now call Old English, but the most "literary" use to which it was put at the time was oral poetry, which sustained a tradition stretching back centuries. Bede was "familiar with English poetry" according to one of his disciples, and indeed he probably drew from oral legends to fill in some details in his *History* (McClure & Collins 1999: 300). But Bede and his contemporaries gave little thought to writing down Old English poems, and a tradition of prose had yet to develop. Although Latin never relinquished its pre-eminence as a literary and scholarly language, the uses of written English began to expand in the second half of the ninth century. Dominating this period is the figure of Alfred, king of Wessex and a scholar in his own right. His reign began in a state of crisis because an invading army threatened to obliterate his kingdom. Alfred gradually won back and expanded the territory of Wessex. Beyond his political and military accomplishments, Alfred has an equally important role in the history of English literature.

#### **b. Middle English (1066–1485)**

Middle English constitutes the period which the English language began to absorb many italic influences mainly from Latin or French. Middle English really came to consummate a century or two after the Norman conquest, for a period of time, Norman French was the language of the court and nobility and OE the language of the peasantry.

The Middle English has witnessed its existence approximately four hundred years from the late eleventh to the late fifteenth centuries in the Britain Isles. In this period; it is treated as a symbolic beginning of the era because of the significance of several events that took place in that year. In the fall of 1066, the last Anglo-Saxon king, Harold Godwinson, fought two battles. In the first, he defeated a Norwegian army at Stamford Bridge. In the second battle, fought at Hastings a few weeks later, Harold and his army were defeated by the Normans led by Duke William. These two battles virtually put an end to the Scandinavian ambition to reclaim the English throne. By this time, however, a large population of Scandinavians had long settled in northern England. Their language, known collectively as Old Norse, subsequently seeped into the English vernacular and most likely gave momentum to the series

of grammatical innovations that generally moved from north to south in the Middle English period.

With the arrival of the Normans, the ruling class of England became predominantly French speaking. English, though still spoken by the majority of the population, occupied the lower tier of the language pyramid. Confined to local function with limited usage, written English now reflected regional speech and relied on individual talent unbridled by regularization from higher authority.

When England became politically isolated from the Continent in the thirteenth century, however, more and more members of the ruling class turned to the insular vernacular. Consequently English was placed under French influences, absorbing Romance vocabulary and experimenting with continental poetic forms. The cultural history of Middle English is a history of elaboration through which the language responded to the demand for a greater social application. Chaucer's reputation as a distinguished English author among his contemporaries and near contemporaries may largely come from his rhetorical elaboration upon the vernacular.

In the late Middle English period a written standard began to develop in the metropole, where the original regional dialect was constantly modified by the dialects of new migrants. Writing in London during the late fourteenth century, Chaucer showed sensitivity to the way his work was copied by his scribe. During the earlier decades of the fifteenth century, a new London dialect was cultivated at Chancery for the production of governmental documents.

### **c. Modern English (1660–present)**

Much of what happened to the English language during the long eighteenth century can be related to an extraordinary growth of language consciousness in those 160 years. In the 1660s, only a handful of people worried about English. There were no real English grammars and nothing it would recognize as an English dictionary, no daily newspapers, no “media” at all. No one studied English in school, except to learn to read, but by the early nineteenth century “correctness” in speech and writing was almost a national obsession. Hundreds of grammars and dozens of dictionaries had been published and purchased, with no sign that the British public's appetite for them had been sated. Browse through R. C. Alston's ten volumes of bibliographies to get a sense of how many different kinds of books on the English language were written before 1800 (for example, dialect collections, dictionaries of thieves' cant), and how rapidly their numbers increased after 1700.

The growth of language consciousness was certainly accelerated by the enormous steps Britain took in this period towards becoming a fully literate print culture (Eisenstein 1983; McIntosh 1998).

## **I.5 The English Language Teaching and Learning**

The English Language Teaching and Learning process differs from one country to another, and from one context to another.

### **1.5.1 Countries' Illustrations of the Teaching Process**

Despite the diversity of contexts in which English is taught, they all share the inherent conflicts from introducing another language into existing complex social practices, especially the possibility of social inequity. Current rhetoric attributes human capital to English. This perception has led to a rapid expansion of English language teaching across state education systems from primary school to university in both countries with high income to those on the OECD's DAC (Development Assistance Committee) list of least developed. Educational planners believe that English should have a significant role in a national curriculum, because not to do so would be to opt out of contemporary views of progressivism' (Richards, 2015, p.9).

Countries as disparate as Japan and Bangladesh have policies for teaching English from early grades. The vital issue for English language education is how this rhetoric plays out in the lives of students in these different contexts. Because the introduction of English into curricula is not neutral, but rather a complex educational change (Wedell, 2011), this shift in language use takes place within the socio-cultural values and structures already existing. One of those social practices is the linguistic landscape, that is, the role of official and local languages, and often the previous history with English. Bangladesh provides one such context. The majority local language is Bangla. During the British colonial era, English was widely used among the affluent and government employees. After independence, Urdu was deemed the official language of Pakistan, which was at that time divided into West and East. However, Urdu was a majority language only in the West. When Bangladesh became a separate independent country, both Urdu and English were rejected, and Bangla was instituted as the language for use in most government agencies. As a result, Bangla has become closely tied to Bangladeshi identity, with English for the privileged. Recent moves to promote English at younger ages and for universal education have seen resistance because '[i]n the minds of most people, national identity and learning English are positioned as antagonistic, not complementary' (Imam, 2005, p. 482). Yet, everyone affords high status to those who can communicate in English, which is a school subject for twelve years. The access to high quality English instruction in schools varies, with private schools and universities often being



English medium, whereas government schools pay little attention to English leading to inequality in outcomes. English is promoted as essential for development in countries with low incomes through international conferences and huge investments in both language teaching and teacher education by foundations and other international organizations (Coleman, 2011).

### **1.5.2. Countries' Illustrations of Learning Process**

Yet there is little evidence that students have learned English or that it has raised individuals from poverty or increased the country's ability to participate in the global economy (e.g. Seargeant and Erling, 2011; Erling, 2017). Despite its symbolic value, many learners are not invested in learning English. They either do not envisage their gaining material or other benefits or are positioned by societal forces to be unable to achieve such benefit. Rather, existing social class structures mean that the affluent place their children in private schools and engage after school tutoring, increasing, rather than reducing inequality because English acts as a gatekeeper to higher education and to well-paid jobs (Shamin, 2011). Similarly, local educational practices often militate against the learning of English. The quality of education is often poor, with little attention paid to professional development of teachers, large classes, and limited resources (UNESCO, 2014), such that 'some 250 million children of primary school age were not reaching minimum learning standards in reading and mathematics' (UNESCO, 2015, p. 18). In multilingual countries, early education is often conducted in the official language, not in the local, familiar language of the students. Thus, students from minority languages find themselves trying to learn in a language they are not familiar with (the official language), while also having to learn English (which may even be in a different script e.g. alphasyllabic scripts of South Asia). For example, in Thailand, Thai is the medium of instruction in government schools, with English taught as a second language starting in Grade five (as of 2014). However, a range of ethnic minorities speak unrelated languages. Yet

research has consistently found that literacy needs first to be established in the local language (for a summary of research, see Ball, 2011; see also Lo Bianco, 2017).

In other countries (such as Korea and Japan) where English is considered to advance human capital, learners lack investment in the English being taught in school because of the disconnect between classroom English and the high stakes test they need to pass to enter university or the disconnect between traditional pedagogy and the type of activities being attempted in class. The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) issued a new English Language Course of Study, which took effect in

April 2011. English as a foreign language (EFL) became compulsory in primary schools, with the goal of fostering positive attitudes and experiences with foreign languages, rather than to develop language proficiency. MEXT required more communicative abilities in English across all grade levels, suggesting specific classroom practices that would foster communication. Teachers, however, had limited communicative language skills, having themselves undergone exam-focused curricula using grammar translation.

Furthermore, the high stakes exam did not assess for communication (Mondejar, Valdivia, Laurier, & Mboutsiadis, 2012).

In 2002, the European Council recommended that at least two foreign languages should be taught to all pupils from a very early age. Recent 2017 statistics show that while this has been variably implemented, when one language is taught, in most countries in the EU English is the choice (Eurostat, 2017). This focus on English often results in content areas being taught in English in schools and university, with a resulting lack of knowledge creation in local languages. The EU policy of free movement of people across the EU also means that English is the language that facilitates this movement.

## **1.6. Language Teaching Approaches**

Methods which are used in teaching a language such as English has changed over the years, the context became important and the competence was the goal. Teachers of a language have decided to follow and implement different approaches. These approaches are illustrated as follows:

### **1.6.1 Grammar Translation Approach**

This approach was implemented by the tutor in order to teach children grammar. This is where this tutor would begin to explain every single word using the mother tongue in order to make them understand English. However, one disadvantage of such a method would be the fact that the teacher would end up concentrating on the native language rather than the target one. It has also led to the classroom setting seeming as though it is for a native language session and not the target one. In this method, tutees would only benefit from using this method in a limited way. We should note that it is still used until today by many schools especially in rural locations in various places, such as India. Furthermore, it is also thought and supported by other approaches in order to teach the native language in our schools.

### **1.6.2. The Bilingual Approach**

Here, this method is considered as the most successful and favourite in our schools, since they most use such a method in order to teach students from various schools in India. Here, the teacher would begin by explaining and illustrating all the English sentences. He

would then continue and require from students that they apply specific activities in the English language. It should be known that there was a certain misconception which stated that the teacher would only be available to assist students and the tutees were not allowed to use it. Regardless, this method is usually applied on paper and not in a setting such as a classroom where a tutor would begin to create certain English segments which are abundant. This is in order to assist by using the native language in sentences which are provided to them. It was found that this method would not assist and develop the fluency of the natural language. It did however conclude that such an approach would be put to good use in helping students learn the target language but only to a very specific extent.

### **1.6.3 The Direct Method**

This was used by tutors back in the day to implement this method in order to teach students of Indian origin. It was used vastly in private schools where the tuition was usually higher. Here, these tutors will only implement a certain practice by using English segments without putting any dependence on the native language. The teacher here is not allowed to use the native language, not even a single segment of it. This method led students to encounter various difficulties since they came from various environments and had no previous knowledge of English. This difficulty was mostly regarding specific words and what their meaning carried. With that being said, this approach was considered the most useful and successful out of all, since it creates an environment where students can engage in conversation in the classroom setting. All of these methods carry specific strong points and other weak ones. One, would be the fact that when students would end up learning the English, this knowledge would consider English language as a subject instead of language on its own way. Moreover, they did not have the ability to always implement what they have learned to put into practice due to not having authentic environment where they can practice. Furthermore, with all these above challenges, the tutor would have only specific hours which would not be enough in order to provide perfect explanation and emphasis on what language is all about; since these hours would only be constricted to a minimum of two and a maximum of six sessions per week. So, these became examination oriented and that was it. Another problem which was noticed in Indian tutors was the fact that some of them were not aware of the recent developments which have occurred in the field of ELT pedagogy. All in all, these challenges are very visible and huge since these tutors are expected to cater to all these tutees' needs in order to make them have fluency and confidence that is enough to allow them to communicate with one another. These problems are also visible and various and there is a need to train them and inform them

of all the strategies which they can apply in order to teach and allow students to learn perfectly.

### **1.7. Implementing Strategies and Combining Them with Teaching Approaches**

Research came to conclude that students are learning the language at various paces, since their level of competency is very different from one another. We cannot hold the tutor responsible for this, since he aims to provide and give everything and does his best to teach students. With that said, we should know note that can put a little bit more effort in order to motivate them and ensure that they become interested in learning. Since learning is considered an active process where knowledge, in addition to skills and insight is transformed into what we call behavior. Cawley and partners of his, have found that there are three fields. The first would be affective, and the second being psychomotor, while the third would be learning cognitive. We should note that, one can choose any of these depending on their preferences in order to learn while taking in consideration the environment they exist in.

Therefore, these came to be known as styles of learning. We should note that learning would occur faster and be sustained longer if it is provided to the learners in a way which they would prefer in order to meet their needs. All this is used to increase competency and improve their abilities. These two researchers, Claxton and Murrell concluded that the style must match between the teacher and the student in order to create a productive environment where learning is emphasized. We should note that the tutor must have knowledge of the styles which the students prefer in order to change his method and adapt it to what would suit the learners' needs. Boylan States that learning would have better results if the teachers were very aware all of the strategies they should apply when teaching in a classroom. Moreover, there was a specific research regarding this area where the researcher Davis came out to conclude that students can learn the procedures the tutor will implement in the classroom in order to develop learning and make it more efficient, regardless of what the teacher chooses to use as the style.

Student can apply various attitudes and they can become very conscious to the strategies which can be implemented. Many researchers have identified what language strategies actually means, (Wenden and Rubin, 1987, P. 23) defined it as various operations, plans, drills which facilitate learners into acquiring, receiving, storing, and applying the information. Many researchers (Richards, Platt and Platt, 1992, P. 63) have discussed that learners tend to intentionally use certain strategies and implement different techniques in order to help them learn something new, regardless of whether it is information, data or simply any knowledge needed to be remembered.

Many researches were conducted and observations were recorded, and this allowed the researchers (Rubin, 1975, P.77; Stern 1975, P. 56; Rubin and Thompson, 1994, P. 49) to elaborate and list what great learners are like from taking in consideration not only their personal characteristics, but also the style and strategy. Here is what great language learners do:

- They rely on themselves and take responsibility for what they have to learn.
- Arrange and sort out all the information that is related to language.
- They are innovative, and always sense language by practicing its words and the grammar of that language.
- They find opportunities to practice and take a chance out of every encounter they come across, in and out of the classroom.
- Keep on practicing and learning even though they do not comprehend every word, so they can better themselves.
- Revise and use techniques in order to retrieve what they have memorized.
- Learn from the mistakes they commit, and not letting those mistakes hold them down.
- Use all the knowledge they have, whether linguistic or not; especially their first language in order to help them learn the second one.
- Take advantage of cues which would help them comprehend better.
- Practice creating intelligent answers and guessing whenever they come across a barrier.
- Learn language regardless of whether it is chunks, words or segments. All this would help them formalize routines in order to perform and demonstrate their abilities.
- Learn to practice and employ certain gimmicks in order to help them keep the conversation flowing naturally.
- Learn specific techniques to aid them when they come across certain gaps and barriers in their competence.
- Acquire various styles and methods of speech as these can be deployed across many settings where the levels of formality may be important.

## **I.8. Teaching English Language in Rural Context**

Language is one of the most useful tools we have as humans. Without it we could not think of thoughts expressible to others, nor could we engage in the activities that commonly take place in the society we build ourselves (Di Pietro, 1994). Language is very important in education. The high status of English within a global economy of languages has meant that English language education is increasingly being promoted in international development initiatives. A broad goal of English language programs is that of developing the communicative ability to convey and interpret a message via written or spoken modalities to another person. In rural countries, there is no doubt that they still have not established a standard of education in schools and colleges. There are too many problems in these countries that have to be eradicated to embrace a comprehensive education system through which they can expect to be developed nation. If there is no a good teacher, there is no way they could expect to have a balanced society in the future. And if there are not enough good teachers in English, then there would be imbalance that the urban area students will be good at English, but students in rural areas would always be deprived of getting or learning English properly.

### **I.8. Principles of English Language teaching**

There are certain principles of English language teaching, which are as follows:

- Know your learners- their language background, their language proficiency, their experiential background.
- Identify the learning outcomes including the language demands of the teaching and learning.
- Maintain the same learning outcome for all the learners.
- Begin with context embedded tasks which make the abstract concrete.
- Provide multiple opportunities for authentic language use with a focus on students using academic language.
- Ensure a balance between receptive and productive language.
- Include opportunities for monitoring and self- evaluation.

### **I.9.1.Factors that Making a Difference In Performance Of English Language In Rural And Urban Area**

In the present world, education is the most important aspect in society development. For education school is considered to play a major role in ensuring the successful of the development. It is not only the institution but also the students have to play to be proactive

with an appropriate futuristic set of mind. The students also need to have good skills as well as they also need to be active in co-curriculum activity along with high academic achievement. Apart from all these factors the environment where the student's lives can determine their performance in their studies. In short, we can say that reasons for the variations in their performance in learning and achievement are geographical location, resources, availability of technology and also the quality of teachers.

Urban area relates to the area that are surrounding by cities and it is well populated areas compared to rural area which is sparsely populated areas and it usually farmland or country areas. Recent educational research has examined rural and urban differences in their achievement. Many educators, researchers, legislators and the general public believe that students from rural schools mostly receive an education that is inferior compared to the students that live in the urban areas. And if it is about the question teaching or the matter about the acquisition of second language that is English the situation is worst.

There are many factors that contribute to the differences of performance in English language between students in rural and urban areas.

#### **1.9.1.1. Family Factors**

To determine the child performance their family plays a key role. Students in rural areas have low performance compared to students in urban areas because it is related to their parents' education. Some experts believe that parents' expectations is the most influential factor affecting youth decisions to pursue education. (Esterman and Hedland, 1995; Smith, Beaulieu and Seraphine, 1995).

#### **1.9.1.2 Financial factor**

The students' background relates to low socio-economic factor of their family also one of the factors that affect their performance in English language. Most of the students in rural areas come from low income families so that they cannot get enough educational resources compared to students at urban areas. Students who have access to more facilities or resources are getting an advantage compared to those from poor families.

#### **1.9.1.3. Logistic support**

Rural areas' educational institutions lack enough logistic support compared to urban area educational institutions. Lack of facilities and resources contribute to the poor performances in English language of the students in rural areas.

#### **1.9.1.4. Less qualified teachers**

We do not have enough qualified teachers in rural areas. Lack of qualified and trained English teachers in rural areas put poor impact on students English language competence than the urban areas students.

#### **1.9.1.5. Adequate books**

Apart from the good teachers, there are also not adequate books in the educational institutions of rural areas. If we do not bring good and updated English books for students, we cannot guarantee that they would learn the best.

### **Conclusion**

This chapter was devoted to the diachronic investigation of English language, vis, teaching and learning process. Thus, it aims to show its importance, status, spread and numbers of English speakers around the world.



# Chapter Two

## **Chapter Two**

### **The Contextualization of the Research**

#### **The Algerian Educational System: Challenges and Obstacles**

##### **1. Introduction**

The main purpose of using language is to communicate one's needs, necessities, feelings, thoughts and ideas to others (Banu, 2009 cited in Salahuddin, A. N. M., Khan, M. M. R., & Rahman, M. A. 2013). The teaching and learning processes involves two active participants in the classroom- the teacher and the learner. The language learning does not fall entirely on the teacher. It is also relied on the students who must assume more responsibility for the learning process (Quest, 2000). It is through interactions with each other. The teachers and students work tighter to create intellectual and practical activities that shape both the form and content of the target subject (Allen and Valette, 1997, Quest, 2000 cited in Obaidul Hamid, M. (2010). In this respect, this chapter gives an eye view on the Algerian specificity and place the study in its context. The chapter splits down into three main titles in which we discuss respectively; CBA, learners' obstacles and teachers' challenges.

##### **2.1 The Algerian Educational System: Overall Goals and Objectives**

It is argued that language learning is regarded as the cornerstone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). In foreign Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). The matter of learner's attitude is acknowledged as one of the most important factors that impact on learning language (Fakeye, 2010). This study looks into the concept of attitude as one of the major affective factors for success in learning a foreign language. More specifically, it investigates Algerian secondary school students 'attitudes towards learning English language, taking into consideration the three aspects of attitude i.e., emotional, cognitive, and behavioural. Additionally, it attempts to determine the influence of students' demographic profile i.e., gender, year and field of study on their attitudes towards learning the English language regarding that it is primary the language of New Media (e.g. Satellite TV,

and Internet). It is spoken by about 1,5 billion people. It is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. (Tiersky and Tiersky 2001).

The reference texts that induce the educational policy of 1963, amended in 2008, consider teaching as the basic factor essential to all economic and social change. Ordinance No. 76/35 of 16 April 1976 has been, for years, the reference framework of education and training in Algeria. This ordinance introduced radical changes in the organisation of education in the sense of profound changes in the economic and social sectors, and helped to establish the fundamental choices and guidelines of the National Education. In fact, five goals come to be articulated as follows:

1. *To communicate with different parts of the world;*
2. *To have access to top modern sciences and technologies;*
3. *To encourage the pupils' creativity in its universal dimension;*
4. *To make pupils autonomous and self-sufficient in exploiting and exploring material having relation with their field of study;*
5. *To successfully sit for examinations. (MNE 2003:188)*

In fact, the aforementioned goals, besides correlating with the very spirit of the National Chart of 1976, promulgated under Houari Boumediene presidency, they reflect the essence of the Algerian education system orientation. The implementation of the provisions of this Ordinance has begun from the 1980-1981 school year.

Following the changes in the Algerian Constitution of 1963, a new Ordinance No. 08-04 of 23rd January 2008<sup>1</sup> on the Orientation Law on National Education stipulates that the Algerian school aims to train citizens with incontestable national benchmarks, able to creatively exploit modern sciences and technologies and be able to open up to the world civilization (openness to the out world). The attainment of both goals earnestly requires a perfect mastery of many foreign languages, at least English and French (most popular FL in the Algerian context). The Article 7 states that the learner is placed in the centre of the concerns of educational policy. In this respect, the school must develop strong, sustainable and relevant competencies that can be used appropriately in authentic communication situations.

Therefore needless to say, the emphasis on teaching English is becoming a vital part of education all over the world. In the specific case of Algeria, the recognition of the Ministry of

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<sup>1</sup>Law No. 08-04 of 23 January 2008 concerning the guidance law on National Education.

Education of the growing importance which English, nowadays plays in the world can be noticed. In 2001; The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform. Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school. This is a part of the whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents.

## **2.2. The Competency-based Approach (CBA)**

The new competency-based approach (CBA) concerns all school cycles, and aims to enable the learner cope with novel and unexpected situations using, on his own initiative, previously acquired knowledge. In doing so, it prepares the learner by making him an active and autonomous subject, skillful and capable of withstanding the impact the exolingual<sup>2</sup> communication situations which occur outside the school and constitute so many opportunities to pursue language learning according to the terms of Matthey (2005)

### **2.2.1. Context and Implementation of CBA**

Several major challenges condition the reform of the Algerian school; some are of an internal nature and others of an external one. It is a question of improving the relevance of teaching/learning in regard to the needs of today's Algerian society. It is also a question of making it possible for the school to increase the quality of its education system while increasing its equity. Moreover, these challenges consist in increasing the external effectiveness of this education system while making learners able to meet the multiple needs in a worldwide environment. While realizing the insufficiency of this education system, which, in fact, focuses on the transmission of the knows to be learned by heart for a mere preparation for the day of the examination, hardly allowing learners to manage in situations of everyday life, the Ministry of National Education took the decision to adopt a new methodology which is mainly based on socio-constructivism. Nowadays, school is perfectly able to produce learners who acquire knowledge during several years, but who are unable to use it in everyday life.

1. They can decipher a text without being able to seize its essence to be able to act consequently.

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<sup>2</sup>Exolingual: Is pertaining to a series of [utterances](#) between two people who do not speak the same language.

2. They learn grammar, the conjugation, but are unable to produce a short paragraph in a coherent way in every day's life.
3. They can carry out an addition or a subtraction, but when they are confronted with a problem of the everyday life, they do not know if it is necessary to use a subtraction or an addition, etc.

It is a serious problem for the society, since it has to devote a significant financial effort for the education of all these learners. A great number of them leave school without being able to use what they learned in an effective way. This is why people in charge of the Algerian educational system consider it necessary to adapt the programs of the Middle school education complying with new universal criteria. The goal of the 21<sup>st</sup> century education is supposed to enable the learners:

*“To learn how to read, write and calculate, not only in vitro, but to be able to face situations of everyday life; to be able to write a receipt, an invoice, a letter of thanks, condolences, to be able to defend their rights, to be able to weigh, measure...” (Program 2002)*

Or as it is stated by Carl Rogers

*“We are faced with an entirely new situation where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, reliance on process rather than upon static knowledge is the only thing that makes any sense as a goal for education in the modern world.” (1983:120)*

The Objective-based Approach (OBA) had the enormous merit to put, for the first time, the learner at the centre of education syllabi concerns: the objectives should no longer be summarized in a mere list of contents brought by the teacher, but it should consist of the knows, of the know-how-to-do as well as know-how-to-be that are to be built and reached by learners themselves within teacher's plain scaffolding.

### **2.2.2. Objectives and competencies of the CBA**

CBA aims at helping the learners to give sense to their learning by making them acquire intellectual competencies and develop various processes that are necessary to the assimilation and the use of their knowledge. Also, it teaches the learners how to reinvest/transfer the knowledge acquired at school in problem- situations they may face in real life or in the other disciplines.

#### **2.2.2.1. Disciplinary Objectives Targeted by the CBA**

With regard to the learners, who have just started learning English as a second/foreign language, the final objective is to make them acquire the communicative competence by

means of various linguistic activities concerned with the reception(listening and reading comprehension), the production (oral or written expression), the interaction or the mediation. Each one of these types of activities is suitable to be carried out either by means of the oral examination, or written or both oral examination and written. The new approach, CBA, targets three distinct but inseparable competencies which we will try to approach thoroughly below.

### **A. Interacting Orally**

Learners are conducted to interact in current school situations by privileging the verbal or non-verbal language. By using a well-elaborated verbal language, they will thus be able to adapt to the reactions of their addressee, to express their needs and to formulate in a more precise way the requests, for example, verbally, while posing and answering the questions, by asking for explanations, clarifications, assistance, by expressing their agreements or disagreements, etc., and non-verbal, by expressing their astonishment, surprise, pleasure, incomprehension, etc. They can also understand and satisfy the requests of the others, transmit messages and maintain the oral interaction.

### **B. Interpreting Authentic Oral and/or Written Documents**

Learners are conducted to exhibit their comprehension via oral or written reformulation of various types of more complex authentic texts, prose, songs, tales, comic strips, notes, forms, etc., they are also led, through manipulation, plays, collection of information, etc, to further expand and discover other aspects of the English Speaking countries cultures. Undoubtedly, non-native learners' progress in understanding is due to increasing cultural knowledge, particularly in terms of a better understanding of the implicit cultural aspects inherent in all types of discourses between native speakers. Therefore, progression in the recognition of the sounds, for oral comprehension, and linguistic acquisition, for written comprehension, must be regarded as necessary capacities without losing sight of the fact that they constitute components of the entire process. This competency is concretized by the means of reaction to the visual text by using the suitable strategies: selective, global, detailed, verbal and nonverbal expression, putting forward hypotheses, establishing a link between the document and the learner's lived facts, etc.

### **C. Producing Oral and Written Messages**

Learners are led to produce more elaborated, coherent and relevant messages. These productions become increasingly varied, increasingly long and less and less guided, although

not free of misspelling, punctuation and syntax mistakes. They become more autonomous, especially when writing; to state their ideas, to order them, for example, to write a letter to ask for and give pieces of advice, to write a report on the learner's learning progression, to take notes on a diary, etc. For these productions of oral and written statements, the learner makes use of processes of compensation periphrasis/circumlocutions: paraphrase, substitutions, and equivalents...as well for the logical articulators of the language: coordination, comparison, contrast, cause, purpose, consequence, hypothesis, condition, etc.

### **2.3. Learners' Obstacles**

Nowadays knowledge in English were increased in Urban areas, but still the students in rural areas faced many difficulties in learning English at their schools in Speaking, Writing Pronouncing English. The rural students still do not have enough encouragement to practice English.

#### **2.3.1 Learning Difficulties in English**

Problems and Errors committed by the students in writing English is known as learning difficulties. English learning includes Mastering of Listening, Speaking, Reading and Writing skills. The First cause that makes the Students Difficulties in speaking English is that the Environment does not support the students to speak English fluently." Since English is a foreign language in our country, most students especially high school students are not familiar with it, the second causes are students themselves, they does not care for their Communication. There is no interest shown in the areas of learning English by the rural areas of students. The Third causes in School Organization, they should encourage the students with the sub-coaching to motivate the students. So that teachers easily find the difficulties of students to learn English with the lower level of difficulties. The forth cause rarely with the overloaded textbook areas.

#### **2.3.2. The Use of L1 in Learning English in Algerian Context**

When the influence of the MT leads to errors in the acquisition or learning the target language, then, the negative transfer occurs. The greater differences between L1 and the target language, the more negative effects of interference are likely to be. When learning foreign languages, unquestionably, EFL learners will interfere their MT, MSA or French while learning the target language even in writing or pronouncing some words. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. Language

interference is considered as one of error sources (negative transfer), although where the relevant feature of both languages is the same it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

#### **a. Phonological Transfer**

According to Weinreich (1972), there are three kinds of interference in language include grammatical, phonological and lexical. Lekova (2010:321) says that phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language. It means because of the differences of mother tongue, the speaker makes a mispronunciation some words in delivering the second language. While learning process, Algerian EFL learners may have phonological interference because of the influence of French pronunciation in learning English mainly for two reasons:

- French is taught for ten years in Algerian educational system.
- It is implemented unconsciously via Algerian sociolinguistic outcomes such as CS and Borrowing.

For these reasons, we may find some students who pronounce English words like some French ones such as the words that end with /ʒən/, so, they pronounce them in French way.

#### **b. Grammatical transfer**

Grammatical interference is defined as the first language influencing the second in Terms of word order, use of pronouns and determinants, tense and mood. Interference at a lexical level provides for the borrowing of words from one language and converting them to sound more natural in another and orthographic interference includes the spelling of one language altering another. Transfer may be conscious or unconscious. Consciously, learners or unskilled Translators may sometimes guess when producing speech or text in a second language because they have not learned or have forgotten its proper usage. Unconsciously, they may not realize that the structures and internal rules of the languages in question are different. Such users could also be aware of both the structures and internal rules, yet be insufficiently skilled to put them into practice, and consequently often fall back on their first language. In the Algerian tertiary context; EFL learners at the department of English may interfere their mother tongue or MSA while writing English paragraphs.



### **2.3.3. Motivation vs. Demotivation**

Learning foreign languages will always require the passion in terms of mastering the four skills of learning a new language. As result for that the learner has to be motivated toward the learning process. However there are some challenges that learners will face a certain circumstances which will demotivate them. In the pages bellow, we try to define each of these concepts and the reasons behind either being motivated or demotivated.

#### **2.3.3.1. Motivation**

Motivation is hard to be defined. Motivation is a complex variable and will become even more complex when the target of learning is the mastery of a second/foreign language. As Gardner (2006, p.242) states *“motivation is a very complex phenomenon with many facets...Thus, it is not possible to give a simple definition”*. Because motivation as a term has been differently defined by the various schools of thought, from behaviouristic standpoint motivation is totally relating with anticipating a reward or the expectation of a reward. However the cognitivists view the term motivation as being more related to the learner's decisions as Keller (1983, p.389), quoted by Brown (1987), stated, *“the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect»*. While the constructivists saw that motivation is highly related to social context and individual's choices. Notwithstanding the difference between all definitions given about the term of motivation.

Motivation has a major importance in strengthening second/foreign language learning is indubitable. Lifrieri (2005, p. 4) points out that *“when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them”*. Gardner (2006, p. 241) posits that *“students with higher levels of motivation will do better than students with lower levels”*. He further adds that *“if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc.”* (Gardner, 2006, p. 243).

##### **2.3.3.1.1. Factors Affecting Students' Motivation**

In addition to knowing the types of motivation, it is also of a great importance to know what affects this motivation, as Harmer (1991) clearly states:

*The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form a part of the world around students' feeling and engagement with the learning process. (51) Therefore, Harmer (1991) identified seven factors that affect motivation which are: The society we live in, the teacher, the methods, goals and goal setting, learning environment, interesting classes and significant other*

#### **2.3.3.1.2. The Society we live in**

According to Harmer (1991), society affects and influences the motivation in various ways: What are the attitudes of the society toward the learning of a language in general and English in particular. How important is the learning of English considered to be in the society. Does the learning of a language part of the curriculum belong to high or low status. What would be the pick of learners. If they had to choose between two languages and why and finally are the images associated with English positive or negative. The answers to such questions will ultimately become part of the learners' vision of the language. As Harmer (1991:52) clearly says "*all these views of language learning will affect the student's attitude toward the language being learned*". Thus, individuals when entering the classroom "*they will bring with them attitudes from the Society they live in*" (*ibid*)

#### **2.3.3.1.3. The Teacher**

The importance of teachers has been highlighted by Harmer. He (1991:52) claims that "*a major factor on continuance of student's motivation is the teacher*". Indeed, increasing and directing students' motivation is one of the teacher's responsibilities. He/she can affect their motivation in multiple ways. For example, his/her attitude towards the language and the task of learning, if the teacher has enthusiasm for the English and English learning, this would create a positive atmosphere in the classroom in which students feel attracted and motivated.

#### **2.3.3.1.4. The Method**

Harmer (1991) points out that teachers and students should have some confidence in the way of teaching and learning. If this condition is fulfilled, chances of success would increase. However, if one of the two parts (teachers or students) lose confidence in the way of teaching and learning, this would affect negatively on their motivation.

#### **2.3.3.1.5. Goal Setting**

A student is much more likely to succeed if she/he has a clear goal; similarly, Harmer (1991:53) claims that “ *motivation is closely bound up with a person’s desire to achieve a goal* ” If a student set up a goal at the beginning, he/she will perform behaviours and strive for it in order to attain or achieve it. Goals are divided into two: short-term goals which could last for an hour, a day, or just passing an exam. Long-term goals are more difficult and take time to achieve them. It can last for a month a year or more.

#### **2.3.3.1.6. Learning Environment**

In addition to the society, the teacher, the goal and the goal setting, it is also important to talk about where the instruction takes place; and that is the learning environment. Harmer (1991) talked about two types of environment: the physical appearance and the emotional atmosphere of the class. Both of these two types can affect the initiation and the continuing of students’ motivation. An attractive classroom stimulates the students’ motivation; whereas, an unattractive classroom may decrease it. Harmer (1991) proclaims that unattractive classes can be changed into attractive ones through the use of visual materials, music and even moving the furniture (chairs and tables). By doing so, classroom atmosphere becomes more agreeable and interesting. Physical appearances are indeed important, but not as important as the emotional atmosphere; and this latter is under the control of the teacher. Creating and sustaining a suitable atmosphere, in which the learner feels comfortable, is the job of every teacher. Harmer, (1991:53) asserts that teachers “*have to be very careful about how they respond to their students, especially in giving of feedback and correction*”. Because any negative feedbacks or/and critics by the teacher will consequently lead the student to a decrease in motivation. In addition, there is a need for a supportive and cooperative environment to suit the various learners’ types. Last, but not least, the teacher’s rapport with the students is critical to creating the right conditions for motivating the learners.

#### **2.3.3.1.7. Interesting Classes**

Interest and curiosity are the core of intrinsic motivation; therefore, the subject studied and the activities presented with have to drag students’ interest so that to keep them intrinsically motivated (Harmer, 1991:53). This includes the choice of materials and more importantly the way of presenting the material.

### **2.3.4. Demotivation**

Demotivation, which is related to changes in motivation, has been characterized as low motivation; this concept has no independent nature as a phenomenon in its own rights (Trang & Baldauf, 2007). Moreover, Dörnyei and Ushioda (2011) state that demotivation should be described as the negative side of motivation, which is concerned with the particular external forces damaging or diminishing the motivational component of a behavioural intention or an on-going action. A group of researchers, such as Sakai and Kikuchi (2009), oppose the definition given by Dörnyei and Ushioda. They claim that such a definition needs to be more inclusive to take account of both internal (e.g., low self-confidence, negative attitude, etc.) and external (e.g., classes, teachers, textbook, etc.) factors. According to Trang and Baldauf (2007), demotivation impacts learners negatively, depriving them of the stated learning outcomes. Given the results of previous investigations on motivation and demotivation (e.g., Badrkoobi, 2018; Dörnyei & Ushioda, 2011; Falout, et al., 2009; Kim, 2009; Han & Mahzoun, 2017; Jafari et al., 2017; Li, & Zhou, 2017; Sun, 2018), it seems that demotivation plays a major role in the learning process. Following this trend, Song (2005) investigated motivation and demotivation and found that there are multiple reasons for demotivation. In particular, the role of teachers has proved to be very important in that process. Similarly, Chang and Cho (2003) examined the factors contributing to demotivation in English language learning among high school students. They found eight factors as the sources of demotivation, which included difficulties in learning, threats to

1. Self-worth
2. boring teaching
3. Weak teacher-student relationship
4. Punishments
5. General anxiety
6. Language-specific anxiety
7. Lack of self-determination
8. Weak classroom management

#### **2.3.4.1 Peer Pressure**

It has long been argued that students are likely to be motivated as much by the desire to gain social approval (e.g., being popular or fitting in) or avoid social sanctions (e.g., being

teased, made fun of or bullied, or losing social status) as they are by the future benefits of education (e.g., Coleman 1961)

Students spend most of their time in school, where they will be mingling and interacting with their peers almost half of their day. Naturally, this would have some influence to their foreign/second language learning, in this case, English. Azizi. Yahya, Noordin Yahya, Ooi Choon Lean, Abdul Talib Bon & Sharifuddin Ismail has mentioned that socializing with teachers and friends is one of the factors that can stimulate English acquisition (2011).

Leki (2007) has quoted Bakhtin and Vygotsky that “language learning cannot and do not take place primarily in the brains of isolated individual learners but are instead inextricably bound up with social factors as learners interact in human activities” (Normazidah Che Musa, Koo Yew Lie & Hazita Azman, 2012).

Ler (2010) stressed that, being young and vulnerable, students tend to turn to their peers for support and acceptance. In order to get accepted, they are usually not willing to become too different from the majority. This creates an unhealthy need to be acknowledged by their peers. As 99% of rural students have inadequate exposure to English, they will actually try to please each other for solidarity reasons and comradeship.

Ler (2010) also mentioned that compared to their urban peers who hail from an environment where they have regular contact in English and many of them come from well-off families where English is used, rural students, on the other hand, are in an environment where English is not even considered as a second language but a foreign language, and they have no awareness and chance to practice English with their peers as their peers are also in the same boat. The socio-economic status of their families causes them to have a very limited exposure to English, as it does not allow them easy access to English materials (books, CDs, and even television in some cases). Due to this lack of exposure, “students may have low self-esteem, lack of confidence and suffer from low motivational levels” (Peter Gobel, Siew Ming Thang, Gurnam Kaur Sidhu, Sok Imm Oon & Yuen Fook Chan, 2013). There is a strong correlation between the intensity of motivation with proficiency level, where students with high intensity of motivation will perform better compared with students with lower intensity of motivation (Ler, 2010).

Being pressured to fit in the *cookie-cutter* world, students are also petrified of making mistakes (i.e. grammar mistakes) for the fear of being teased and laughed on by their comrades. These students prefer to code-switch or worse, refrain themselves from using or conversing in English at all. Positive peer influences is therefore crucial in influencing rural

environment which embraces English speaking environment. These students can help each other by reinforcing and motivating one another to learn English.

#### **2.3.4.2 Environment and Setting**

Environment and setting could be one of the best factors influencing ESL/ EFL learning among secondary students. School can be one of the important roles in influencing ESL learning (Akçay et al., 2015). This statement indicates a crucial problem that a lot of students face in learning and particularly communicating the second or foreign language, specifically English language, in this case, many secondary learners express their problems related to that and sometimes even acknowledge their inability in learning to speak English (Akçay et al., 2015).

It is only natural for students to encounter problems in learning. The dynamic of learning process could promote confusion and problems that could hinder the process of language acquisition. Students' difficulties found because of ineffective input and output, having no real need for interaction, attaching too much importance to language forms and written tests. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English (Al Hosni, 2014).

#### **2.3.4.3 Language Anxiety**

Language anxiety has occupied a great body of research for the past few decades. Previous research findings on language anxiety have revealed the fact that anxiety can impede foreign language performance and its production. In most of the time, the language learners are facing some kinds of problems in learning a new language. Language anxiety has long been recognized as an obstacle in second language learning. Khattak, Jamshed, Ahmad, Mirza and Baig (2011) reported, "Anxiety experienced in learning English language can be debilitating and may influence students' achievements of their goals". In the other words, anxiety is one of the most significant factors affecting language learning. High level of language anxiety is correlated with poor performance in language learning. The experience of language anxiety varies from learner to learner. According to Ying (2008), language anxiety is caused by

- personal and interpersonal
- learner beliefs about language learning

- teacher belief about language anxiety
- teacher-learner interactions
- classroom procedures
- language testing

#### **2.3.4.3.1 Writing Anxiety**

Language anxiety causes students' negative attitudes towards the foreign language writing skill. Writing anxiety has an effect on students' writing performance. Writing anxiety is considered as a barrier for enhancing English language learning and performance. Cheng (1997) found a negative correlation between FL writing anxiety and FL writing achievement. Cheng (2002) believes that writers with higher level of anxiety tend to avoid taking writing courses. Horwitz et al. (1986) indicated that students with higher writing anxiety write shorter Compositions have difficulty concentrating and grasping the content of input, have problems discriminating the sounds and structure, become forgetful, or even over-study.

#### **2.3.4.3.2 Reading Anxiety**

English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety has an effect on students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self-confidence. Recent studies confirmed a negative correlation between language anxiety and reading performance. Chen (2007) found second language speaking anxiety negatively correlated with oral performance.

#### **2.3.4.3.3 Speaking Anxiety**

Speaking is one of the fundamental skills of language learning. In second or foreign language education, speaking anxiety has a detrimental effect on learners' performance. Speaking anxiety is rooted in lack of self-confidence. According to Horwitz, Horwitz, and Cope (1986), speaking is arguably the skill most affected by language anxiety. Furthermore, EFL or ESL teachers play an important role in the amount of anxiety students experienced in language classes. Williams and Andrade (2008) found that asking questions by EFL or ESL teachers' in classrooms make students anxious. According to Elkhafaifi (2005), anxious students tend to avoid voluntary answers and participation in oral activities and avoiding speaking in classroom. In a study conducted by Price (1991), the researcher interviewed

highly anxious learners of French and found that learners sources of anxiety were as following; (1) fear of speaking the target language in front of their peers, (2) fear of making mistakes, (3) being laughed at by others, and (4) learners perceptions that their French language skills are weaker than those of other students.

#### **2.3.4.3.4 Listening Anxiety**

Listening skill is a fundamental for language acquisition. The concept of foreign language listening anxiety is associated with general foreign language anxiety. Foreign language listening anxiety is one of the important learner variables affecting success and failure in foreign language learning. Previous researches indicated that listening skill is a crucial factor in language acquisition. Vogely (1998) conducted a study to investigate the relationship between learners' listening performance and anxiety among 140 American university students studying Spanish. The findings revealed that the majority of the participants had experienced anxiety while listening to Spanish. Open-ended questions were asked after a listening comprehension examination. The results indicated that, the source sources of anxiety were as following,

- (1) The speed of delivery;
- (2) Poor enunciation;
- (3) Unfamiliar intonation;
- (4) Different accents, and;
- (5) The length of the listening passages. In sum language, anxiety has been recognized as one of the fundamental affective variables influencing success or failure in language learning.

#### **2.4. Teachers' Challenges in Teaching English Urban versus Rural**

Teaching English as a foreign language is a challenging task both in rural and urban areas. Teachers have to pay attention to the language skills of the students such as reading, writing, listening, and speaking. Besides that, the teachers should help the technology, and encourage the students to have enthusiasm, good attitude, and motivation to learn English. The purpose of teaching English at schools is to increase the students' competence in communication facing the globalization era. The purpose of English learning is making the students flexible in using the language. There are some different challenges faced by the



teachers both in rural and urban schools. The challenges are related to the students, teachers, and facilities. The example of students challenges are vocabulary mastery, students' concentration, parents support, discipline, boredom, and speaking ability. Then, the teachers' challenges are teacher Training, teaching method, and the mastery of using IT in teaching learning process. The facilities issues are facilities and time limit.

#### 2.4.1 Challenges of the Political Decisions and Reforms

In the opinion of the entire educational community (teachers, trainers, inspectors, etc...) and the avowal of certain officials, the implementation of the educational reform was made in haste. We can understand this feeling when we know that the reform, which has practically touched all levels of the education system, was completed in five years (2003-2008). Indeed, the implementation of the reform has not been gradual as it was conducted simultaneously on three levels (primary, intermediate and secondary), a choice that decision makers have assumed under the guise of urgent reform. This has resulted in a difficult management of the teachers' and learners' needs.

To put it bluntly, the undertaken reform is meant to improve learners' outcomes, yet as reported by Miliani: *"it is true that quick makeshift reforms are being launched successively, without any tangible impact on classroom practices: the results, about half a million dropouts each school year."*(2010). This is a sufficient indicator which mirrors the preliminary failures of the education system.

Another point that perfectly translates this hastiness is the edition of new textbooks (rush to- print) in a very short time, which has led ineluctably to manuals with many errors and imperfections. These faulty textbooks might be regarded as one of the direct causes of both teachers' and learners' dysfunctionality. As an afterthought, teachers, in addition to the new approach to which they are compelled to adapt their teaching practices to its tenets, are confronted to complex teaching materials that are suggested in these new textbooks. They should ensure dual roles, i.e., to teach and at the meantime learn what and how to teach in a speedy way. Being in such a swim or sink situation, teachers keep tightly to their traditional teaching practices; routines are too secure. They eschew the implementation of the CBA, as stated by Miliani:

*"the textbooks that have been designed along CBA characteristics are posing problems to the teachers who return systematically to their old ways and practices. Teachers who have not been really introduced to CBA have acknowledged the fact that pupils' level is at a record low, and without the*

*ministry's handling of the baccalaureate examination, the results would have been catastrophic.” (2010)*

But the most striking feature of the introduction of the new education reform is the teachers' non-involvement and preparation for its implementation in the field. It seems that teachers are regrettably marginalised from decision-making as far as curricula, textbooks contents and the expected goals are concerned. As highlighted by Miliani who states that: “*What has made the situation all the more cataclysmic is that it is not just pupils need proper attention. Neophyte teachers as well require adequate training because of their amateurish or ill-informed approaches to teaching.*” It is an additional proof of the ill-preparedness of the practitioners to embrace the new approach. Then, it is widely recommended now that the 21<sup>st</sup> century requires different competencies from those which have been taught in schools last decades. Teachers are supposed to play a pivotal role in the education reform founded on competencies, and, therefore, they should be at the core of this teaching/learning decision making.

#### **2.4.2. Teachers' incompetency and severe shortage of training**

This is perhaps a part of the whole problem. Most of the schools employ teachers in English with link or no training to teach the language. In some countries, problems regarding a severe shortage of trained English teachers are reported (Nunan, 2003; Salahuddin, Khan, & Rahman, 2013; Nurkamto, 2003). Thus, teachers might “find themselves teaching English either without sufficient English training generally or in teaching English to learners particularly and such thing frequently occurs in poor or rural area” (Garton, Copland, & Burns, 2011, p. 740). Since teachers may get only basic preparation in the supportive theory and practical applications, they may then struggle for embodying teaching methods effectively (Bulter, 2005; Littlewood, 2007). Emery (2012) outlines some issues that occur because of insufficient preparation for teaching: teachers' inability to deal with challenges that take place in teaching context because of the lack of training, teachers' poor language ability, and teachers whose English is not their subject area are hired to teach it. Such challenges take place in a rural area because rural areas lack proper and good teaching and learning tools (Mishra, 2015). Furthermore, English teaching process tends to be challenging when it comes to the teachers' qualification, language proficiency level, and training since these points can cause teachers' confidence (Emery, 2012). Teachers whose teaching training is not enough might strive to embody teaching methods effectively (Littlewood, 2007). Applying appropriate teaching methods and techniques is tough because the teachers do not

merely think of how to transfer four language skills, but also how to remain students' motivation and enthusiasm in learning and practicing English (Ansari, 2012).

### **2.4.3. Lack of Exposure to the Language**

This is yet another problem faced by English teachers all over. The learners get little or no exposure to the language outside the classroom. So, there is little scope for the learners to learn the language beyond a certain limit. As a consequence the entire burden of teaching the language falls on the teacher.

Teaching English as a foreign language is a challenging duty in the places where English has inadequate exposure. Lack of English exposure also serves less opportunity for students to use English. Khan (2011) argues that the lack of English purposes demotivate students to practice and understand English due to students' insufficient background knowledge of English. Moreover, it gets more difficult for teachers to encourage students to be enthusiastic in using English due to the lack of English exposure (Khan, 2011).

### **2.4.4. Lack of Suitable Teaching Aids and Materials**

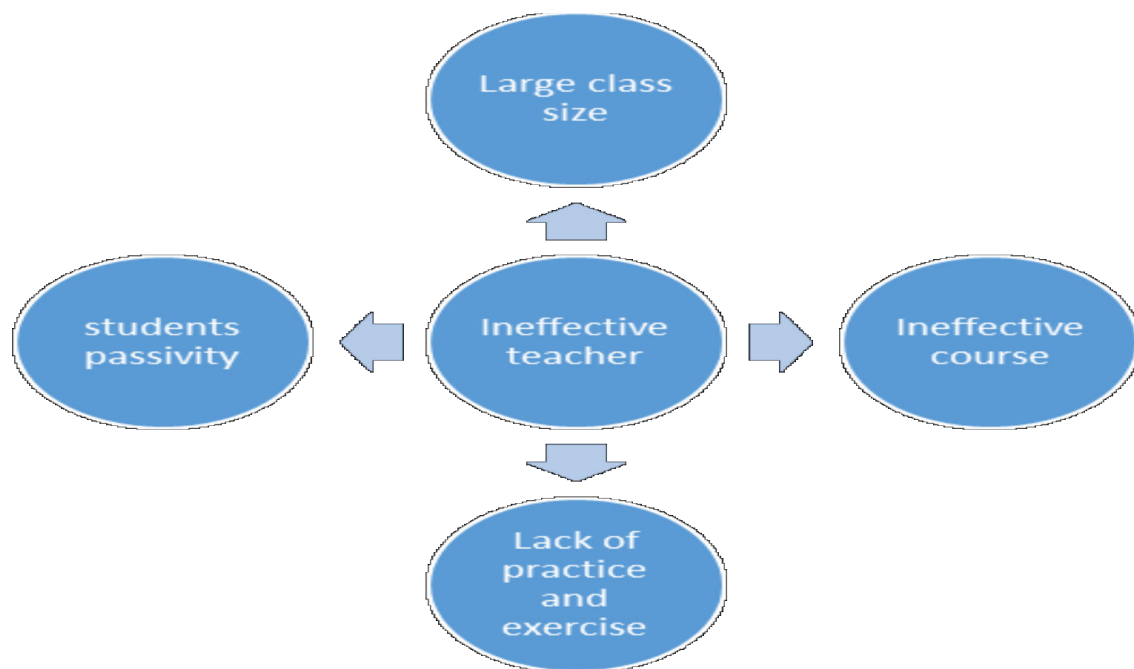
Teaching a language requires good text books, work books, hand books for teachers, audio-visual material like charts, pictures, radio, computers, TV. Unfortunately, teachers and students are not provided with these materials. The teaching thus becomes monotonous.

### **2.4.5 Limited Resource Accessibility**

Another challenge in English language teaching is the issue of resources. Ajibola (2010) argues that "the inadequacy of resources also constitutes a trial to the English teaching and the larger number of students is the large number of sources is needed" (p. 97). In addition, lack of facilities and equipment hinder teachers to embody an effective teaching process (Fatiloro, 2015; Nurkamto, 2003). Pande (2013) puts forward that "language could only be understood by practicing all the four skills; listening, speaking, reading, and writing" (p. 417). Hence, the availability of teaching aids holds vital role and needs to be provided as soon as possible, otherwise teachers will not be able to teach effectively. In other words, to get students familiar with English and to provide them sufficient with exposure of target language, the amount of learning resources are in dire need.

### 2.4.6. Lack of motivation

The motivation factor plays a key role in sustaining the interest in the learner. But in a foreign language situation, the learner does not find immediate need for English and so his interest dwindles after a short stint with the language. Further, it should be noted that learning a language like English involves regular practice. exposure to achieve fluency.



**Figure 2.1. Teachers' Demotivation and its Results**

When the teacher feels demotivated, certain results will be demonstrated as it is shown on the figure. It won't influence only himself but unquestionably, it will hinder the students' performance in their careers.

### 2.4.7. Large Classes Number

The Problem of large classes has been becoming large in the Indian class rooms for years. As a class is always heterogeneous, there is no time for the weak student, and no attention paid to the creative students. There's no scope for individual attention and thereby no proper intellectual growth.

According to Emery (2012), one of the most often mentioned problems encountered by English teachers is that "overcrowded classes and the effect of such condition can have on teaching and learning" (p. 4). Nurkamto (2003) also lists one of the challenges in teaching English that is the size of the classroom. Likewise, Baker and Westrup (2000) state several problems of teaching large classes, such as "*desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the*

*classroom; walls between classrooms are thin, and noise will disturb other classes”* (Consequently, it is necessary that teaching and learning process requires comfortable and enjoyable atmosphere, otherwise, teachers might be in failure to fulfill students’ need and achieve learning goals.

#### **2.4.8. Psychological Problems**

Pande (2013) asserts that *“it is a common misinterpretation among students that English is the most difficult of all subjects”* (p. 416). Similarly, Fatiloro (2015) states that the challenging difficulty in teaching English as a foreign language is meeting students’ awful attitude in practicing English. For instance, students can be fearful to speak in front of their classmates, particularly when it comes to the presence of a competitive student in the classroom. Another example is related to students who enroll in English courses outside schools. According to Khajloo (2013), these students have higher academic level than others and when they *“listen to repetitive low-level content for them, they find it unattractive and boring”* (p. 57). Such psychological issues can affect students’ motivation and learning attitude toward English language.

#### **Conclusion**

This chapter is set up to clarify some issues related to the teaching and learning of English as a foreign/second language in the Algerian rural context including the challenges and the difficulties faced by both teachers and learners regarding with CBA.

# Chapter Three

## Chapter Three

### Research Design, Methodology, Data Collection and Analysis

#### Section One: Research Design and Methodology

##### Introduction

The third chapter, being concerned with the empirical part of this work, endeavours to explore the English language teaching/learning impediments in the Algerian remote areas, especially those working in the secondary schools, and ultimately relates qualitatively as well as quantitatively the data which have been obtained and compiled through questionnaires and interviews. To satisfy the mixed method approach criteria, the use of multiple tools to measure the same variables was adopted. This was carried out with the purpose that the quality of the research findings would be enhanced in terms of reliability and validity as well as depth of insight into the object of study (Miles & Huberman, 1994; Nachmias & Nachmias, 2000; Patton, 1990). The interviews have been conducted with four secondary school teachers of English from Rahaouia. Besides, a questionnaire designed and handed to BAC candidates. The aforementioned metrics tools, viz., interview and questionnaire, are designed as structured tools for the former, and as a self-completion for the latter.

##### 3.1. Overall Research Design

How the research proceeds is the linchpin of undertaking any research, because the choice and the clarity of the method has an effect on the validity and reliability of the final gleaned findings. The research type is governed by “fitness for purpose” (Cohen, Manion & Morrison, 2000: 146<sup>1</sup>). That is to say, the purpose of research determines the adoption of a more or less adequate methodology and design. In our case, the aim was to discern the challenges facing novice teachers in the work environment especially middle school English teachers who have just started the new profession. Therefore, the research method adopted in the current study is the mixed one, requiring a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. In fact, the mixed method research gets inspired on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions. The choice of such research method is

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<sup>1</sup> Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th ed.). London & New York: Routledge Falmer.

meant to seek the intended validity and reliability thanks to the more panoramic view of their research landscape, viewing the issue from different viewpoints and through diverse research lenses.

### 3.2. Case Study Approach

Case studies can be put among descriptive-interpretive designs as they “*strive to portray ‘what it is like’ to be in a particular situation*” (Cohen & al., 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk & al., 2005), [<sup>2</sup>] not as a method for data collection (Cohen & Manion, 1994, qtd. in Bellalem, 2008) [<sup>3</sup>] because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially “*when the researcher has little control over events.*” (qtd. in Cohen & al., 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of secondary school English teachers and BAC candidates, and within the confines of a particular site in one province in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants’ authentic actions.

### 3.3. Quantitative and Qualitative Research

The quantitative-qualitative opposition is most often the hallmark of research battlefields; which of the two can prodigiously gain primacy over the other to get the title ‘scientific’. Quantitative research proponents claim that they conduct more rigorous research and use statistical analyses to find about their object of study. The key features of quantitative research “*include formal and systematic measurement and the use of statistics*” (Marczyk et al., 2005: 17). Depicting an objectivist view to reality, this type is thought of as “*obtrusive and controlled, objective, generalisable, outcome- oriented, and assumes the existence of ‘facts’ which are somehow external to and independent of the observer or researcher.*” (Nunan, 1992: 3). Qualitative research, on the other hand, can be defined as the one that attempts to carry out an in-depth study with a limited number of participants to know about their attitudes, behaviour and experiences (Dawson, 2002). Strauss and Corbin (1998) state

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<sup>2</sup> Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. New Jersey: John Wiley & Sons, Inc.

<sup>3</sup> Bellalem, F. (2008). *An exploration of foreign language teachers’ beliefs about curriculum innovation in Algeria: A socio-political perspective*. (Published Doctoral Thesis). King’s College. London.



that different from their counterparts, qualitative researchers enquire about “*organizational functioning, social movements, cultural phenomena, and interactions between nations.*” (qtd. in Bellalem, 2008: 72). It is worthy to say that none is the best as this distinction is “*simplistic and naïve,*” confirms Nunan (1992:3). They are complementary at the extent that the strength of one mends the weakness of the other.

For the sake of warranting data triangulation, the current research adopts a blend of the two, considering that the two paradigms were positioned on a continuum. Nevertheless, Dörnyei (2007: 45) [4] observes that the blending of methods “*has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings.*” The use of mixed methods was to corroborate our findings and to improve the validity of the collected data. In this sense, qualitative data would add, supplement and interpret the statistical data because “*words can be used to add meaning to numbers.*” (*ibid.*). In either research methodology, be it quantitative or qualitative, identifying research context and participants as well as sampling methods are of utmost importance.

### 3.4. Sampling Technique

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of people who fulfill his purpose (Cohen & al., 2000). Opting for “*convenience sampling ... accidental or opportunity sampling ... the researcher simply chooses the sample from those to whom she has easy access.*” (Cohen & al., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being “captive audiences” (Cohen et al, 2007:114) this sample of secondary school teachers of English and learners conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). After all, a group of teachers is needed to demonstrate willingness to collaborate. Nevertheless, it is admitted that this kind of sampling does not claim relevance of findings to the larger

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<sup>4</sup> Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies.* Oxford: Oxford University Press.

population which this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007). Aligning with qualitative research, purposive and convenience sampling techniques, quantitative researchers' goal is not generalisable to the whole population; *"instead they might seek to describe or explain what is happening within a smaller group of people;"* (Dawson, 2002: 47)

The participant group consists of thirty-six BAC candidates and four teachers from the province of Tiaret, precisely from Rahouia. It should be admitted that the number of the participants is meager and thus, findings could never be generalized.

### **3.5. Research Tools**

For the sake of data scientific validity, the use of a pair research tools, viz., questionnaire and structured interview, seems to be the most appropriate for the collection of diversified data, allowing the expansion and strengthening of the research conclusions. In other words, the findings entailing from these research tools provide stronger evidence for their corroboration through triangulation. Thus, a questionnaire has been administered to BAC candidates at the level of the secondary schools. It should be highlighted that the question-items basically focus on the issue in connection with the impediments precluding the learning of English. Besides, a structured interview, encompassing six items, has been conducted with three novice teachers. Doing so, voice is given to the research informants, ensuring that the gleaned data are grounded in their own experiences.

#### **3.5.1. Learner's Questionnaire Description**

This section sheds light on the motives behind using a questionnaire as a tool of data collection, illustrating the procedure and course of its development as well its structure. By and large, questionnaires are the most convenient tools to glean data from a large number of respondents in a record time. They are easy to construct and to process. They are often used to collect data about a particular population's facts, attitudes, opinions, desires, and wants. Although we admit that questionnaires should be employed with a high number of informants,

The questionnaire, directed to middle school teachers, is articulated around an inquiry which targets basically the discernment of the challenges that novice teachers face in the work environment, especially those who work in the middle schools. *"Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they*

*are to react either by writing out their answers or selecting from among existing answers.”* (Brown 2001: 06) [<sup>5</sup>]. Therefore, as a way to obtain data that explores our research problem from its potential sides, teachers were given a questionnaire (Appendix 1). Questionnaire’s questions were directed from general to specific and contain three sections and each section combines various questions.

### **3.5.1. Learner’s Questionnaire Objectives**

Predominantly, questions were posted to learners directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research. The number of the collected questionnaires is thirty-six (36) out of 40, a rate of 90 %, none was rejected. Besides, informing us about the informants’ bio-data, their opinions and attitudes, the analysis of the responses provided a certain number of data of a statistical nature on the various points quoted in the description of the questionnaire (cf. Appendix 1). This initial work, thus, made it possible to release from main tendencies in the form of percentages, reflecting the perception of the learners themselves on the issue of the hurdles facing them as regards English language learning. Fundamentally, our questionnaire has dual purposes; first, it aims to detect learners’ viewpoints and perceptions in connection with the impediments regularly faced to when learning English learning. Besides, as a second purpose but crucial, this questionnaire aims at testing our hypothesis regarding whether these.

### **3.5.1. Learner’s Questionnaire Structure**

For the sake of the research field subtlety, an investigation has been conducted during the academic year 2018-2019. The target population is composed of 36 learners out of 40 in a foreign language class from the high school of ‘Bensenoussi Brahim, thus, the teachers who have experienced teaching in this secondary school were selected as a sample.

The purpose behind such choice is to tackle this issue provided from two different perspectives, i.e., learning any language is never been easy especially learning a foreign language such as the English language in rural context. The teachers will absolutely face some challenges whether in delivering the knowledge or making the learners understand this foreign language.

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<sup>5</sup> Brown, J.D. (2001). *Using Surveys in Language Programs*. Cambridge, UK: Cambridge University Press.

The questionnaire is split up into three distinctive but complimentary sections. It is directed to thirty-six (36) BAC examination candidates who belong to foreign languages stream in the rural context, precisely in 'Rahouia' town. The premise behind such decision is the obstacles and motivations toward learning English in rural context. The aforementioned metrics tool is a self-completion questionnaire by the surveyed participants. In fact, 36 items questionnaire has been completed by the target population. The questionnaire consists of 24 close ended-questions for better understanding the whole questions and its choices, thus it is done both in Arabic and English languages in order to lift the any ambiguity from the whole questionnaire.

The first section deals with the personal data of the participants. Gender, age and their school year repetition were asked. While the second section tackles the research topic concerning the learners' obstacles that preclude learning Foreign Languages, in general, and the English language, in particular. Third section is dedicated to needs identification/suggestions as regards appropriate learning of the target language.

### **3.5.2. Questionnaire Piloting Procedure**

It is traditionally acknowledged that research tools undergo a long process during which they are constructed, piloted, reconstructed and then administered. In fact, it took us about a whole semester to select the questionnaire content as regards wording and relevance as well as to ultimately decide on its layout and structure. For the sake of pertinence and accuracy, the questionnaire was rebuilt several times. As part of the piloting process, we consulted some of our classmates. Honestly speaking, their comments were of paramount significance in addressing some of the weaknesses; some elements have outrightly been dropped out and others reformulated. Three learners have been solicited for the questionnaire testing. Relying on their feedback, few minor changes have been made.

### **3.6.1. Interview Structure**

In the qualitative method, we have made a structured interview with the help of the four teachers who are teaching in the same mentioned school in order to have a complete different view to the learners' perspectives.

The interview consists of two distinctive sections; the first one has five questions which deals with the teachers' methods and challenges faced inside classroom. While the second

section has also five questions which treats their overview toward the demotivated learners and suggestion for an effective teaching in the rural context.

The interview was constructed on the basis of the relevant literature echoing the major components of the issue relating to novice teachers' challenges during the induction phase to the teaching profession. It consists of five open-ended questions and one close-ended question. They all converge towards investigating the hardships faced by the neophytes in the course of the induction phase; the type (s) of problems endured, the support provided by the staff development coordinator, if any, the reasons behind novices' dropping out and resigning, what ensures successful adaptation to the requirements of the work environment and the new profession.

### **3.6.2. Interview Piloting**

Seeking research validity relying upon well-informed knowledge, the interview was submitted to a piloting procedure which is scientifically approved to be both an integral aspect and useful process in qualitative study. In fact, this procedure enabled us to review and reconstruct the interview items to prevent falsified work from being approved as academic study. The gleaned feedbacks and annotations served a lot in removing some ambiguities as regards questions formulation, their organization, gradation and layout.

### **3.7. Research Aims**

The major purpose of this research is to consider the significance of teaching English as foreign language in rural area. Therefore, it aims at:

- Identifying the differences between rural and urban area in terms of teaching facilities and system.
- Investigating the English Language teaching-learning activities experienced by both teachers and learners.
- Finding out the reasons behind the incompetency of the pupils toward learning English in rural context.
- Finding out the teachers and students demands to the government for better improving English achievement at the rural context.

### 3.8. Population Sampling

The target population consists of 36 pupils who studied third year Foreign Language at the secondary school of ‘Bensenoussi Brahim’ in Rahouia town. The reasons behind choosing this particular sample are to unravel the factors affecting their choices to study Foreign Languages in rural context.

Besides, the teachers are also involved in answering the interview as qualitative tool. These informants were selected purposefully because their experience in teaching English in different rural schools. Among the selected participants, four teachers who have taught in previously mentioned school. In fact, these teachers were the product of traditional system. The aforementioned teachers are selected to give more scientific credibility and validity of the research work.

## SECTION TWO DATA ANALYSIS PROCEDURES

### Introduction

After designing the research study, the following step will be about the analysis of data gathered from the research instruments stated above, this will help the investigators to find answers to the research questions. Besides, constructing information and reflecting the BAC candidates’ viewpoints, the analysis included quantitative and qualitative data analysis procedure. This will help to enrich the current study.

### 3.9. The Analysis of the Questionnaire

It is worthy to mention that the total number of the questionnaires collected is 36 copies. The data gleaned from the questionnaire are interpreted as follows:

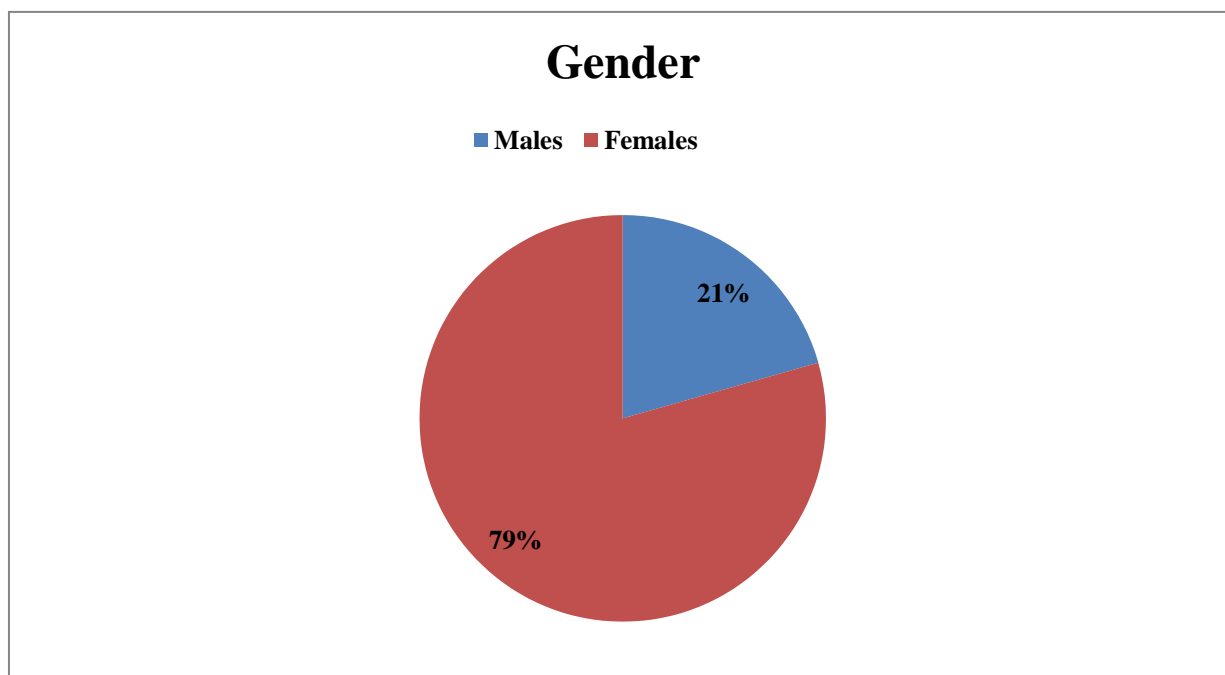
#### Section one: Informants’ Personal Data

##### Question-Item 1: Gender

Are you a \_\_\_\_\_ or \_\_\_\_\_?

a) Male  Female

Gender	Number	Percentage
Males	07	21%
Females	27	79%
Total	36	100%

**Table 3.1. Informants' Distribution according to Gender****Graph 3.1: Respondents' Distribution according to Gender**

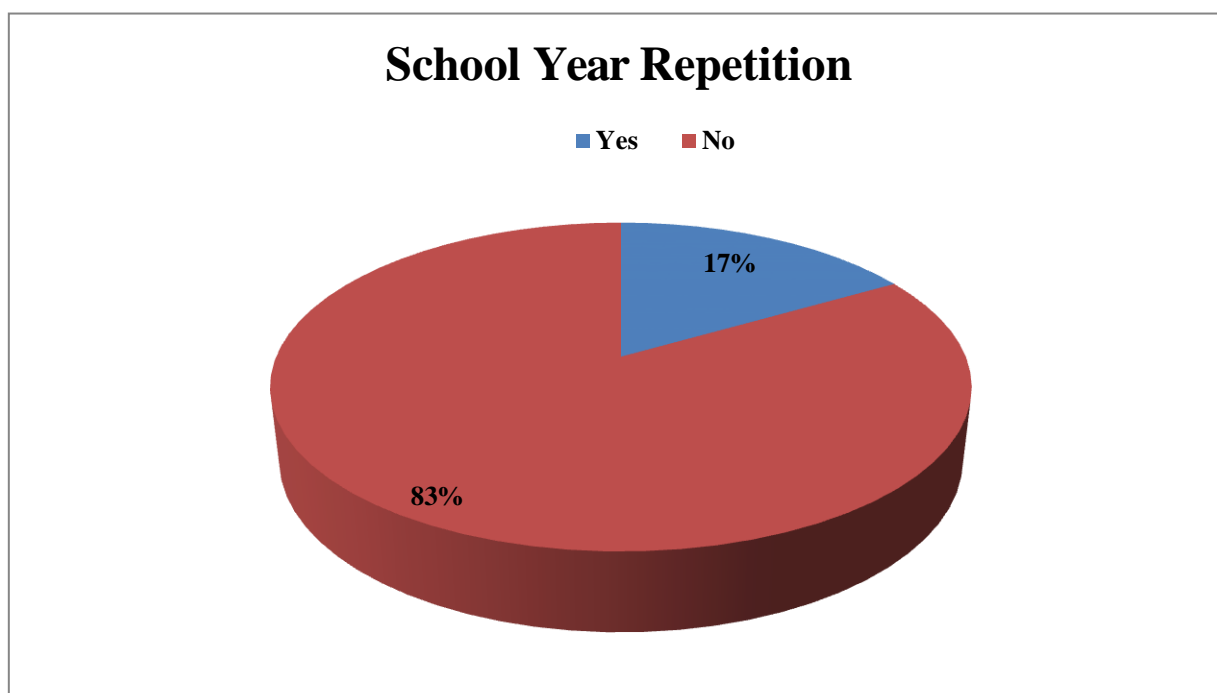
The statistical data above demonstrate that females outnumber male BAC candidates. In fact, females represent the majority of the whole number with 79% (n= 27), while 21% (n= 07) of them are males.

As shown in the numerical data, it is worth noting that the majority of the sample chosen for the questionnaire is dominated by females. Twenty-seven (27) of the whole learners are girls. It has been proven that girls are interested in learning languages more than males, especially in rural areas, while male learners lack interest in learning foreign languages. Instead, they are more likely tending to scientific branches, simply because rural male learners do not prefer learning foreign languages due to many reasons such as: waste of time, boredom, lack of interest and misunderstanding the language itself.

**Question-item 2: Have you ever repeated any grade at the secondary school level?**

Choices	Number	Percentage
Yes	6	17%
No	30	83%
Total	36	100%

**Table 3.2. Respondents' Grade Repetition**



**Graph 3.2 Respondents' Grade repetition**

The data generated out of the question-item 2 reveals that about 17% (n=06) of the respondents have repeated the school year, and the rest of them who represent 83% (n=30) never repeated their school year.

This question is attempting to find out how many of our informants have repeated their school year. As it is shown from the result above, there are 06 out of 36 of the participants have repeated the school year. Surprisingly, all repeaters are males. It is confirmed that male students lack interest in learning foreign languages especially English language. In fact repetition and dropout rates have been identified as one of the main failures of the Algerian educational systems. Many factors are involved in this human resources wastage; sociocultural, economic conditions, government support, etc. It may be very important to conduct research investigating the real causes behind these two phenomena.

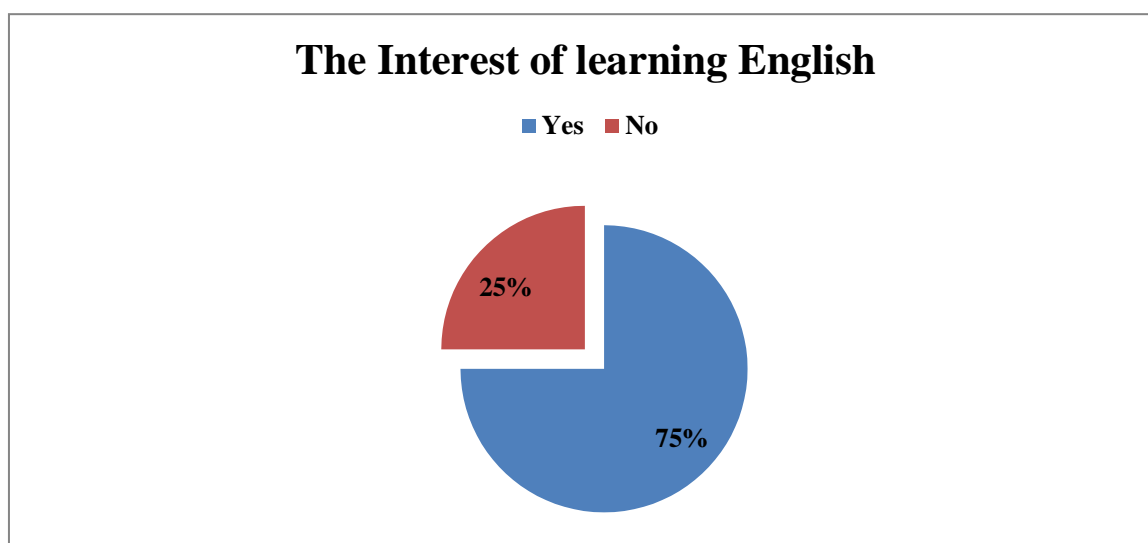
## Section Two: Respondents' Reflection on the English Language Learning

### Question-Item 3: Their Interest in English Language

**Are you interested in learning the English language?**

Choices	Number	Percentage
Yes	27	75%
No	09	25%
Total	36	100%



**Table 3.3. Respondents' Interest in English Language Learning****Graph 3.3: Respondents' Interest in English Language Learning**

The results shown in the table and graph in question-item 3 are arbitrary too, we find that the learners' interest in learning foreign languages is higher where the total number of the participants, 75% (n=27) are students who said yes while 25% (n=09) said no.

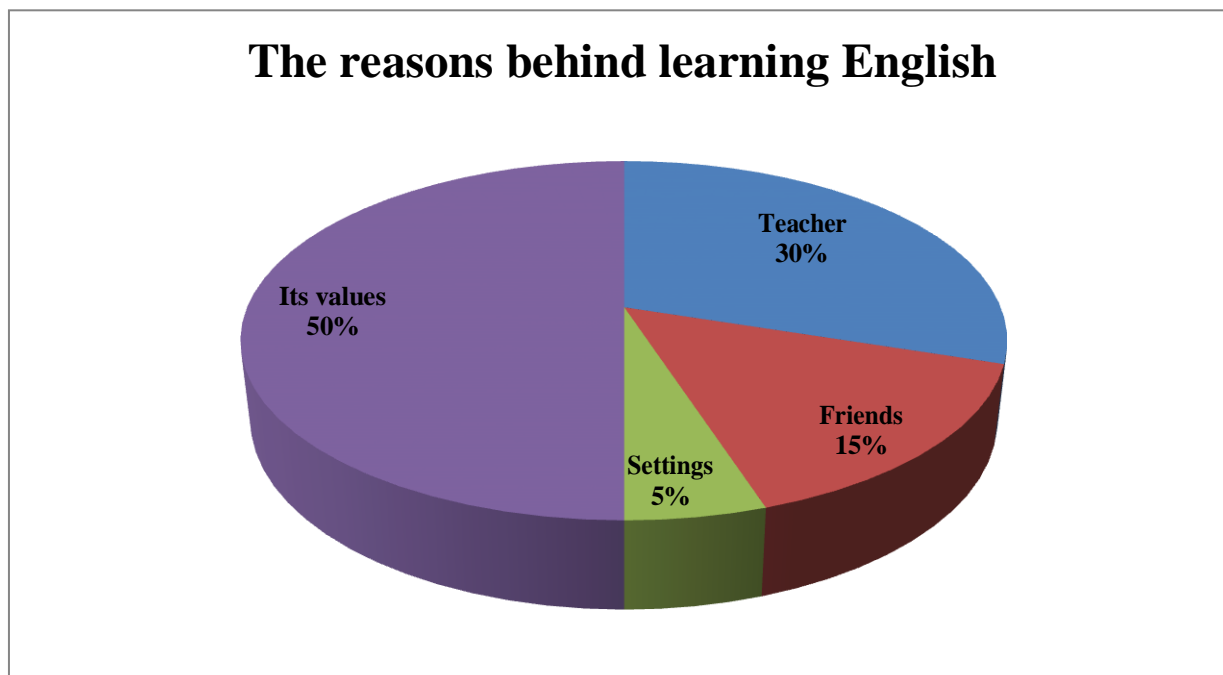
The collected data unveil a reality about secondary EFL student in rural areas, where the majority of students targeted by the study are interested in learning EFL. It is no surprise to point out that the majority of respondents confirm that they are interested in learning English are female students. This confirms the theory of Kate Figueredo (2017) who claims that girls' brains show greater activity in the areas used for language encoding, i.e., girls engage more skills (speaking reading, listening and writing as well). Boys' brains, on the other hand, show more activity in the areas associated with visual, analytical and aural functions.

**a. If yes, it is because of .....**

Reasons	Numbers	Percentage
Teacher	06	30%
Friends	03	15%
Settings	01	05%
Its values	10	50%

Total	20	100%
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**Table 3.3.1 Respondents' Reasons behind Learning English**



**Graph 3.3.1: Respondents' Reasons behind learning English**

As a follow-up question, the participants are required to justify their answers. In fact, the numerical data reveal that thirty per cent (30%  $n=6/20$ ) of participants claim that the reason behind learning English is the teacher. Whereas fifty per cent (50%  $n=10/20$ ) affirm that the motive behind English language learning is due to its significance in the era of technological development. For the rest of the participants, i.e., reports that either because of friends with 15% ( $n= 3$ ) or the learning settings with 5% ( $n= 1$ ).

The significance of the English around the world is the mainly reason behind pushing students to learn this language, thus; they considered it as a global and widely used language, because of its spread, speakers and the most mutually intelligible language around the world.

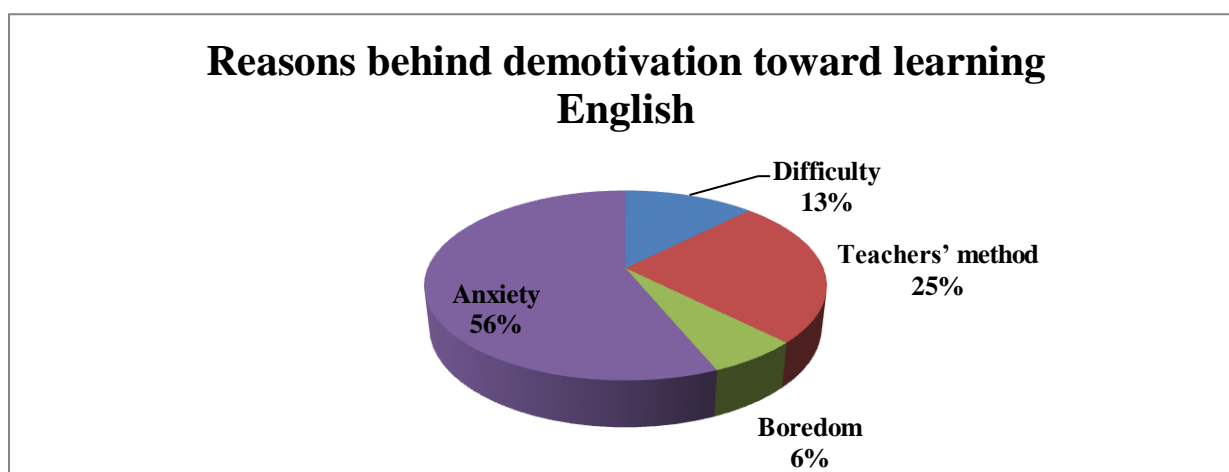
The teacher can be the major reason behind choosing learning English because a successful teacher will motivate and catch the pupils' interest via implanting on them the passion and love of this language.

Some of participants get encouraged and motivated by their peers, where they may represent for them as being a booster and leads them to the path of language learning. To conclude with this question, the minority of informants has selected the settings as a reason behind being interested.

**b. If no, it is because of .....**

Reasons	Numbers	Percentage
Language Difficulty	02	13%
Teachers' teaching methods	04	25%
Boredom	01	6%
Anxiety	09	56%
Total	16	100%

**Table 3.3.2: Respondents' Reasons behind demotivation toward Learning English**



**Graph 3.3.2: Respondents' Reasons behind demotivation toward Learning English**

As a second follow-up question, the participants are asked to justify their negative answers by selecting the appropriate reason among the provided multiple choices. The statistical data above demonstrate that the majority, i.e., 56% (9/16) stipulates that anxiety is behind their demotivation. For 25% (n=4/16) report that teachers' teaching method has a negative impact on them leading to their demotivation towards English language learning. The rest of the participants is shared between the English language difficulties, and boredom with 13% (n=2) and 6% (n=1) respectively.

As mentioned in the theoretical chapter, anxiety can cause the students' negative attitude towards learning English. Furthermore, each skill of learning any language has its own anxiety, so, the student can be demotivated when he/she mispronounces certain words, makes grammatical mistakes in front of his/her classmates which causing complexity or shyness.

One of the major effects that push the learner to be demotivated can be due to the teachers' teaching method. First of all, some of the teachers have the knowledge but miss-deliver well the information to the learner. Secondly teachers' facial appearance and body language can be an integral part of his method whether in motivating or demotivating the learner. Lastly punishments are an additional part in the teachers' method that affects the students' motivation towards learning the English language.

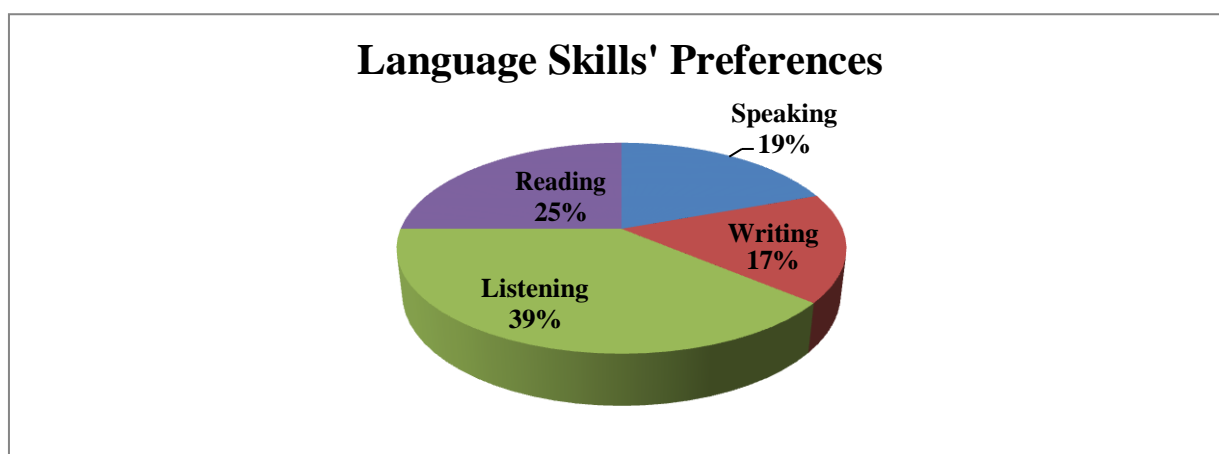
Language difficulty is another issue that demotivates the learner to learn English. Where, the textbook is lengthy and full of uninteresting lessons that influence the teacher and his method, i.e., the teacher collapsed with both curriculum lengthicity and time limit to finish it as fast as he can. The students' boredom is a clear factor which entails in demotivating learners towards learning the target language.

#### Question-item 4: Language Skills' Preferences

Which of the following skills do you prefer the most?

Skills	Numbers	Percentage
Speaking	07	19%
Writing	06	17%
Listening	14	39%
Reading	09	25%

Table 3.4: Respondents' Language Skills' Preferences



Graph 3.4: Respondents' Language Skills' Preferences

The fourth question-item is asked with the intention of unveiling learners' skill preference. Actually, the gleaned data reveal that listening skill gained the highest percentage with 39% (n=14). The reading skill in second rank with 25% (n=09). Whereas the productive

skills (speaking & writing) came in third and fourth position with 19% (n=7) for the first, and 17% (n=6).

In fact, all skills either receptive (covert) or productive (overt) are compulsory to the mastery of any foreign language, but the majority of the participants targeted by the research have selected the listening skill as the dominant one, that demonstrates the teacher-centeredness in learning a foreign language, in general, and English, in particular. The teacher-centeredness is an approach where learners put all of their focus on the teacher, so the teacher talks and the learners will exclusively listen; reduced to passive recipients.

Learning how to read means learning how to refine the pronunciation depending on how the teacher pronounces the text at the first place. As a matter of fact, learners will observe how the teacher will read the passage and then start imitating him.

The productive skills are less used by the informants for the reason of not getting involved to interact with the teacher, so they avoid speaking because of their shyness, mispronunciation or the lack of oral expression lessons in the curriculum for the speaking skill. As for writing one, it is highly recommended for the learners to write about any common topic for better improvement of their writing skills.

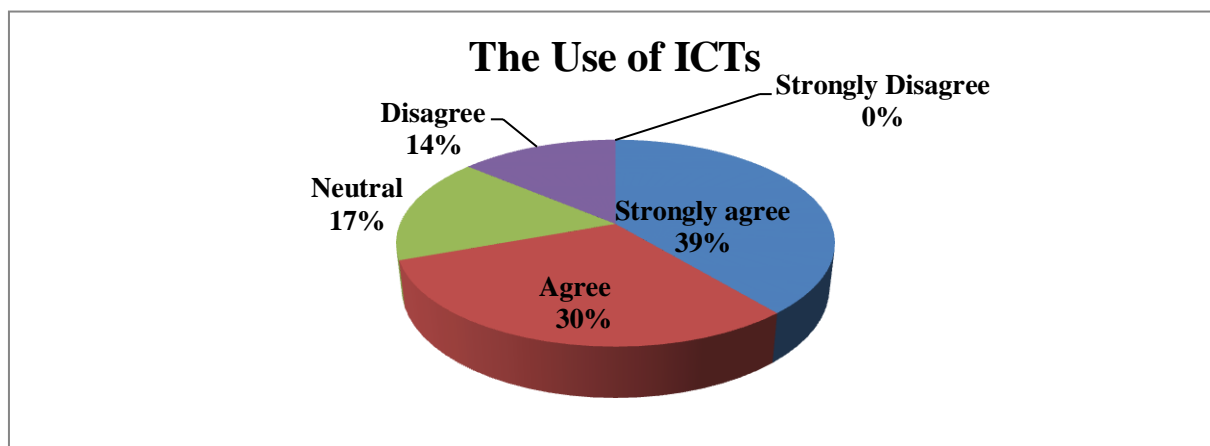
To sum up with this item, this question is asked in order to know which approach is being implemented by the teacher. Is it the teacher or learner-centeredness? So, according to the result, it shows that the teacher-centred teaching is the dominant approach in this secondary school.

### Question-Items 05: ICTs' Use

**To what extent do you agree with the integration of ICTs in teaching English?**

	Number	Percentage
<b>Strongly agree</b>	14	39%
<b>Agree</b>	11	30%
<b>Neutral</b>	06	17%
<b>Disagree</b>	05	14%
<b>Strongly Disagree</b>	00	00%

**Table 3.5. Respondents' level of Agreement/Disagreement as regards the integration of the ICTs**



**Graph 3.5 Respondents' Level of Agreement/Disagreement as regards the Integration of the ICTs**

The fifth question-item is asked to disclose the informants' attitude towards the integration of the Information and Communication Technologies (ICTs) in EFL Classes. In fact, the collected data show that most of the respondents '*strongly agree*' or '*agree*' with the use of ICTs in teaching/learning process of English. It shows that '*strongly agree*' and '*agree*' are the dominant choices with the percentage of 39% (n=14) for strongly agree and with 30% (n=11) for agree. Whereas the rest of the participants either remain neutral with a percentage of 17% (n=6), or disagree with the idea of integrating ICTs with a percentage of 14% (n=5).

The integration and appropriate exploitation of the ICTs in the learning process improve learners' commitment and information retention: When ICTs are integrated into exercises; learners become progressively occupied with their work. This is on the grounds that innovation gives various chances to make it increasingly fun and pleasant as far as showing very similar things in various manners.

#### **Question item 6: The usefulness of English language for future recruitment**

**To what extent do you agree with the idea that English is a useful criterion for future recruitment?**

	Number	Percentage
<b>Strongly agree</b>	09	25%
<b>Agree</b>	13	36%
<b>Neutral</b>	04	11%
<b>Disagree</b>	07	20%

<b>Strongly Disagree</b>	03	8%
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**Table 3.6: Respondents' Agreement with English Language Condition for Future Recruitment**



**Graph 3.6: Respondents' Agreement with English Language Condition for Future Recruitment**

The numerical data above (cf. Table and Graph 6) indicate that the learners' attitude toward the usefulness of the English language for future recruitment. They show that the two options 'strongly agree' and 'agree' are the dominant choices with the percentage of 25% (n=09) and 36% (n=13) respectively. Whereas some of the participants prefer to be neutral under the percentage of 11% (n=04). While the rest disagrees, i.e., 20% (n=07) with the idea of the usefulness of the English language for future recruitment, and some students, representing 08% (n=3) strongly disagree because they do not believe that English language learning will find enable them find a job in the future.

As it is world widely acknowledged, English has become a means of universal communication not only between native speakers of English but also between people with different native languages (Global Lingua Franca). From job interviews point of view, in the actual professional world, communication skills are very crucial, and being proficient in English means self-confident and able to communicate successfully with the recruiter, especially if the English was needed for the job.

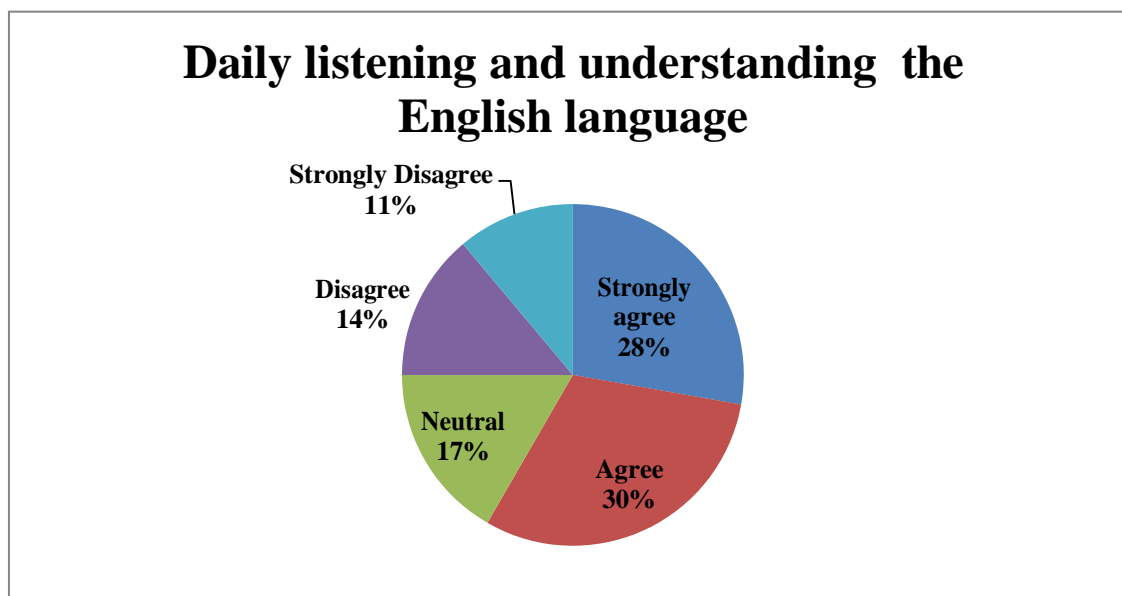
#### **Question-item 7: Daily listening to and understanding the English language**

**To what extent do you agree with daily listening to English language?**

	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	10	28%

<b>Agree</b>	11	30%
<b>Neutral</b>	06	17%
<b>Disagree</b>	05	14%
<b>Strongly Disagree</b>	04	11%

**Table 3.7: Respondents' extent of agreement with Daily listening to English language**



**Graph 3.7: Respondents' extent of agreement with Daily listening to English language**

The results drawn from question-item 7, in connection with daily listening to English for the sake to master it, demonstrate that 'strongly agree' and 'agree' level of agreement gained the highest percentages with 28% (n=10) for the first and 30% (n=11) for the second one, whereas some of the participants kept to the neutral option with a percentage of 16.66% (n=06). However, the rest of the participants either disagree or strongly disagree with the idea with a percentage of 14.88% (n=05) or strongly disagree with a percentage of 11.11% (n=04).

As an impact of the globalization and victory of USA in the cold war against the Union of Soviet Socialist Republics (USSR) makes the English language more powerful because of its widely spread, technical use and even implementing this language in online advertisements where we may find the majority of products are written in English. Thus, the learners' interest toward this language is progressively increased compared to the previous years.

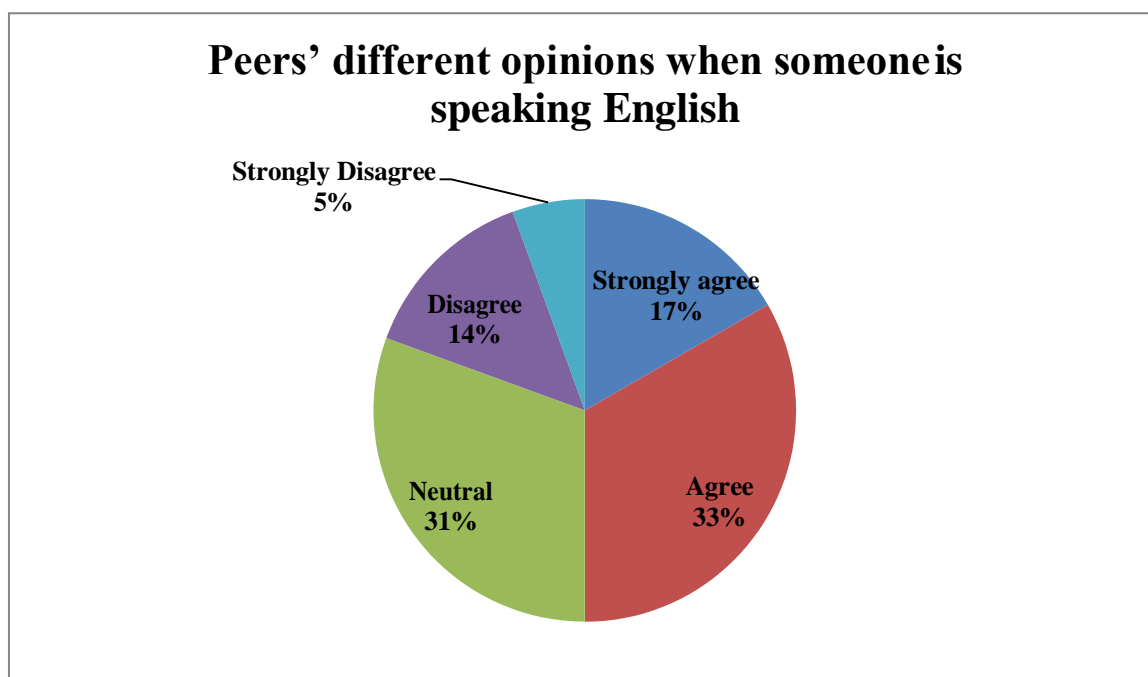


### Question item 8: Peers' different opinions when someone is speaking English

What is your viewpoint when peers speak English?

	Number	Percentage
Strongly agree	06	17%
Agree	12	33%
Neutral	11	31%
Disagree	05	14%
Strongly Disagree	02	05%

Table 3.8: Respondents' Viewpoints as regards Peers' English Speaking



Graph 3.8: Respondents' Viewpoints as regards Peers' English Speaking

The aforementioned data (*cf.* table & graph III.8.) indicate that viewpoints are shared as regards English language speaking. Relying on the responses, it can be noticed that the two options of 'agreement' & 'neutrality' gained the highest percentages, viz., 33% (n=12) for the first and 31% (n=11) for the second. Whereas the rest of the respondents' opinions is shared among strong agreement with 17% (n=6), disagreement with 14% (n=5) and strong disagreement with 5% (n=2).

Among the different languages of the world, English is the most widely spoken and written languages of the world. Today, English occupies the prestigious place of an International language. It is utilized by the largest number of the people of many nations in all five continents in the world. The explanation, which goes to our notification is that, it is not

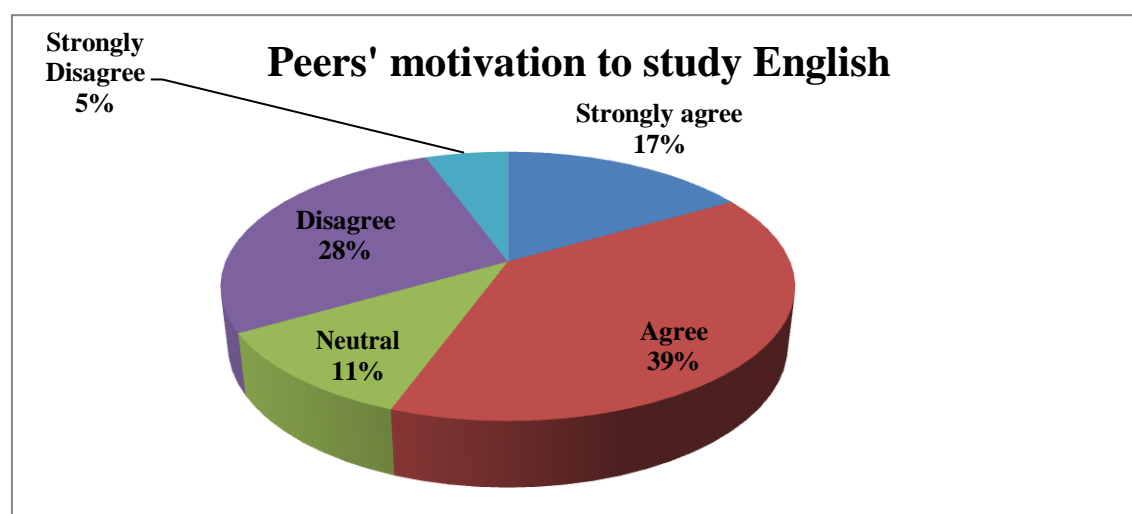
because of the characteristics of its own however there are significant authentic, political and conservative purposes behind its overall prevalence. The different evident explanation is that English talking countries, similar to England and America have made it conspicuous. Be that as it may, no language can turn out to be so significant, except if it makes them extraordinary and uncommon qualities for its exceptional development and popularity.

### Question item 9: Peers motivation to study English

To what extent are you motivated to learn English?

	Number	Percentage
<b>Extremely motivated</b>	06	17%
<b>Motivated</b>	14	39%
<b>Moderately motivated</b>	04	11%
<b>Demotivated</b>	10	28%
<b>Extremely Demotivated</b>	02	05%

Table 3.9: Respondents' Degree of motivation towards English Learning



Graph 3.9: Respondents' Degree of Motivation towards English Learning

For their motivation towards English language learning, the respondents reported a variety of levels ranging from extremely motivated to extremely demotivated. The data above (cf. table & graph III.9) show that that the majority, i.e., 39% (n=14) confirm to be motivated to learn English. Yet, twenty-eight per cent (28% n=10) affirm that they are demotivated as regarding English language learning. Seventeen per cent (17%) declare that they are extremely motivated. The rest of the respondents are shared between moderately motivated and extremely demotivated with 11% (n=4) and 5% (n=2) respectively.

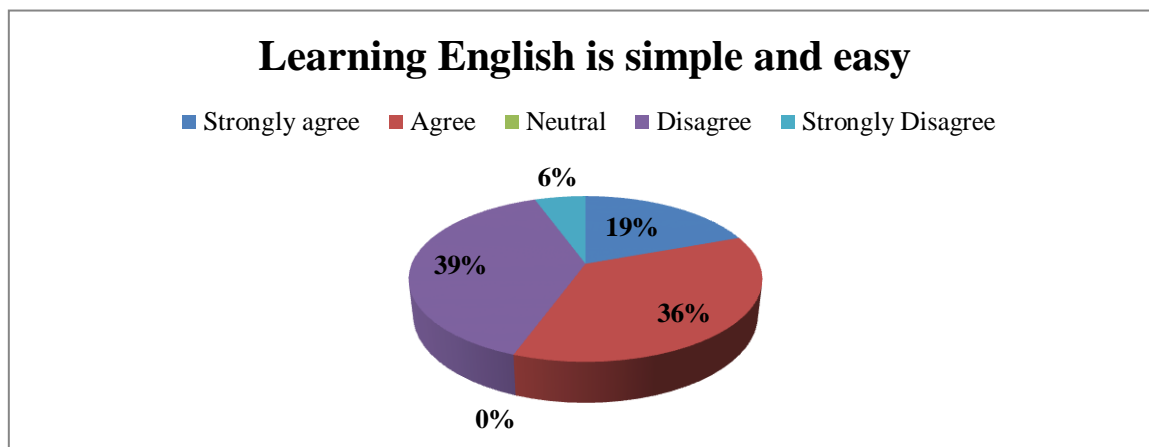
This question was asked with the intent to gauge learners' extent of motivation towards English language learning. Undoubtedly, motivation plays a significant role in the process of learning a language. High levels of motivation will increase persistence, enhance cognitive processes and lead to improved performance. Teachers should be aware of these different traits and reinforcing consequences of their learners in order to use natural motivation and curiosity to guide the learning of new and more complex tasks. Teachers can play an important role with respect to those different variables which influence learners' motivation and attitude towards English language learning. Besides selecting the appropriate teaching strategies and materials, teachers are supposed to strive providing the conducive learning environment. It should still be noted that learners' academic success is largely influenced by different people around them. In fact, classmates' supportive relationship can cause positive influence stirring motivation towards learning different subjects, in general, and foreign languages, in particular.

#### **Question-item 10: Learning English is simple and easy**

**To what extent do you agree or disagree with the idea that English language learning is simple and easy?**

	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	07	20%
<b>Agree</b>	13	36%
<b>Neutral</b>	00	00%
<b>Disagree</b>	14	39%
<b>Strongly Disagree</b>	02	05%

**Table 3.10: Respondents' Extent of Agreement/Disagreement as regards English Language Easiness**



**Graph 3.10: Respondents' Extent of Agreement/Disagreement as regards English Language Easiness**

The displayed data in table and the graph above, relating to English language learning easiness, show that thirteen respondents with the percentage of 36% agree with the idea. While fourteen of them, representing 39%, show their disagreement with the idea. Nine respondents strongly agree and disagree with the statement with the percentage of 19% (n=07) for the first, and 6% (n=02) for the second one.

There is strong evidence to support the claim that English is a difficult language to learn, especially for non-native learners. English has a difficult spelling system and it seems like every word makes up its own pronunciation rules, because English has borrowed so many words from other languages. In order to know how to read the spelling you have to know which language it comes from or have previously heard the correct pronunciation. Irregular verbs in English are seemingly complex and are often a headache for English language learners.

Despite these difficulties, English is actually the easiest language in the world to learn. Unlike other languages, English has no cases, no gender, no word agreement, and arguably has a simple grammar system.

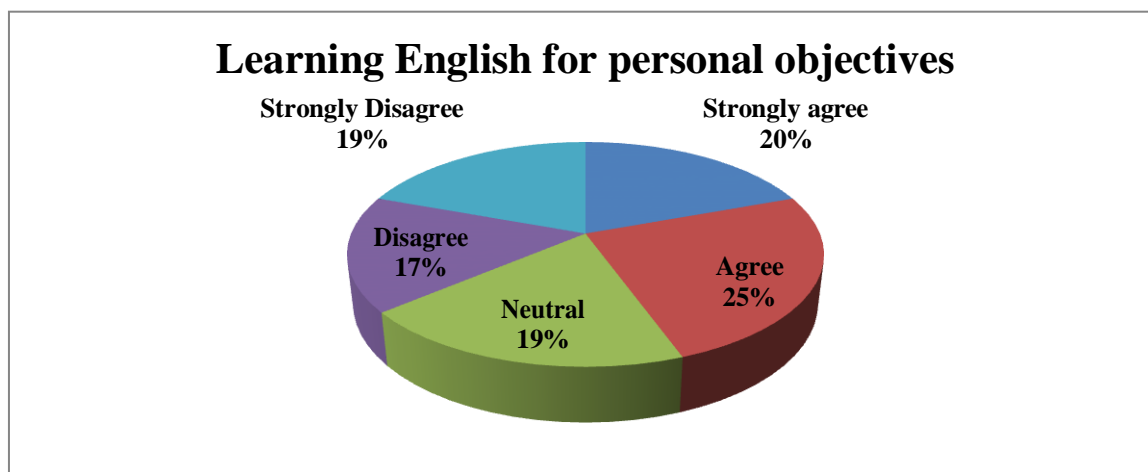
### **Question item 11: Learning English for personal objectives**

**To what extent do you agree with the idea of learning English for personal objectives?**

	Number	Percentage

<b>Strongly agree</b>	07	20%
<b>Agree</b>	09	25%
<b>Neutral</b>	07	19%
<b>Disagree</b>	06	17%
<b>Strongly Disagree</b>	07	19%

**Table 3.11 Learning English for personal objectives.**



**Graph 3.11 Learning English for personal objectives.**

The numerical data obtained from Question-item eleven demonstrate that

From table we have observed that some learners agree with the statement with a number of ( n=07; 20%), learners that have chosen agree with a the number of (n=09;25%), learners who were neutral with this statement they represent a number of ( n=07;19%), some other learners were against this statement and opted for the disagree case with the number of (n=06;17%), the rest of student were totally against choosing learning the language for their personal interest with a number of (n=07;19%).

It is argued that those who choose to learn a language out of vocation will undoubtedly succeed in mastering it.

Since this language is widely used in the five continents, it means that learning this will let its user to be able to communicate with different people who share different nation and cultures. Thus, it is considered as lingua franca in the world.

### Question item 12: Knowing English provides a feeling of success and self-confidence

It is believed that English language learning provides learners with a feeling of success and self-confidence. To what extent do you agree with this?

	Number	Percentage
<b>Strongly agree</b>	11	31%
<b>Agree</b>	13	36%
<b>Neutral</b>	04	11%
<b>Disagree</b>	05	14%
<b>Strongly Disagree</b>	03	08%

**Table 3.12. Respondents' Level of Agreement/Disagreement as regards English Learning and Success and Self-confidence Gaining**



**Graph 3.12: Respondents' Level of Agreement/Disagreement as regards English Learning and Success and Self-confidence Gaining**

The results with regard to success and self-confidence show that sixty-seven per cent (67% n=24) of the respondents reveal their extreme and agreement with the view attesting that English language learning makes learners gain self-esteem, with a percentage of 31% (n=11) for the extreme agreements, and 36% (n=13) for agreement. Whereas twenty-two per cent (22% n=) of the targeted sample are shared between strong disagreement and

disagreement with a percentage of 8% (n=3) and 14% (n=5) respectively. The rest of the participants, viz., 11% (n=4) kept to the neutral option.

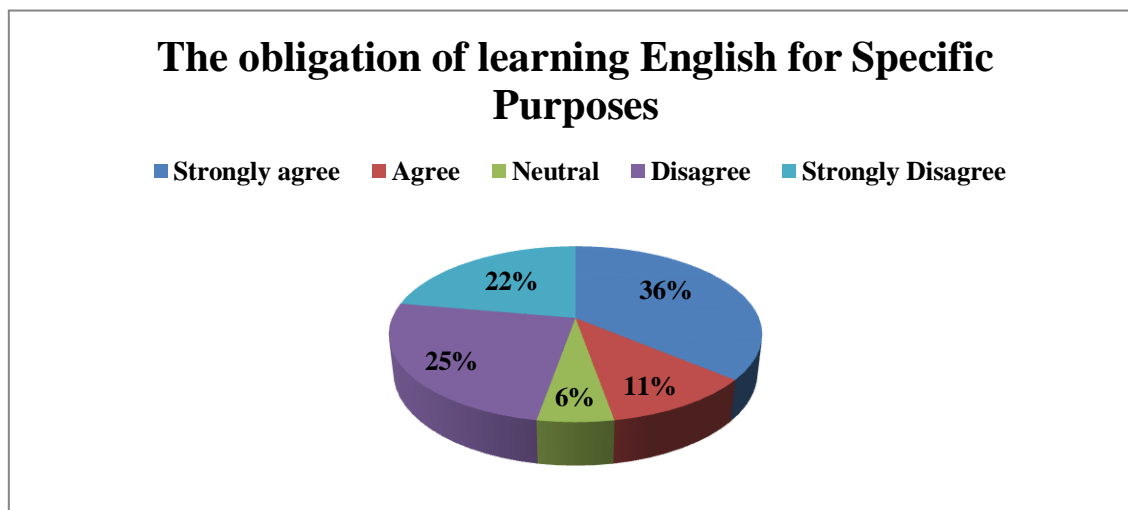
Arguably the greatest advantage of studying English is that learners' career prospects and employment opportunities can vastly increase. In fact, learners who can speak English fluently are highly sought after by companies of many types, including international companies. Knowing English increases learners' chances of getting a good job in a multinational company within their home country or for finding work abroad. It's also the language of international communication, the media and the internet, so learning English is important for socialising and entertainment as well as work. Besides, mastering English language can allow travelling all over the world countries with no problem. As regards academic issues, English language mastery is compulsory since most scientific works are published in English. Thus, all these advantages provide English language speakers self-confidence and esteem. As a result for that, being able to speak the dominated language in the world signifies that the mind keeps updating every single day to learn new things as Flora, L (n.d) who claims that *"Learning another language is not only learning different words for the same things, but learning another way to think about things."*

### **Question item 13: The obligation of learning English for Specific Purposes**

**To what extent do you agree with the English learning obligation for Specific Purposes?**

	<b>Number</b>	<b>Percentage</b>
<b>Strongly Agree</b>	13	36%
<b>Agree</b>	04	11%
<b>Neutral</b>	02	06%
<b>Disagree</b>	09	25%
<b>Strongly Disagree</b>	08	22%

**Table 3.13: Respondents' Extent of Agreement/Disagreement with English Language compulsory Learning for specific purposes**



**Graph 3.13: Respondents' Extent of Agreement/Disagreement with English Language compulsory Learning for specific purposes**

The scrutiny of the responses collected from question-item 13 reveals that forty-seven per cent (47% n=17) admit that English language learning for specific purposes should be compulsory; 36% strongly agree and 11% agree. On the contrary, the same percentage of the respondents (47% n=17) either disagree or extremely disagree; 25% (n=9) disagree and 22% (n=8) extremely disagree. The rest, i.e., 6% (2) remains neutral as regards English language learning compulsion for specific purposes.

One of the biggest challenges that Algerian ELF learners face is the linguistic gaps and inconsistency between what was taught in the secondary school and what is taught at the university. Subsequently, the learner finds him/herself lost in finding the hidden meaning to understand the lessons well. That's why English for Specific Purposes is highly recommended in the academic research in both disciplines (hard sciences & literature one) because it refers to the teaching of English to students whose first language is not English but they need it for a particular job, activity, or purpose.

#### **Question-item 14: Learning English will extend my future options**

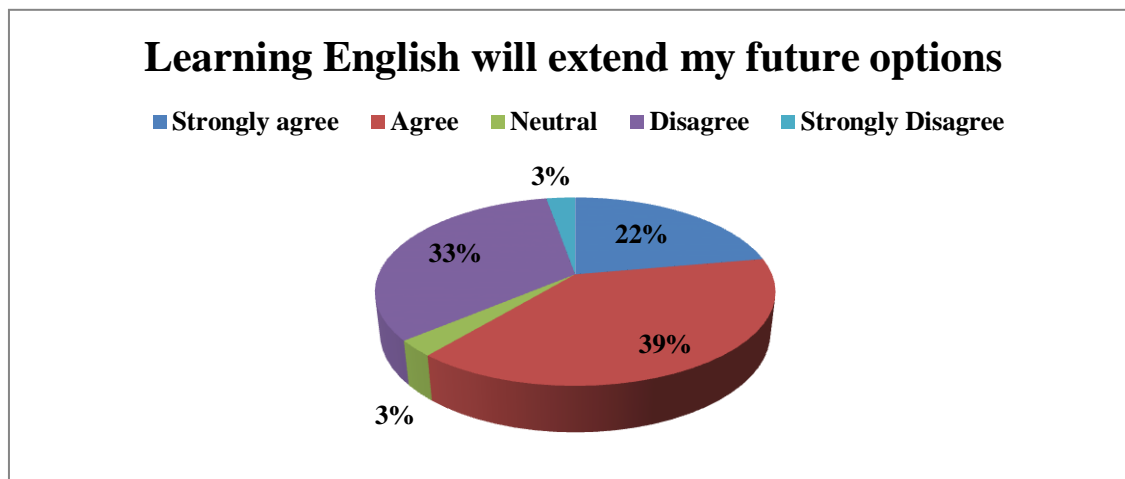
**To what extent do you agree with the idea that English language learning expands future opportunities?**

	Number	Percentage
<b>Strongly Agree</b>	08	22%
<b>Agree</b>	14	39%
<b>Neutral</b>	01	03%



<b>Disagree</b>	12	33%
<b>Strongly Disagree</b>	01	03%

**Table 3.14: Respondents' Agreement/disagreement with the idea that Learning English will extend future options**



**Graph 3.14: Respondents' Agreement/disagreement with the idea that Learning English will extend future options**

Question-item 14 is asked with the intention to get respondents'

The collected data as regards English language learning and beneficial prospects it provides reveal that the two options 'agree' and 'disagree' gained the highest percentages, viz., 39% (n=14) for the first and 33% (n=12) for the second. For the rest of the surveyed participants, the choices are distributed over strong agreement with 22% (n=8), strong disagreement with 3% (n=1), and neutrality with 3% (n=1).

Within the advent of globalization, foreign language learning is no longer considered as a valuable hobby, yet it evolved into a compulsory thing. The new worldwide integration order means that those who are fluent in more than one tongue are generally positioned among the most employable. In fact, it is widely approved that proficiency in any modern language gives graduates a competitive edge as the demand for bilingual workers in most world countries continues on a steady rise. English language has imposed itself in all fields of life. Its power has grown so strong that daily transactions take place in adopting English as a corporate dialect.

To sum up, relying on the data gleaned, it can be concluded that the majority of the participants are conscious of the importance of the English language learning as regards the opportunities it can afford such as being a translator or a teacher in middle, secondary or at

the university. On the other hand, some other participants do not have the same perception towards language learning, believing that opportunities in life are not necessarily related to English language learning.

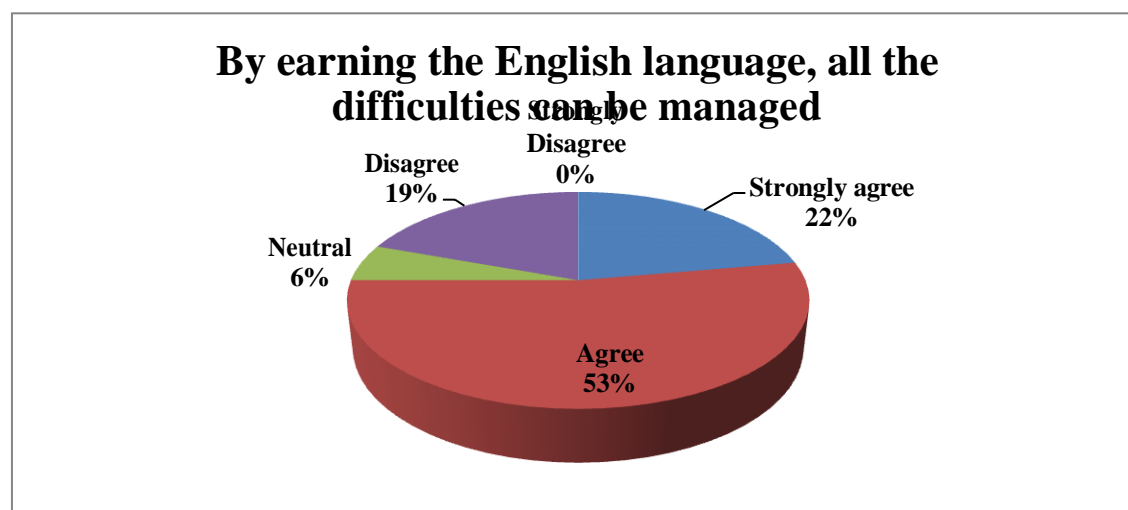
Nowadays, the labour-market demands need a person who is able to speak at least more than two different languages so as to communicate appropriately and to upgrade learners' mind because the brain of a monolingual is different from that of a bilingual because the formers have a limited selections of words especially in L1 and being an active bilingual means to be able to switch from L1 to L2 skilfully. So, learning any foreign language will be advantageous for its users but learning English especially in this time is a must in this world.

**Question-item 15: By acquiring the English language, all the difficulties can be managed.**

**It is believed that the English language acquisition is a sure way out for all difficulties. To what extent do you agree/disagree with this belief?**

	Number	Percentage
<b>Strongly Agree</b>	08	22%
<b>Agree</b>	19	53%
<b>Neutral</b>	02	06%
<b>Disagree</b>	07	19%
<b>Strongly Disagree</b>	00	00%

**Table 3.15: Respondents' Extent of Agreement/Disagreement as regards English Language Acquisition and Difficulties Management**



### **Graph III.15: Respondents' Extent of Agreement/Disagreement as regards English Language Acquisition and Difficulties Management**

The data collected from question-item 15 show that fifty-three per cent (75% n=27) of the informants either strongly agree or simply agree with idea that English language acquisition is a key solution to all difficulties of those English-speaking graduates. Yet, only meagre minority (19% n=7) shows disagreement against such belief. Two participants, representing a percentage of 6% remain neutral.

By and large, most BAC candidates appear to give credence to such belief, viz. the acquisition of English represents the sure solution to all graduates' difficulties. The main benefit that a person gains when committing to learning English (or any language) is the ability to communicate with the language itself and create connections with a wider range of the world's population.

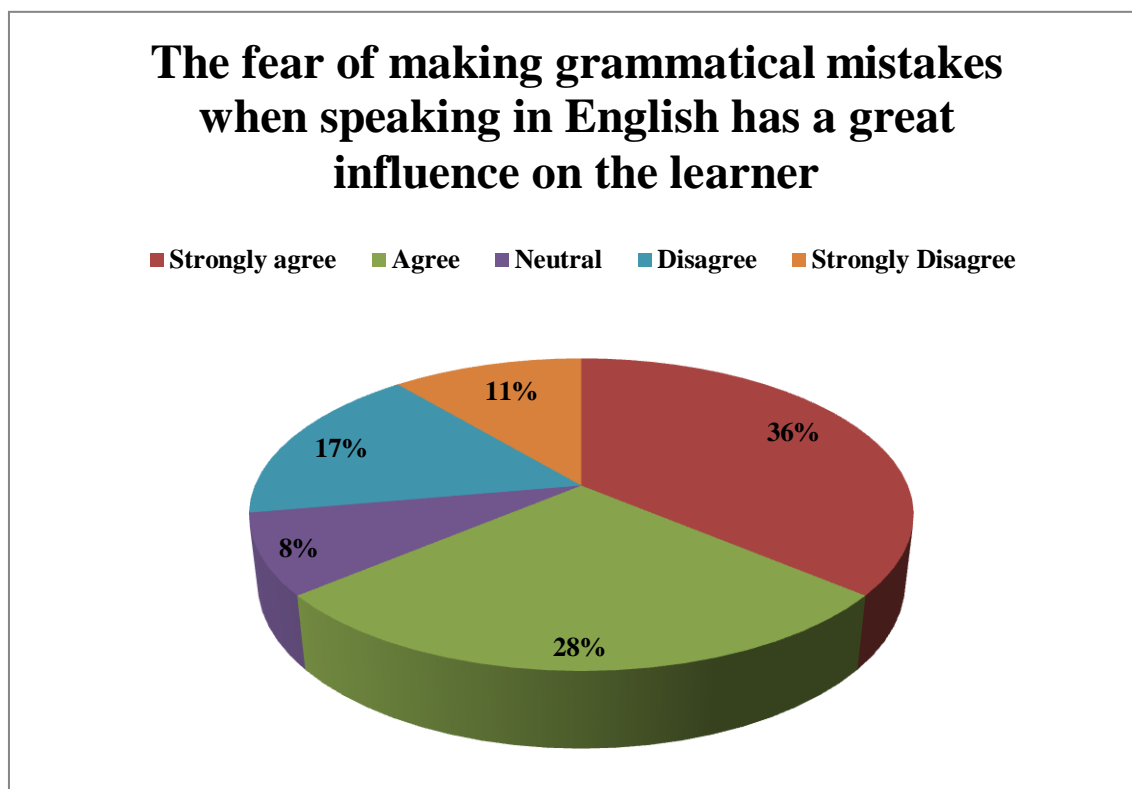
Referring to the abovementioned data

Besides, a person also benefits from language learning by gaining increased problem-solving abilities in all of the following areas: abstract thinking skills, concept formation, creative hypothesis formulation, strengthened capacity to identify, understand and solve problems; the ability to focus on a task by filtering out distractions and extraneous information and an increase in multi-tasking ability. Language acquisition also benefits a person by creating a greater comprehension for how language works and is used. The study found individuals with multilingual communication were able to better read and interpret social situations, which improved their performance in social settings.

### **Question item 16: The fear of making grammatical mistakes when speaking in English has a great influence on the learner**

	<b>Number</b>	<b>Percentage</b>
<b>Strongly agree</b>	13	36%
<b>Agree</b>	10	28%
<b>Neutral</b>	03	08%
<b>Disagree</b>	06	17%
<b>Strongly Disagree</b>	04	11%

**Table 3.16 The fear of making grammatical mistakes when speaking in English has a great influence on the learner.**



**Graph 3.16. The fear of making grammatical mistakes when speaking in English has a great influence on the learner.**

The table and the graph from the data above indicate that the fear of making grammatical mistakes when speaking in English has a great influence on the learner. It shows that ‘strongly agree’ and ‘agree’ are the dominant choices with the percentage of (n=13; 36%) for strongly agree and with (n=10; 28%) for agree. Whereas some of the participants prefer to be neutral under the percentage of (n=03; 08%). While the few rest disagree with the percentage of (n=06; 17%), and four students with the percentage of 11% strongly disagree maybe because they do not see that The fear of making grammatical mistakes when speaking in English has a great influence on them.

One of the major factors that push the EFL learners to be demotivated is the fear to make grammatical mistakes inside the classroom and in front of their classmates. The anxiety in learning English is the most common reason behind the mistakes. In fact, the mistakes are made to be corrected by the teachers following the suitable approaches to avoid the learners’ complexity. Since, the English language is not the learners’ native language; making grammatical mistakes is an integral step to learn better this language.

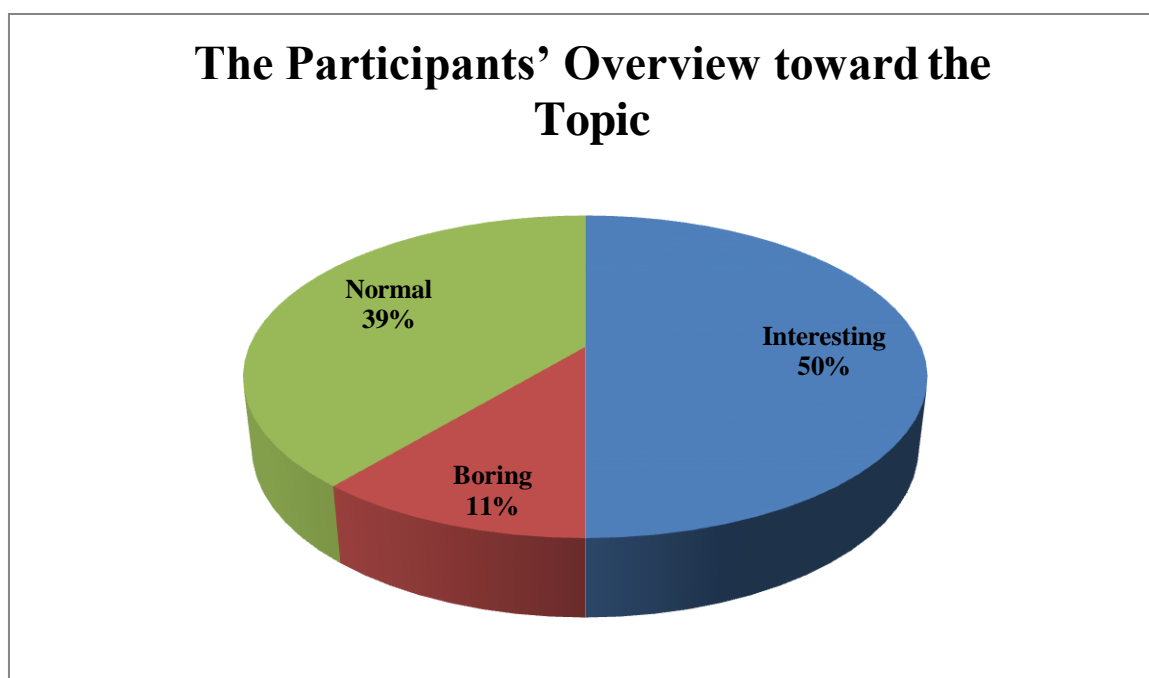
### Section Three: The Participants' Views toward the Survey & Suggestions

#### Question-item 3.17: the Participants' Viewpoint on the Topic

How interesting do you find the topic of the present survey?

	Number	Percentage
<b>Interesting</b>	18	50%
<b>Boring</b>	04	11%
<b>Normal</b>	14	39%

Table 3.17 Participants' Viewpoints on the Topic of the Current Survey



Graph 3.17 Participants' Viewpoints on the Topic of the Current Survey

The premise behind such question is to find out the learners' viewpoints toward the topic itself. In fact, half (50%) of the target population asserted that such topic is of utmost importance, especially in the rural areas where foreign languages learning, in general, and English, in particular is devoted minor or no importance. The views of the second half of the targeted learners are shared between normal (39%) and boring (11%) attitudes.

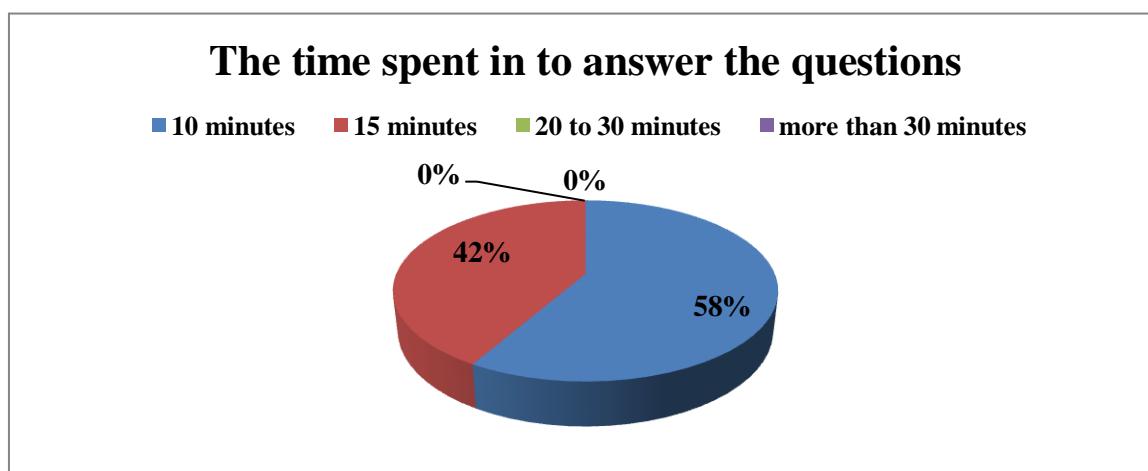
Generally speaking, in most Algerian remote areas foreign languages learning are relegated to the second position behind other learning subjects. Such attitude is due to many

factors such as pedagogical, social, and personal factors. Some misconceptions and stereotypes play a negative role on learners' motivation towards foreign languages learning. Investigating learners' refutation of English language learning can help discern the factors behind such negative attitude.

### Question Item 3.18: The time spent in to answer the questions

	Number	Percentage
<b>10 minutes</b>	08	42%
<b>15 minutes</b>	19	58%
<b>20 to 30 minutes</b>	00	00%
<b>More than 30 minutes</b>	00	00%

**Table 3.19: The time spent in to answer the questions**



**Graph 3.19: The time spent in to answer the questions**

The aim behind choosing this question is to find how much time they need to fulfil the whole questionnaire. The time spent to answer was divided into 10 and 15 minutes. Those who use the translation or English have taken 10 minutes to fulfil the whole questionnaire. While, those who used both languages; it is automatically needed time to answer it.

### **3.9.1.1.1 The Interpretation of Learners' Findings**

Learning English in the rural context might have some obstacles that influence the teaching and learning process. The target population is composed of 36 out of 40 of pupils who study FL in BAC exams at Rahouia town. First of all, learners in this secondary face the anxieties' obstacles which keep them demotivated toward learning the language itself. Subsequently, learning any foreign language requires a hard labour in mastering the four skills (reading, listening, writing & speaking), while learning this language, the EFL learners face each skill its own anxiety, i.e. the mispronunciation, grammatical mistakes both in writing and speaking ones are mainly caused the learners' demotivation. In second hand, it is one of the major effects that push the learner to be demotivated. There are the teachers who have the knowledge but they miss-deliver well the information to the learner. It can be also the teachers' facial appearance and his/her body languages are an integral part of his method whether in motivating or demotivating the learner. Lastly, unneeded punishments are an additional part in the teachers' method that affects the students' motivation towards learning the English language.

Since, this generation got interested with the technology and its tools; we have observed that there is a lack of visual aids in this secondary school. It may be due to the teachers' abilities toward adopting and adapting these tools because the teachers from the mentioned school are the product of traditional system, so, they get used with same techniques of teaching or the lack of equipment in this school.

The lack of interest especially by male students toward learning the English language can be resulted for the reason of getting more motivated to the scientific fields in this rural area. In fact, we have found that there 4 male absentees and 6 male students who were repeated their school year. So, this confirms their lack of interest toward learning a foreign language.

### **3.9.1.2. Qualitative Data Analysis**

The interview was held in English language with the help of four teachers who are experienced teaching in the rural context. It is divided into two sections; the first part is about the teachers' needs. In this section deals with the teachers' methods in teaching and challenges faced inside classroom. While the second section has also five questions which treats their overview toward the demotivated learners and suggestion for an effective teaching in the rural context.

The questions in this interview are interpreted as follows:

As regards the first thematic relating to teaching methods and challenges, five questions have been asked. The first one

**Question 1: Can you name the teachers' main problems faced nowadays?**

The interviewees reported that the allotted time duration is not enough to cover an overloaded syllabus. Such lengthy program contents and some unnecessary and confusing lessons cause learners' demotivation. Besides, classes overcrowdedness and teaching materials unavailability, learners' weak level hardens teachers' work.

**Question 2: What would you do if a student was complaining about assignment you've given?**

Asked about learners' complaint about an already delivered assignment, all interviewees showed high flexibility towards understanding and adapting the troubling snippet. They all show readiness to provide more explanation and training. They even stated that they resort to funny mood to make them feel comfortable and relaxed.

Teachers' concern should not be only limited to clearly presenting the material to learners in a way they can understand, but making them want to learn as well. Within each lesson, teachers are required to spark some interest in what they are teaching.

**Question 3: If you taught a lesson and your students didn't seem to be getting it, what would you do?**

Regarding a lesson misunderstanding, four interviewees exhibit goodwill to review the lesson content, redesign it according to learners' real-life context, provide more examples and tasks to ensure understanding and practice.

One of the thorny issues which sometimes preclude learners' understanding is the unclear instructions. It commonly acknowledged that instructions formulation and their delivery are determinant factors to the success or failure of a lesson. (Scrivener 2011<sup>[6]</sup>; Ur 1996). In the same vein, Ur (1996, 16) <sup>[7]</sup> reports that research indicates "*that learners see the ability to explain things well as one of the most important qualities of a good teacher.*" Undoubtedly, clear instructions have a direct impact on learning; a lesson or task becomes chaotic and fails when learners do not understand what is required from them. Thus, all advanced solutions are of an utmost importance, yet without review the instructions wording all attempts results will be void.

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<sup>6</sup> Scrivener, J. 2011. Learning teaching: The essential guide to English language teaching. 3rd ed. Oxford: Macmillan Education

<sup>7</sup> Ur, P. 1996. A course in language teaching: Practice and theory. Cambridge: Cambridge University Press.



#### **Question 4: What do you do when a lesson does not go according to a plan?**

Regrettably, sometimes lessons do not go the way they were planned for. So, what to do? The interviewees provided a set of solutions among which second proactive emergency lesson plan is to be always ready for implementation. Besides, for one of them, note-taking is indispensable so as to reflect on the lesson and try to refine and readjust it.

It is of common occurrence that lesson plans do not always turn out as expected. One of the positive indicators as regards teachers' expertise is being aware of what worked and what did not work in a lesson plan. Teacher's reflective practices and action taking are of a paramount importance for they enable teachers collect, record and analyse everything that happened during the lesson. This type of self-awareness is a powerful ally for a teacher, especially with all changes that are currently occurring as regards the "what and how?" they are required to teach. Reflective thinking and action taking have been evident in the field of education since Dewey's work in the early 20<sup>th</sup> century (Rodgers, 2002) [8]. Frequently, reflection and reflective practice have been described as key mechanisms to facilitate change in people (self), entities, processes, and contexts.

#### **Question 5: Can you give us an example of a successful lesson you have given?**

To illustrate interviewees' success in classroom practicum, they were asked to relate some of examples of successful performances. The most recurrent stances are the ones dealing with syntactic and phonological sessions. Besides, one of interviewees stated that the project announcement was always successful.

No two differ on the pivotal role of syntactic rules in any language learning. Yet, dealing with grammatical rules matters a lot. Within traditional approaches, grammar teaching focuses on the form of the language, yet modern ones reject the teaching of the grammatical rules explicitly. To put it clear, the method used to teach grammar should be in harmony with what ensures appropriate learning of language for easy communicative purposes. For a long time, the pendulum of grammar teaching has been swinging between the dichotomy of inductive and deductive approaches.

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1. <sup>8</sup> Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104, 842–866. [[Crossref](#)], [[Web of Science](#)®], [[Google Scholar](#)]

## **Thematic two: The Demotivated Learners and Suggestions**

Concerning learners' demotivation and suggestions, the interviewees' responses are listed below.

### **Question 1: How do you evaluate your students' progress?**

To gauge learners' progress, the interviewees affirm that they refer to the integrative tasks and activities either in written or oral forms; correct use of the language using all skills, through interactions, speaking and writing.

Integrated evaluative tests, such as listening-to-speak or reading-to-write, are increasingly used in second language assessment despite relatively limited empirical insights into what they assess. In fact, integrated test tasks, requiring test-takers to employ at least two language skills (receptive and productive) for task completion, are increasingly adopted in second language (L2) assessment. That's to say assessing learners' progress via a single skill cannot provide the assessor with an accurate measure of evaluation. With reference to the interviewees' answers, it can be deduced that most of them are implementing the integrated method.

### **Question 2: How can you deal with a parent who is questioning your teaching abilities?**

In some situations, teachers are questioned by learners' parents. Yet, whatsoever may be the manner and reason behind such behaviour or judgmental opinions, teachers are required to keep cool and patient. For the sake of the learners' success, teachers are summoned to establish good relationship based on understanding and trust.

### **Question 3: How can you deal when the students are demotivated or inactive?**

Demotivated learners show some resistance toward learning and their facial expressions continuously show feelings of disappointment and disenchantment. In fact, these feelings are an implicit cry for help. They are also a sort of claim that school system is not serving them as it should. Such learners tend to see schools as chore. To cope with such embarrassing situations, teachers are required to do their best to reshape this wrong image about school. Among the strategies to be implemented is to establish a socio-emotional relationship with these learners, which in turn facilitates learners-learning gap bridging. The relationship-construction with learners, especially those stubborn ones, is not trivial but mandatory. These learners are generally suspicious of the school, so teachers are needed to strive energetically to forge a connection of trust.

#### **Question 4: Can you give suggestions which lead to an effective teaching?**

Such enquiry poses a problem, because there is simply no specific recipe for success and different strategies work for different objectives. To teach effectively requires an insightful and deep mastery of subject. Besides, to dispense effective teaching, teachers are supposed to cater for learners' learning pace, level, needs within the curriculum framework. That is to say the content should be tailored to respond and accommodate all learners' variables – prerequisite, cultural background, attitudes, etc. (cf. interviewee.1). Besides, lenient teachers create a different atmosphere in the learning environment. This difference is positive, inviting students in, allowing them to enjoy learning. With a lenient teacher, the classroom seems more relaxed (cf. interviewee 2). Teacher's leniency affords comfortable environment that enhances learners' participation. For the various funny and enjoyable opportunities they provide, the integration of the ICTs, will, undoubtedly, improve learners' commitment and knowledge retention (cf. Interviewee 2).

#### **Questions 5: How would you evaluate the course book?**

Textbooks play a vital role in the teaching/learning process. In fact, both teachers and learners alike draw benefits from textbooks contents. They are beneficial for both teachers and learners. Yet, they can be good servants but bad masters, i.e., they should not be used slavishly (cf. Int. 1). Textbooks content adaptation is in most cases compulsory to comply with learners' variables (cf. Int. 2). In fact, textbooks are neither eternally valuable nor tailored for all learners. Thus, they need to be updated, improved and supplemented or simply dropped out for better alternatives; creating one's own lessons.

### **3.9.2. Analysis and Interpretation**

Relying on the data entailing from the interview, we have noticed that the teachers are facing some challenges concerning teaching the English language at the high school of Bensenouci Brahim. These obstacles can be summarized into many variable factors, including the self-motivation, settings, the administration, textbooks and mainly the interests' matter of the pupils. The teachers, being the pivotal agent in the teaching/learning, are supposed to play a vital role with respect to those different variables which influence learners' motivation and attitudes towards English language learning. In fact, EFL teaching is a daunting task, in general, and too challenging in rural areas, in particular.

Unquestionably, motivation is a crucial factor to learn a FL and to teach it as well, because it provides the primary impetus to initiate the target language. However, this self-

motivation can be turned into self-demotivation because there are some pedagogical and psychological obstacles which need to be handled by the decision makers for better teaching this language. Virtually in CBA, the classes should not exceed 30 learners to learn better any subject matter but in the Algerian reality, the teachers are facing a huge problem concerning the overcrowded classrooms because the learning process is generally based on two approaches; the teachers and learners' centeredness, so, the learning should be balanced between the teachers' deliverance and the learners' perceptions and their ability to make the four skills combined and interrelated with each one, i.e., productive & receptive skills. Since, learning the English language for non-native learners is based on listening to the teacher how he performs via his pronunciations, his body language and his interactions with his learners, so, the classroom over-crowdedness is not the suitable option neither for learning nor for teaching . To mitigate this problem and, of course, according to available human and material means, the supervisors of the educational management should try to split up overcrowded classes into subgroups in order to comply with the CBA norms and requirements.

From the pedagogical perspective and according to the interviewees, there is a gap concerning the curricula of the first, second and the third years, i.e., an intra and inter continuum among the teaching units within each curriculum and among curricula for the whole cycle should be ensured. In doing so, compartmentalization of units and syllabi contents affects the relevance of what was previously acquired, leading to different organization of knows thus impeding their use. Besides, the textbook is full of unnecessary or obsolete lessons that influence the teacher and his teaching methods, i.e., teachers are facing both curriculum lastingness and time limit to cover the whole content. On the other hand, languages are learnt to communicate with others, yet a very narrow room is devoted to the speaking skills. In fact, all four skills either receptive (covert; listening and reading) or productive (overt; speaking and writing) are of a paramount necessity for EFL learners to be able to communicate competently.

With respect to the advent of globalization and the development of technology, integrating the ICTs would undoubtedly shift the paradigm from teacher-centeredness to learner-centeredness; increasing learners' gains and autonomy. Thus, their integration and appropriate exploitation are highly recommended to improve learners' commitment and information retention. When ICTs are used in various classroom activities or extra-classroom projects, learners become progressively responsible of their own knowledge construction. This is on the grounds that technological innovations give various chances to render learning

increasingly fun and pleasant for learners; offering a plethora of learning samples and models.

To sum up with this qualitative analysis, the lack of interest on the part of the learners is the main reason behind learning the TL or abandoning it. In fact, learners' demotivation weighs too much on their commitment and adhesion to the teaching/learning process. Many other factors can contribute to such the extermination of learners' eagerness to take part in English language activities.

Prior researches conducted on motivation has revealed the following six major demotivational factors: a) teacher-based factors, such as the teacher's attitude, teaching proficiency, teaching style, proficiency level of the teacher (Bekleyen, 2011; Falout & Maruyama, 2004; Kikuchi & Sakai, 2009; Kojima, 2004; Soureshjani & Riahipour 2012; Zhang, 2007), b) class characteristics like vocabulary and grammar based instruction, monotonous lessons, exam-centered instruction (Arai, 2004, Cristophel & Gorham, 1995; Soureshjani & Riahipour 2012; Tsuchiya, 2006), c) situations of failure like disappointing test results and feeling unable to comprehend (Gorham & Millette, 1997; Tsuchiya, 2006), d) class atmosphere, for instance, inactive classes, classmates' attitudes, insufficient use of audio-visual materials (Arai, 2004; Bekleyen, 2011; Falout & Maruyama, 2004), e) class materials (Bekleyen, 2011; Kikuchi & Sakai, 2009) and f) lack of interest (Cristophel & Gorham, 1995; Meshkat & Hassani 2012; Tsuchiya, 2006).

### **3.10 The Interplay of Research Data**

Relying on the interplay of the data gleaned from learners' questionnaires and teachers' interviews, it can be noted that the teacher centeredness is prevailing since only receptive skills, viz., listening and reading re the most preferred (cf. Q4). The teacher-centeredness is an approach where learners put all of their focus on the teacher, so the teacher talks and the learners will exclusively listen; reduced to passive recipients and for the teachers, they give more explanations, examples, tasks and the written lessons of grammar in order to simplify the lessons. As a result it reflects the implemented approaches.

Anxiety seems to be the most demotivating factors for learners. The data from question three follow-up b show that for 66.66 % (6/9) of the learners feel anxious during English sessions. Undoubtedly, anxiety is behind the learners' negative attitude towards learning English in Benssenouci secondary school. Furthermore, learners' skill preference (cf. Q4) is

an evidence for such feeling because those productive skills make visible language defects and deficiencies; mispronunciation of certain words, grammatical mistakes in front of his/her classmates.

## **Conclusion**

This chapter attempted to clarify the data collection methods and procedures used in this study. Besides, it scrutinizes and analyses the gleaned data from both the questionnaire and the interview. The data analysis has unveiled the motives behind learners' demotivation and negative attitude toward English language learning in the secondary school selected for the study. In fact, those learners demonstrate such attitude because of a set of obstacles which impede their learning.

## **Recommendations and Suggestions**

Future studies could fruitfully explore and find out the obstacles and barriers that obstruct the rural learners from learning and mastering English, and discover new methods and techniques in order to facilitate teaching in EFL Algerian rural classrooms by following the implementations of the suggested solutions such as the use of ICTs and different kind of activities like games in order to make learners understand more.

With the development of ICTs, it has been noticed that there more information in technology are being applied especially in language teaching and learning. The use of visual aids can help language learners more easily acquire authentic materials and conduct a self-study. This technic in teaching is gaining momentum in language learning around the world.

To promote student learning in rural schools, both the distinct advantages of rural communities and their possible disadvantages should be taken into account. In the balance, the small size of their schools is an asset, as is the strength of relationships among the people who constitute the schools and communities. While student motivation to learn does not appear to be a generally distinguishable variable between rural and non-rural schools, rural educators often attest to a dampening effect on student aspirations where families do not see education as an essential vehicle to advancement in life, and the improved life chances an education provides require a relocation away from a shrinking rural community.

The classroom is the most important area within a school. The students spend most of their time, hopefully in an environment conducive to learning. The entire design of classroom reflects the priorities, goals, philosophy, personality and teaching style of the student. Students' learning behaviour can be enhanced when teachers take time to create a classroom climate in which adolescents feel comfortable with their teachers and peers. But unfortunately, in our country the classrooms are over-crowded.

# **General Conclusion**



## General Conclusion

Teaching English as a Foreign or a second language is a complicated process and an issue that raises a lot of difficulties and challenges between the EFL rural learners and the rural teachers. The research under study investigates mainly the challenges and obstacles that the rural learners and teachers may face during the teaching and learning process. A special emphasis was devoted to the importance of teaching English at the high school of the rural areas which leads to the emergence of different challenges compared to the urban ones. To conduct this investigation, two different methods of data collection are used viz., census questionnaire and an interview. The corpus consist of one questionnaire directed to 36 rural learners at the high school of “BenSnouci Brahim “ in Rahouia and a structured interview addressed to teachers from the same school.

To sketch a clear tracking of the current investigation the following design was pursued. First, focus was put on the shedding the light on the existing literature in connection with the issue under study. Thus, it aims to highlight the role of English as a global language and its importance to teach it for EFL learners. For the second chapter conduct of any research cannot be done in a vacuum, yet it should be designed to fit the Algerian Rural context. While the last chapter tackles with the empirical part of the work. The generated data from learners’ findings demonstrate that learning English in the rural context might not might some obstacles that influence teaching and learning process. First of all; learners in this secondary face anxieties obstacles which keep them demotivated towards learning the language itself.

Subsequently learning any foreign language requires a hard labor in mastering the four skills. Meanwhile, the EFL learners face its own anxiety i.e the miss pronunciation, grammatical mistakes both in writing and speaking ones. From qualitative data collection, it reveals that the teachers are challenged by limited mastery of teaching methods, unfamiliarity to ICT’s, lack of professional development, inadequate facilities and resources, and time constraint which do not fit the curricula. On the other hand, the other challenges come from students’ side including the anxiety, low of concentration, low motivation, students’ boredom and speaking problems. Therefore, teachers should not expect a good performance in a short time for all learners since they have different ability and attitudes.

To sum up, this study proposes the strategies implemented by the teachers because each one of them has his/her own techniques in overcoming their teaching challenges in rural classrooms such as reforming attitudes of learners and improving facilities of rural schools. Thus, each teacher and learner will have abilities and attitude in teaching and learning the English language and different context will make a different situation. Furthermore, all hypotheses are confirmed.

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# Appendices

## Appendix 1

### Questionnaire for learners

Dear pupil,

We would like to ask you to cooperate with us by answering the following questions about *teaching and learning English in the Algerian rural areas*. Please read carefully and write your answers. This is not a test, so there is no right or wrong answers. The results of this survey will be used only for research purposes, so please give your honest answers.

عزيزي التلميذ(ة)،

نود أن نطلب منك التعاون معنا من خلال الإجابة على الأسئلة التالية حول تعليم و تعلم اللغة الإنجليزية في المناطق الريفية الجزائرية. يرجى القراءة بعناية وكتابة إجاباتك. هذا ليس اختبارا، لذلك لا توجد إجابات صحيحة أو خاطئة. سيتم استخدام نتائج هذه الدراسة فقط لأغراض البحث، لذا يرجى إعطاء الإجابات الصادقة الخاصة بك.

#### ➤ Section one : Informants' Personal Data

1) Please provide the following information by ticking (✓) in the box:

ارجوا منكم تزويدنا بالمعلومات الآتية :

❖ Gender : الجنس  Male : ذكر  Female : انثى

❖ Have you ever repeated any grade at the secondary school level?

هل اعدت السنة الدراسية في الطور الثانوي؟

Yes نعم

No لا

#### ➤ Section Two: Respondents' Reflection on the English Language Learning

3. Are you interested in learning the English language?

هل أنت مهتم بتعلم اللغة الإنجليزية؟

Yes نعم

No لا

a. If yes, it is because of .....

Teachers الاساتذة

Friends الأصدقاء

Settings المكان و الزمان

Its value قيمتها

b. If no, it is because of .....

Language Difficulty  
صعوبة اللغة

Teachers' teaching methods  
طرق تدريس الاستاذ

Boredom  
الملل

Anxiety  
التوتر

4. Which of the following skills do you prefer the most?

Reading القراءة

Writing الكتابة

Listening السمع

Speaking التكلم

❖ Please tick in the box that refers to your answer:

1	2	3	4	5
Strongly agree موافق بشدة	Agree موافق	Strongly disagree معارض بشدة	Disagree معارض	Neutral محايد

5. -To what extent do you agree with the integration of ICTs in teaching English?

- الى أي مدى تتفق مع دمج تكنولوجيا المعلومات و الاتصالات في تعليم اللغة الانجليزية؟

Strongly Agree

Agree

Strongly Disagree

Disagree

Neutral

6. To what extent do you agree with the idea that English is a useful criterion for future recruitment?

- الى أي مدى تتفق مع فكرة ان اللغة الانجليزية مفيدة في العمل مستقبلا؟

Strongly Agree

Agree

Strongly Disagree

Disagree

Neutral

7. To what extent do you agree with daily listening to the English language?

- الى أي مدى تتفق مع فكرة الاستماع اليومي للغة الانجليزية؟

Strongly Agree

Agree

Strongly Disagree

Disagree

Neutral

8. What is your viewpoint when peers speak English?

- ما هي وجهة نظرك عند تكلم زملائك باللغة الانجليزية؟

Strongly Agree

Agree

Strongly Disagree

Disagree

Neutral

9. To what extent are you motivated to learn English?

- الى أي مدى انت متحفز لتعلم اللغة الانجليزية؟

Strongly Agree

Agree

Strongly Disagree

Disagree

Neutral

10. To what extent do you agree or disagree with the idea that English language learning is simple and easy?

- الى أي مدى تتفق او لا تتفق مع فكرة ان تعلم اللغة الانجليزية سهل و بسيط؟

Strongly Agree      Agree      Strongly Disagree      Disagree      Neutral  
                       

11. To what extent do you agree with the idea of learning English for personal objectives?

- الى أي مدى تتفق مع فكرة تعلم اللغة الانجليزية لأهداف شخصية؟

Strongly Agree      Agree      Strongly Disagree      Disagree      Neutral  
                       

12. It is believed that English language learning provides learners with a feeling of success and self-confidence. To what extent do you agree with this?

- من المعتقد أن تعلم اللغة الإنجليزية يوفر للمتعلمين شعورًا بالنجاح والثقة بالنفس. إلى أي مدى توافق على هذا؟

Strongly Agree      Agree      Strongly Disagree      Disagree      Neutral  
                       

13. To what extent do you agree with the English learning obligation for Specific Purposes?

- الى أي مدى تتفق مع اجبارية تعلم اللغة الانجليزية من اجل أهداف محددة؟

Strongly Agree      Agree      Strongly Disagree      Disagree      Neutral  
                       

14. To what extent do you agree with the idea that English language learning expands future opportunities?

- الى أي مدى تتفق مع فكرة ان تعلم اللغة الانجليزية يوسع الفرص المستقبلية؟

Strongly Agree      Agree      Strongly Disagree      Disagree      Neutral  
                       

15. It is believed that the English language acquisition is a sure way out for all difficulties. To what extent do you agree/disagree with this belief?

- يُعتقد أن اكتساب اللغة الإنجليزية هو مخرج أكيد لجميع الصعوبات. إلى أي مدى توافق / لا توافق على هذا الاعتقاد؟

Strongly Agree      Agree      Strongly Disagree      Disagree      Neutral  
                       

16. The fear of making grammatical mistakes when speaking in English has a great influence on the learner. Do you agree with this?

- الخوف من ارتكاب أخطاء نحوية عند التحدث باللغة الإنجليزية له تأثير كبير على المتعلم. هل توافق على هذا؟

Strongly Agree      Agree      Strongly Disagree      Disagree      Neutral

### Section Three: The Participants' Views toward the Survey & Suggestions

17. How interesting do you find the topic of the present survey?

- ما مدى اهتمامك بموضوع الاستطلاع الحالي؟

Interesting

Boring

Normal

18. How much time did you spend to answer the questions?

- كم من الوقت استغرقت للإجابة على الاسئلة؟

From 10 to 20 minutes

من 10 الى 20 دقيقة

From 20 to 30 minutes

من 20 الى 30 دقيقة

More than 30 minutes

اكثر من 30 دقيقة

**Thank you for kindly participating in this questionnaire. We truly appreciate your opinions and thoughts. Your collaboration is of a great help.**

شكرا لك على التفضل بالمشاركة في هذا الاستبيان. نحن حقا نقدر آرائك وأفكارك. تعاونك مفيد جدا.



## Appendix 2

### Section One: The Teachers' Methods in Teaching and Challenges

**Question 1: Can you name the teachers' main problems faced nowadays?**

**Interviewee 1:** 1. Timing is not enough.

2. we need the visual aids and real life objects

**Interviewee 2:** 1. The syllabus is too long.

2. Some lessons are unnecessary.

3. The pupils are demotivated

4. Overcrowded number of pupils

5. Too many lessons which make the pupils confused and demotivated

**Interviewee 3:** Most pupils don't understand the language.

**Interviewee 4:** teachers nowadays face many problems among them overloaded classes and difficult lessons.

**Question 2 : what would you do if a student was complaining about assignment you've given?**

**Interviewee 1:** I facilitate it and make it easy for him/ her. I make the student learn in a funny way.

**Interviewee 2:** 1. I try to convince and help him.

2. I try to understand why he is complaining.

**Interviewee 3:** I will try to convince them, giving them more examples

**Interviewee 4:** It is not a problem we discuss ideas, we explain more.

**Question 3: If you taught a lesson and your students didn't seem to be getting it, what would you do?**

**Interviewee 1:** Surely, I will remake the lessons in another way with more explanations and more examples (from the learners' real life)

**Interviewee 2:** I reteach it if it is possible or I devote a lot of tasks to make the lessons clearer.

**Interviewee 3:** giving tasks to practice more.

**Interviewee 4:** we can explain again with more examples and we can simplify the explanation.

**Question 4: What do you do when a lesson does not go according to a plan?**

**Interviewee 1:** Not always the lesson goes with the plan; so, the teacher should always have plan n°2 to solve the problem

**Interviewee 2:** what is important is to make the pupils understand the lesson not to follow the plan.

**Interviewee 3:** I face this problem many times but I try to fulfil the objective and the aim of the lesson.

**Interviewee 4:** We take notes and notice difficulties in order to make the lesson more understood.

**Question 5: Can you give us an example of a successful lesson you have given?**

**Interviewee 1:** Grammar lessons: the Comparative and superlative forms.

**Interviewee 2:** many lessons mainly the ones of pronunciation and grammar

**Interviewee 3:** lessons of Grammar: the passive and active voices

**Interviewee 4:** the introduction of the unit. When we launch the project is always successful.

## **Section Two: The Demotivated Learners and Suggestions**

**Question 1: How do you evaluate your students' progress?**

**Interviewee 1:** from their communication and their correct use of the language using all the skills.

**Interviewee 2:** through their interactions in the classroom. Their tests and exams' marks. Their written production

**Interviewee 3:** By giving more activities. Different forms of tasks to achieve the objectives.

**Interviewee 4:** throughout speaking and writing skills.

**Question 2: how can you deal with a parent who is questioning your teaching abilities?**

**Interviewee 1:** Accepting his point of view and showing him my self-confident

**Interviewee 2:** It depends on his attitude, personality, level and his reaction. He is the parent outside the school and I'm the one in the class; therefore, I don't care about any negative criticism.

**Interviewee 3:** Asking him/her to attend a lecture with us.

**Interviewee 4:** We should explain the different situations that can be faced in the class.

**Question 3: How can you deal when the students are demotivated or inactive?**

**Interviewee 1:** Using plenty of gestures/ games/ real life situations

**Interviewee 2:** I try to use flashcards, funny examples and sometimes games.

**Interviewee 3:** Using different tools to attract their attentions.

**Interviewee 4:** Engage or make them work in groups. Use the music to avoid being ashamed.

**Question 4: Can you give suggestions which lead to an effective teaching?**

**Interviewee 1:** teachers are expected to apply a fixed curriculum to the students with a vastly different needs, so, they are obliged to make things easier to their learners (group works, pair work) their classes should be a space of happiness, respect and love.

**Interviewee 2:** Not to be very strict or an authoritative teacher but a cheerful and kind one. Meet the pupils' interest via motivating them. Use of ICTs, flashcards and games....etc.

**Interviewee 3:** teaching is a noble task, we should love our jobs in order to give more and motivate pupils to learn more.

**Interviewee 4:** Teaching aids photos, videos. Teaching speaking, reading and writing skills.

**Questions 5: How would you evaluate the course book?**

**Interviewee 1:** course book are helpful but not always, so, teachers shouldn't be the slaves to these course books. They should use their creativity and their imagination.

**Interviewee 2:** Some course book are really useless, too big but empty with different and numerous lessons. The pupils need the abilities of acquisitions and mainly reason is boring for them.

**Interviewee 3:** There is a gap between the three levels: no relation between the three years programmes, without forgetting redundancy.

**Interviewee 4:** According or comparing to the students' level

Students' comprehension

Exams grades

**Dear teachers, thank you very much for helping us in this research work.**

## Résumé

La langue est l'un des moyens d'exprimer nos idées, nos sentiments et nos émotions. Si nous pensons à la langue dans le monde d'aujourd'hui, alors l'anglais est l'une des langues les plus utilisées dans le monde alors qu'il est utilisé comme langue étrangère en Algérie. L'anglais est introduit ici au niveau moyen et son inclusion se poursuit jusqu'au niveau tertiaire de l'éducation. Dans la plupart des écoles rurales de niveau moyen et secondaire, le niveau des élèves est faible en anglais, en raison du manque d'enseignants qualifiés et formés qui ne sont pas familiarisés avec les méthodes, techniques et approches modernes de l'enseignement, en raison du manque de matériel pour l'enseignement en classe. La mise en œuvre du programme d'enseignement de l'anglais est essentielle en Algérie pour atteindre la compétence de la langue dans les zones rurales. Les élèves des zones rurales obtiennent de mauvais résultats en anglais par rapport à leurs homologues des zones urbaines. Les statistiques ont montré qu'il y avait un fossé entre les installations dont bénéficient les écoles rurales et celles des écoles urbaines. L'étude indique les défis auxquels sont confrontés les professeurs d'anglais dans le contexte rural algérien ainsi que les facteurs qui affectent les performances des élèves en anglais dans le contexte rural. Les données ont été recueillies au moyen d'un entretien et d'un questionnaire. Le résultat révèle que les élèves étaient très motivés à apprendre l'anglais pour des attentes futures telles que la communication locale et internationale, l'avancement scolaire et les perspectives d'emploi. Il fournit également un scénario du système d'enseignement de l'anglais dans le contexte rural algérien ainsi que les problèmes et les perspectives de la langue anglaise dans la perspective de l'Algérie.

**Mots-clés :** Langue anglaise, contexte rural, éducation, apprentissage et enseignement, compétence, équipements, défis

### ملخص

اللغة وسيلة من وسائل التعبير عن أفكارنا ومشاعرنا وعواطفنا. إذا فكرنا في اللغة في عالم اليوم ، فإن اللغة الإنجليزية هي واحدة من أكثر اللغات استخدامًا في العالم بينما يتم استخدامها كلغة أجنبية في الجزائر. يتم تقديم اللغة الإنجليزية هنا في المستوى المتوسط ويستمر إدراجها حتى مستوى التعليم العالي. في معظم المدارس الريفية المتوسطة والثانوية ، يكون مستوى الطلاب في اللغة الإنجليزية ضعيفاً ، بسبب نقص المعلمين المهرة والمدرسين الذين ليسوا على دراية بأساليب وطرق التدريس الحديثة فيما يتعلق بنقص مواد التدريس في القسم. يعد تنفيذ منهج اللغة الإنجليزية أمرًا ضروريًا في الجزائر لتحقيق الكفاءة اللغوية في المناطق الريفية. أداء طلاب الريف في اللغة الإنجليزية ضعيف مقارنة بنظرائهم في المناطق الحضرية. أظهرت الإحصائيات أن هناك فارقًا كبيرًا بين المرافق التي تتمتع بها المدارس الريفية مقارنة بالمدارس الحضرية. تشير الدراسة إلى التحديات التي يواجهها مدرسو اللغة الإنجليزية في السياق الريفي الجزائري بالإضافة إلى العوامل التي تؤثر على أداء الطالب في اللغة الإنجليزية في السياق الريفي. تم جمع البيانات باستخدام مقابلة واستبيان. تكشف النتيجة أن الطلاب كانوا متحمسين للغاية لتعلم اللغة الإنجليزية من أجل التوقعات المستقبلية مثل التواصل المحلي والدولي والتقدم الأكاديمي وآفاق التوظيف. كما يقدم سيناريو لنظام تعليم اللغة الإنجليزية في السياق الريفي الجزائري بالإضافة إلى مشاكل وآفاق اللغة الإنجليزية من منظور الجزائر.

**الكلمات المفتاحية:** اللغة الإنجليزية ، السياق الريفي ، التعليم ، التعلم والتعليم ، الكفاءة ، المرافق ، التحديات