AHMED DRAIIA UNIVERSITY OF ADRAR

FACULTY OF ARTS AND LANGUAGES

Department of English Language

Teachers' Attitudes towards EFL Learners' Motivations and its Relation to Teaching Performance (Middle and Secondary School Teachers as a Case)

Dissertation Submitted to the Department of English Language in Candidacy for the Degree of "Doctorate" in Didactics

Presented by:

Zohra Bleila

Supervised by:

Pr. Aziz Mostefaoui

Board of Examiners

Pr. Mahieddine Rachid	**President**	University of Adrar
Pr. Aziz Mostefaoui	**Supervisor**	University of Adrar
Dr. Lahmer Mohamed	**Internal Examiner**	University of Adrar
Pr. Mokhtar Hamadouch	**External Examiner**	University of Oum El Bouaghi

2024/2025

CERTIFICATE OF APPROVAL

This is to certify that the Ph.D. thesis of Mrs Zohra Bleila has been approved by the Examining Committee of thesis requirement for **the Degree of "Doctorate" in Linguistics.** We, furthermore, certify that this thesis conforms to the format, methodology, and content of theses requirements and rules regarding Algerian universities.

The Board of Examiners:	**Signature**
Chairman: ➢ *Pr. Mehieddine Rachid*	.....
Supervisor & Secretary: ➢ *Pr. Aziz Mostefaoui*	.....
Examiner I: ➢ *Pr. Mokhtar Hamadouch*	.....
Examiner II: ➢ *Dr. Mohammed Lahmer*	.....

Adrar, May, ***2025***.

Pronouncement

I, Zohra Bleila, declare that my thesis, entitled *Teachers' Attitudes toward EFL Learners' Motivation and its Relation to Teaching Performance (Middle and Secondary Schools as a Case)*, is submitted in fulfillment of the requirements for the degree of Doctorate in Didactics. I hereby declare that this thesis is entirely my own work.

This work is original and was completed solely by myself. It contains no material previously submitted for any academic degree or diploma, except where explicitly indicated. All resources used in this dissertation are properly cited and credited to their original authors, with full references included in the bibliography. I understand and accept any academic consequences should this declaration prove to be untrue.

Dedication

I dedicate this modest work to the soul of my father, and to my dearest mother for her endless love and prayers.

A special feeling of gratitude goes to my small family and to the extended one for their encouragement throughout these tough years.

I also dedicate this work to everyone who believed in me. I dedicate it to all my former teachers, from primary school to university, especially those who have had a lasting impact on my life.

Acknowledgments

This work would not have been achieved without the immense encouragement and assistance of a number of people. First, I would like to express my thanks to my supervisor, Prof. Aziz Mostefaoui, whose patience and guidance in this study have been invaluable.

I express my special thanks to Dr. Mohammed Lahmar, Dr. Hicham Boukhachba, Dr. Sadia Meziani, Dr. Abdelkarim Makhloufi, and Dr. Halima Lakhrif for their fruitful pieces of pieces of advice and guidance without which this work would not have come to an end.

I also grateful to Mrs. Chafia Bakhti, Keltom Yama, Rahma Tabet, and Aicha Bentaleb, and Amjed Rafeek who offered me invaluable and peerless help.

Finally, yet importantly, I would like to extend my gratitude to all the middle and high school teachers who participated in this research through their responses to questionnaires and interviews.

Abstract

English proficiency is a critical requirement in today's globalized world and essential for international communication. Although Algerian authorities have implemented various reforms to address the demands of globalization and facilitate societal adaptation to rapid technological and economic advancements, many Algerian learners still face challenges in learning English. This difficulty often results in poor achievements in English as a Foreign Language (EFL), leading to dissatisfaction among teachers.

This study examines EFL learning motivation and its impact on teachers' performance in rural middle and secondary schools in Adrar. Specifically, it investigates whether a correlation exists between EFL learners' motivation and teaching effectiveness. Additionally, the study explores the effects of learners' motivation on their academic achievements.

A random sample of schools in rural areas was selected and clustered into four main regions. Data were gathered from both teachers and learners. The questionnaire's reliability was high (90%) as measured by Cronbach's Alpha. 106 teachers completed a 5-point Likert scale questionnaire (from strongly agree to strongly disagree), and 34 teachers participated in semi-structured interviews. Additionally, 257 middle and secondary school EFL learners completed a questionnaire to assess learning challenges.

This correlation study utilizes descriptive statistical analysis with SPSS. Various tests, including the Pearson Correlation, were conducted to evaluate relationships between rubric items and the overall measurement scale for assessing teachers' performance. A linear correlation measured the interrelationship between variables, while a Linear Regression Model assessed the influence of specific teaching performance aspects. For the learner data, the Chi-square test examined the relationship between rural settings and EFL motivation. Learners' grades from three terms (across four classes) were statistically analyzed to test for gender differences in EFL learning and to explore potential connections between rural settings and low EFL achievement.

On a national level, BEM results from a sample of rural schools over the past five years (2018–2023) were reviewed to assess these schools' rankings within Adrar.

The findings reveal a highly significant, positive relationship between EFL learning motivation and teaching performance in rural Adrar schools. Notably, the study indicates generally low motivation for EFL learning, which negatively impacts student achievement. However, there is a significant gender difference in favor of female learners in terms of motivation. All findings are discussed and interpreted with a focus on EFL learning motivation.

The current study seeks to enhance EFL learning motivation among rural middle and secondary school students in Adrar, therefore, it improves teaching performance through a set of recommended strategies. For a more detailed understanding of the rural EFL context, future studies should consider expanding the sample size and examining each rural area individually.

List of Tables

Table 1: Adrar Districts up to the National Cesus 90

Table 2: Number o of Middle and Secondary Schools in Adrar (2023) 92

Table 3: Teacher Performance Evaluation Standards (Stronge & Tonneson, 2000) 103

Table 4: Teahing English at the Middle and the Secondary School Level 125

Table 5: Rubrics of the Teachers' Questionnaire 136

Table 6: Demographic characteristics of the participants 145

Table 7: Demographic Characteristics of the Participants 151

Table 8: Reliability Statistics 151

Table 9: Reliability Statistics of Rubrics 152

Table 10: Descriptive Analysis of Items of Rubric 01 153

Table 11: Descriptive Analysis of Rubric 02 154

Table 12: Descriptive Analysis of Rubric 03 155

Table 13: Descriptive Analysis of Rubric 04 156

Table 14: Descriptive statistics of rubric 05 157

Table 15: Descriptiv Analysis of Rubric 06 158

Table 16: Pearson's Bi-Correlation between variables 159

Table 17: Correlation between Items of Rubric Rubric 01 160

Table 18: Correlation between Items of Rubric 02 161

Table 19: Correlation Between Items of Rubric 03 161

Table 20: Correlation between Items of Rubric 04 162

Table 21: Correlation between Items of Rubric 05 163

Table 22: Correlation between Items of Rubric 06 164

Table 23: Model 1 Overview of H1 166

Table 24: Significance test of R^2 of H1 166

Table 25: Regression coefficients of H1 166

Table 26: Model 1 overview of H2 167

Table 27: Significance test of R^2 of H2 168

Table 28: Regression coefficients of H2 168

Table 29: Model 1 overview of H3 169

Table 30: Significance test of R^2 of H3 169

Table 31: Regression coefficients of H3 170

Table 32: Demographic characteristics of the learners 172

Table 33: frequency statistics of the statement 1 176

Table 34: Frequency statistics of the statement 2 176

Table 35: Descriptive Statistics of the Statement 3 177

Table 36: Frequency Statistics of the Statement 4 177

Table 37: Frequency Statistics of the Statement 178

Table 38: Frequency and Descriptive Statistics of the Statement 7 178

Table 39: Frequency Statistics of the Statement 8 179

Table 40: Frequency and Descriptive Statistics of the Statement 9 179

Table 41: Frequency and Statistics of the Statement 11 180

Table 42: frequency statistics of the statement 12 181

Table 43: Frequency Statistics of the Statement 13 182

Table 44: The Relationship between the Learners' Gender and their Level of Motivation 182

table 45: Cross Table" My attitude toward the teacher and toward his way of teaching is" / Learner's living Area (attitude toward teacher across the area) 183

Table 46: Chi-Square Test of Hypothesis Ha 184

Table 47: One Simple T-test for the Class MS 1 G1 187

Table 48: One Sample T-test for the Class 1MG3 188

Table 49: One Sample T-test for the Class 4 MS2 189

Table 50: One sample T-test for the Class 4 MS1 G2 191

Table 51: The First Tenth Middle School English BEM Exam Results in Adrar in 2022 and 2023 192

Table 52: English BEM Exam Results in the Rural School Samples in 2018 193

Table 53: Gender Difference in BEM Success Rates 195

Table 54: EFL Learning Motivation 197

Table 55: Teacher Attitudes toward EFL learning Motivation 198

Table 56: Gender Difference in EFL Motivation 199

Table 57: The Settings for Research Observation 206

List of Figures

Figure 1: Maslow's Hierarchy of Needs (Maslow, 1943).....16

Figure 2: Gardner's Socio-educational Model (Gardner, 2000).....21

Figure 3: The Seld-Detemination Continuum with Types of Motivation (Deci &Ryan, 2015).....26

Figure 4: The Cycle of Attitudes-Teaching Practices Relationship (Smith, 1993).....42

Figure 5: Map of Adrar illustrating the Rural Areas Sample 91

Figure 6: Teachers' Gender 148

Figure 7: Teachers' Age 148

Figure 8: Teachers' Professional Experience 149

Figure 9: Teachers' Academic Degree.....149

Figure 10: Representation of the Rural Areas.....150

Figure 11: Representation of the Level Taught 151

Figure 12: Learners' Gender 173

Figure 13: Learners' Age 174

Figure 14: Academic Level.....174

Figure 15: The Learning Stream (Specialty) 174

Figure 16: Learners' Living Area 175

Table of Content

..... 1

Pronouncement I

Dedication II

Acknowledgments III

Abstract IV

List of Tables VI

List of Figures IX

List of Abbreviations XV

General Introduction 1

Chapter One: Motivation and Attitudes in Language Learning 12

Introduction 12

1.1. Motivation 13

1.1.2. Background of Motivation 13

1.1.3. Definition of Motivation 13

1.1.4. Theories of Motivation 15

1.1.4.1. Reinforcement theory 15

1.1.5. History of Motivation in Educational Researches 16

1.1.6. The Structural Concept of Motivation in Educational Psychology 17

1.1.7. Theories and Types of Language Learning Motivation 19

1.1.8. The Importance of Motivation 26

1.1.9. Motivation and EFL Learning Achievement 27

1.1.10. Parental Encouragement for Foreign Language Learning 29

1.1.11. Goal Orientations and EFL Learning Motivation 30

1.1.12. The Cognitive Styles as a Motivation Determinant 31

1.1.13. Demotivating Factors in EFL Learning Motivation 32

1.1.13.1. Factors Related to Teacher: 32

1.1.14. The Cultural Background and Learning Motivation 33

1.2. Attitudes and Language Learning/Teaching 35

1.2.1. Theoretical Framework of Attitude and its Components 35

1.2.2. The Attitude and the Planned Behavior Theory 35

1.2.3. Components of Attitudes 36

1.2.3.3. The Behavioral Component 37

1.2.4. Attitudes Formation 38

1.2.5. Attitudes in EFL Learning 38

1.2.6. EFL Language Teacher's Attitudes and Practice 40

Conclusion 42

Chapter Two: A Learner in EFL learning Context 45

Introduction 45

2.1. Learning Theories 46

2.1.2. Cognitivism 48

2.1.4. Constructivism 52

2.1.5. The Social Theory 54

2.2. English as a Foreign Language Learning 56

2.2.1. Introducing Foreign Language 56

2.2.2. Background of Foreign Language learning 56

2.2.3. Foreign Language Teaching Approaches 59

2.2.4. Language Skills and EFL Learning 73

2.2.6. The EFL Learning and the individual and Social Context 82

2.2.7. EFL Learning in Algeria 85

Conclusion 93

Chapter Three : Performance in EFL Teaching 96

Introduction 96

3.1. Introduction of the Concept of Performance in Teaching 96

3.3. Assessment of EFL Teacher Performance 99

3.3.1. The Importance of Teacher Performance Evaluation 101

3.3.2. The Teaching Performance Standards 102

3.3.2.1. Learning Environment 103

3.4.1. Teaching Profession and EFL Teaching 110

3.4.2. The EFL Teacher Identity and Teaching Characteristics 111

3.4.3. Factors for Effective Teaching Performance 115

3.5. Evaluation of the Teaching Performance 120

3.5.1. Benefits of Evaluating Teacher Performance 121

3.5.2 .The Tools for Evaluating Teaching Performance 121

3.6. EFL teacher Role in Algerian Schools 123

3.6.1. EFL Teacher Role in Middle School 123

Conclusion 126

CHAPTER FOUR: METHODOLOGY 129

Introduction 129

4.1. Methods of Research 130

4.1.1. The Quantitative and the Qualitative Methods 130

4.1.2. The Quantitative Research 131

4.1.3. Triangulation of Methods 131

4.2. The Population 132

4.3. Data Collection 134

4.3.1. Techniques of Data Collection 135

Conclusion 142

Chapter Five: Research Findings and Results 145

Introduction 145

5.1. Teacher Questionnaire 145

5.1.1. Demographic Characteristics of the Participants: 145

5.1.2. Graphical Representations of Demographic Characteristics: 148

5.2. Testing Reliability 151

5.2.1. Reliability of the Questionnaire 151

5.2.2 Testing Reliability of the Variables 152

5.3. Descriptive Statistics of Items: 153
5.3.1. Descriptive Statistics for Items of Rubric 02: 153
5.3.2 Descriptive Statistics for Items of Rubric 02: 154
5.3.3. Descriptive Statistics for Items of Rubric 03: 155
5.3.4. Descriptive Statistics for Items of Rubric 04: 156
5.3.5. Descriptive Statistics for Items of Rubric 05: 157
5.3.6. Descriptive Statistics for Items of Rubric 06: 158
5.4. Bi-Correlation Analysis: 159
5.4.1. Correlation between Items and the Overall Measure: 160
5.5. Testing the Hypotheses 165
5.2. Learners' Questionnaire Analysis 171
5.2.1. Demographic Analysis of learners: 172
5.2.2. Graphical Representations of Demographic Characteristics: 173
5.2.3.- Frequency and Descriptive Statistical Analysis of the Statements: 175
5.3. Hypothesis Testing Analysis: 182
5.3.1. Hypothesis A: 182
5.3.2. Testing Hypothesis B: 183
Conclusion 185
5.3. Analyzing Exam Results 186
5.3.1. The Three Terms Grades 186
5.3.1.2. Al-Maghili Middle School 189
5.3.2. Revisiting BEM Results 192
Conclusion 196
5.4. Teacher Interview 197
5.4.1. Question 1: 197
5.4.2. Question 2: 198
5.4.3. Question 3 199
5.4.4. Question 4: 200
5.4.5. Question 5: 202

5.4.6. Question 6: 205

Conclusion 205

5.5. EFL Class Observation 206

5.5.1. The General Observed Practices in EFL Classes 207

Conclusion 209

Chapter Six: Discussion and Recommendation Chapter 213

6.1. Interpretation of the Findings 213

6.1.1. EFL Learner Motivation 213

6.1.2. Gender Difference and EFL Learning 214

6.1.3. EFL Learning Achievements 215

6.1.4. EFL Teaching Performance and Learner Motivation. 216

6.2. Recommendations for Effective EFL Teaching 217

The General Conclusion 223

Further Research 226

References 228

List of Appendices 262

الملخص 263

Résumé 264

List of Abbreviations

AES: Assessment and Evaluation Standards

ANOVA: Analysis of Variance

BEM: Brevet d'Enseignement Moyen

CBA: Competency-based Approach

CBLT: Competency-based Language Teaching

CC: City Center

CLT: Communicative Language Teaching

CTM: Class and Time Management Standards

DF: Degree of Freedom

EFL: English as a Foreign Language

EXT.m: Extrinsic Motivation

FL: Foreign Language

GTM: Grammar Translation Method

H: Hypothesis

INTeg.mot: Integrative Motivation

INTr.m: Intrinsic Motivation

IPS: Instructional Planning Standard

IS: Instructional Strategies

MOT: Motivation

MS: Middle School

NA: Native Language

PD: Professional Development

R: Pearson correlation coefficient

$R^{2:}$ Coefficient of determination

R^2 adjusted: Adjusted coefficient of determination

TLPK: Teachers' Language Proficiency and Knowledge

TP: Teacher Performance

TPD: Teachers' Professional Development

TPR: Total Physical Response

T-test: Statistic Test examine Difference

SDT: Self Determination Theory

Voc: Vocabulary

General Introduction

General Introduction

The Algerian educational system has undergone many reforms over the past decades. The primary goal has been to address social needs and ensure that society keeps pace with global changes. By focusing on approaches, educational strategies, and curriculum objectives, policymakers have prioritized revitalizing the learning process. One of the most recent adaptations is the integration of English into the third grade of primary school.

In this context, English, as the language of globalization and international communication, has become a focal point in these reforms. Traditionally, English has been regarded as a secondary foreign language, with French being the first. As a result, in middle school, English has a lower coefficient and less instructional time compared to other subjects. Similarly, in secondary school, except for the literary stream, English is not a core subject in scientific and technical streams. This has significantly impacted motivation for learning English as a foreign language (EFL), particularly in many regions of the country. In rural schools of Adrar, students continue to face challenges in learning foreign languages. Considering the socio-economic environment of these areas, one can understand the factors contributing to difficulties in EFL learning.

Throughout her 16 years of teaching experience, the researcher has observed that EFL learners in rural areas have contributed to teachers' frustration and demotivation. In short, EFL teachers feel that students' achievement levels fall short of their expectations. Teachers often believe that this is due to a lack of motivation among learners to study foreign languages.

The Rational of the Study

The study aims to investigate the underlying causes of poor performance in EFL learning and to propose appropriate solutions. By analyzing national official results, the study also seeks to explore the indirect factors that have prevented rural school learners from performing as well as those in the city center of Adrar or other urban schools.

Another motivation for addressing this research gap is the need to improve EFL teacher performance. As a teacher, I am interested in methods that can enhance motivation in teaching, which we hope will lead to better overall performance. This is part of both self-actualization and professional development. After about seventeen years of teaching, some EFL teachers have often attributed student failures solely to the learners themselves. However, I believe that responsibility is shared. This negative attitude toward students has long been a demotivating factor for effective teaching. This study aims to help teachers discover more strategies for improving their EFL instruction, which can, in turn, increase students' motivation and positive attitudes toward learning English.

Additionally, my interest in psychology has driven my choice to address this topic. Issues related to the human mind, attitudes, and their impact on life have always fascinated me. I believe that without understanding these concepts, one cannot achieve awareness or success in life.

Moreover, a critical reason for this research is the neglect by educators to study the challenges facing EFL learning in rural schools, despite similar BEM and Baccalaureate results each year. While inspectors routinely organize seminars to evaluate these results, the problems in EFL learning require deeper examination to develop effective, future-oriented solutions. In short, this thesis aims to provide valuable insights for improving the EFL learning and teaching environment in Adrar's rural schools.

Aim of the Study

Essentially, the overall objective of this study is to ameliorate the EFL learning and teaching in Adrar rural middle and secondary schools. In the meantime, it seeks to achieve other underlining sub-goals:

1. To investigate the relationship between learning motivation and the teaching performance.
2. To examine the factors causing the poor EFL learning in middles and secondary rural schools.
3. To explore the influence of motivation and attitudes on performance
4. To help teachers enhance their teaching professional performance.
5. To urge the education policy makers to take actions toward changing the EFL situation.

The Statement of the Problem

Uniquely, this study sheds light on the specific challenges faced by rural EFL learners. A review of national official exam results (BEM) reveals that Adrar has frequently ranked among the lowest-performing towns in the English exam. This highlights the need to address this issue and to bridge the gap in performance.

Additionally, the social environment, where English should be practiced, appears to be unmotivating for learning foreign languages. As a result, students often come to school with negative attitudes toward EFL learning, which notably contributes to poor performance.

In terms of effectiveness, EFL learners are often evaluated as weak performers. This study aims to investigate the relationship between learning motivation and teacher quality, with the goal of clarifying some of the complexities within the foreign language-learning context.

Research Questions

This study focuses on three main aspects: Adrar's rural areas, the EFL learner, and the EFL teacher. To this end, the following research questions are intended to be answered by the end of the study:

1. Is there a relationship between learning motivation and teaching performance?
2. Is there a significant relationship between the rural environment and learners' motivation?
3. Is there a significant difference between male and female students in terms of EFL learning motivation?
4. Can EFL attitudes and motivation impact learners' achievements?
5. Do teachers' attitudes affect their teaching performance?
6. How can EFL learning motivation be enhanced in rural middle and secondary schools?

Hypotheses

A hypothesis is an idea or explanation based on limited evidence that has not yet been proven true or correct (Oxford Dictionary). The EFL context of this study is primarily social and pedagogical. Accordingly, it is hypothesized that the social environment and parents' orientations influence attitudes and motivation. Given the cognitive and social structure of rural communities, it is not surprising that children's achievements are shaped by these attitudes. Thus, learners' motivation can vary—being higher or lower—depending on these pre-existing attitudes. This premise suggests that attitudes are positively related to learning achievements.

In the same regard, the third hypothesis addresses gender differences in EFL learning motivation. Numerous language-learning studies have shown that gender can influence language achievement. In some cases, males outperform females, while in other cases, the opposite is true.

Teachers are the backbone of the learning and teaching process, making it essential for them to play an active role. However, their effectiveness can be influenced by external or internal factors, such as teaching conditions, the types of learners they encounter, or their own attitudes. It is further hypothesized that different aspects of teaching performance can influence each other. For example, a teacher's knowledge may affect their level of professionalism.

Collection of Data

In this study, the descriptive method is the most suitable approach to understand and explore the research questions. It is particularly useful for achieving the aforementioned objectives. Additionally, there was a need to employ mixed methods, incorporating both qualitative and quantitative approaches. Quantitatively, the study includes two questionnaires and an analysis of exam grades. For the qualitative aspect, interviews and simple observation are employed.

Data collection is defined as the process of gathering sound and reliable evidence, which is then scientifically analyzed by the researcher to answer the research questions (Singh, 2006). The goal of data collection in this study is to verify the proposed hypotheses. The researcher aims to gather data regarding teachers' attitudes in rural middle and secondary schools, to survey EFL learners, and to analyze their exam results.

Tools of Investigation

This research aims to explore the EFL challenges in Adrar's rural schools, despite the difficulty of studying numerous institutions. However, all the selected schools used as research samples are representative of the broader population. Practically, the areas are divided into four regions, each represented by two or three schools: Area 1 (Timokten, Akebli, Tit); Area 2 (Sali, Berish); Area 3 (Tamest, Tmantit, Boufadi); and Area 4 (Tililan, Bouda, Tsabit). From these

areas, 34 teachers were interviewed, and another 106 teachers responded to the questionnaire. For the learners' sample, about 257 students completed the questionnaire.

Methodologically, the research questions were designed to collect reliable data. A five-point Likert scale questionnaire was used to investigate teachers' attitudes toward EFL learning. Additionally, to simplify the analysis, grades from four class levels, with two classes from each grade, were statistically analyzed.

Significance of the Study

Assuming that EFL learners in rural areas experience unique social and economic conditions, this study is motivated by the goal of identifying the causes of low motivation and proposing solutions to enhance motivation for learning English. English, as a global language, is essential for many current and future international communication needs.

In essence, this study aims to provide a prospective plan that can guide educational officials and policymakers in taking concrete actions to improve both learning and teaching in rural schools of Adrar, and in Algeria as a whole. Such improvements could contribute to advancements in fields like psychology, sociology, and economics. The following reasons are central to this research:

1. We strive to bridge the gap between teaching and learning.
2. This study aims to inspire parents, teachers, and learners to take an active role in the EFL learning and teaching processes.
3. Moreover, it seeks to offer valuable insights to rural communities, encouraging them to change their attitudes toward English and engage more with the globalized world and international culture. To achieve this, they must be motivated to encourage their children to learn English.

Limitation of the Study

As any research work, a number of difficulties struck this study. So that it is not limits free.

1) - Inability to get access to data about all teachers and all learners in rural schools.

2) - A female researcher and middle school teachers conduct this study. Therefore, it was hard to reach all rural schools. Transportation was one of the difficulties.

3)-*Unavailability of all teachers*: in many visited schools, not all teachers are met at school. Some teachers refused to respond for the research questionnaire or to be interviewed while others explained that they were busy and having no free time.

4) *Disapproval from some school directors*: they claim that teachers are there to teach. Doing such, research will waste learners' times.

5) - *Many teachers were NOT interested at all*. They took the questionnaire sample but did not give it back. They kept postponing despite of the reminding.

6) Many rural school learners are not familiar with these types of research. Accordingly, their answers might be biased.

7) - Shortage in the previous related studies, especially those concerning Adrar rural EFL learning or EFL teaching.

Shortly, this research is a human work. Consequently, it cannot be free of limitations. The researcher believe that reliability of this research will be higher when the taking larger sample and from all middle and secondary schools. So far, the findings might be different.

Key Concepts

In reference to the title of the dissertation, some key terms need to be clarified. This helps the reader to easily understand the content of the study:

- **Attitude:** the beliefs and emotions toward English language or EFL learners. It can be positive, neutral or negative.
- **Motivation**: the willing and readiness to learn. In this study, it refers to the EFL learners' willingness to learn and to do hard work to succeed in EFL learning. It can be replaced by intrinsic motivation.
- **EFL learner**: an individual who enrols in schools to study different subjects (middle and secondary school learners only)
- **Teaching performance**: refers to the quality of teaching. It can be evaluated as effective or in-effective performance. This judgment is evaluated objectively using certain standards.
- **Rural:** opposite to "urban," rural is usually used to refer to the countryside. At this context, it refers to the schools in small villages far from the urban areas. The categorization of urban and rural areas of Adrar is taken from the Education directory of Adrar, which itself based it on the demographical census of the population
- **Middle and Secondary school**: refer to the two learning stages where the learner studies four grades in the middle , then when passes the final fourth grade exam, he/he move to the secondary school and spend three basic learning years(ended with another national official exam).

Organization of the Study

The present research study is structured by six chapters, a separate general introduction and general conclusion.

To start with, the introduction presents the outline of the whole work, how and why it is conducted. It sets the framework of the dissertation: it states the problem, describes the rational for doing this research and specifies the objectives, which are aimed to achieve at the end of the study. Moreover, the introducing chapter elucidates the general significance of the research, its relevant questions and hypotheses. It mentions the most limitations and restrictions that shackle the progress of the research work. Finally, some technical terms are explained to facilitate the reading and understanding of the dissertation.

By reviewing the literature, three chapters are devoted to the theoretical framework of the study's focal themes. First, chapter one constitutes the theoretical assumptions related to motivation and attitudes. These two concepts are discussed in the EEL context in which the theorists drew a path how these psychological elements correlate to language learning.

The second chapter synthesizes the learning theories and teaching approaches. It extensively elaborates how a learner learns from cognitivist' perspectives, the behaviourists', and the constructivist' and so on. Examples on the teaching methods, which illustrate how, thoroughly dealt with foreign language teaching, are Grammar Traditional Method and the Competency-based approach, the newest one. It highlights language kills, too. Importantly, this chapter describes the cultural, the educational background of EFL learning in Algeria. To focus more to the present study area of research, an intensive identification for rurality in Adrar is done.

To proceed forward, the third chapter emphasizes the main pivots in the study, EFL teacher and his/her performance. It highlights the characteristics and factors that make an effective teacher and effective teaching. Furthermore, this chapter designates the basics and standards, which evaluate the teacher performance. One model initiated by Stronge (2000) is selected for this study. It is selected as an inclusive model.

Further, the fourth chapter is devoted to the methodological issues. It affords a detailed description to the research design, to the selected methods for collecting data, to describe the sample chosen for this research.

In the finding chapter, the fifth one, the detailed data analysis is displayed. The data of each method are analysed in a descriptive and statistical way. Then, it displays some middle schools' BEM results and discuss them. In addition, responses, which have been collected through the interview, are interpreted, respectively. Likewise, all aforementioned hypotheses are tested and proved as right or wrong.

Next, the researcher devotes the sixth chapter for discussing and interpreting former findings. In this space, though shorter, affords an understanding of results and interprets results as objective answers for the research questions. Correspondingly, a number of recommendations are structured on which the rural EFL learning motivation and EFL teaching performance can be enhanced.

To end up, the general conclusion summarizes the major findings. It gives the reader the brief insight for what was the study about, why and how was conducted; and most importantly is how findings are achieved by the end of the research. For better work, a number of suggestions are given for future studies.

Chapter One:

Motivation and Attitudes in Language Learning

Chapter One: Motivation and Attitudes in Language Learning

Introduction

Understanding human behavior is a complex issue. Scholars have made significant progress in studying this field, particularly in the context of work. In this regard, many theories have evolved as references to understand how to stimulate certain actions in people. The behavioral theory, Maslow's theory of needs, and attribution theory are among the most prominent frameworks for understanding human motivation.

Similarly, in the field of education, motivation and attitudes have been central to educational studies, as highlighted in literature reviews. Educators and teachers draw inspiration from earlier theorists in their attempts to understand how to motivate learners—why they learn, and what drives them to learn. Brown (2007) suggests that the reasons for taking action stem from motivation itself. Thus, motivation can be defined as a drive that encourages a person to act, sustains their efforts, and guides them towards their goals; it varies in both intensity and direction (Motevalli, 2020). Notably, beyond the concept of motivation lies the significant importance of the human element.

In the same vein, attitudes are closely related to motivation and human behavior in language learning and teaching. Learners' perceptions of the usefulness of the languages they study can significantly increase their motivation (PERIĆ & RADIĆ, 2021). Consequently, language learning attitudes are a key determinant of whether students are willing or unwilling to learn a target language. This work aims to shed light on the general concept of attitude, its components, and its nature.

It is important to explore both attitude and motivation in EFL learning. As the language of a former imperial power and a global lingua franca, this study investigates how rural communities

in the Algerian context perceive English learning. In fact, there is limited research in this specific context. Therefore, the present study seeks to explore the extent to which the rural social and cultural background of Adrar influences EFL learners' achievement in secondary and middle schools. Attitude and motivation are critical factors in learning, as well as in any other aspect of human behavior.

1.1. Motivation

1.1.2. Background of Motivation

The history of motivation is a fascinating journey through various psychological, philosophical, and scientific perspectives. It spans centuries, from ancient philosophers like Aristotle, who discussed the concept of "entelechy, "the inner drive toward self-actualization, to modern psychologists like Abraham Maslow, who developed the hierarchy of needs theory, emphasizing the importance of fulfilling basic needs before higher ones. Throughout history, thinkers and researchers have explored different aspects of motivation, from intrinsic drives to extrinsic rewards, shaping people understanding of what motivates them doing what they do.

1.1.3. Definition of Motivation

Human behavior is characterized by the pursuit of specific goals or motivations, a concept we refer to as *motivation*. Motivation is the inclination or choice to accomplish something (Heckhausen, 1991). Indeed, it is highly valued within the psychological community for this reason. The term 'motivation' originates from the Latin word *movere*, meaning 'to move' (Criss, 2011). More practically, the term 'motive' can refer to the force that, whether consciously or unconsciously, triggers a behavior, maintaining consistency and directing an individual toward their goals. Thus, motivation plays a crucial role in human psychology, determining the amount of time or energy a person may devote to a given task.

Motivation, as highlighted by various scholars, involves an individual's voluntary choice to engage in certain behaviors. According to Koçel (2010), motivation can be defined as actions undertaken by individuals driven by strong desires to achieve specific goals (cited in Turabik & Baskan, 2015). Similarly, another definition suggests that motivation directs a person's behavior and influences their tendency to either repeat or avoid certain actions (Alizadeh, 2016). It is essential to note that motivation is often linked to the underlying reasons behind an individual's actions. Elliot and Covington (2001) suggest that motivation provides the rationale for people's behaviors, encompassing their desires and needs. These reasons serve as the driving force that enables individuals to successfully accomplish their intended actions or tasks. Despite variations in definitions, a common feature is that motivation serves as a source of energy that stimulates individuals to engage in specific actions.

In the field of education, motivation for learning has been a central focus of research. Educational psychologists frequently emphasize the importance of motivation and its impact on learning and teaching. Crookes and Schmidt (1991) define motivation for learning as the learner's attitude towards their learning goals (as cited in Alizadeh, 2016). Motivation plays a critical role in guiding students toward success. A motivated learner is more receptive to instruction compared to an unmotivated or passive learner. According to Filgona et al. (2020), students with a high level of motivation demonstrate diligence, resilience in the face of challenges, interest in various problems, a preference for independent work, and an ability to stay engaged in tasks without losing focus. Motivated learners explicitly focus on their objectives and are ready to invest effort in their tasks.

In parallel, it is essential to recognize the vital role teachers play in fostering learners' motivation through tasks tailored to their specific learning environments (Ryan & Deci, 2009). In this regard, both teachers and students share the responsibility of nurturing motivation

throughout the learning process. In cases where a student lacks internal motivation, the teacher can support them by introducing external motivators. The role of motivation in learning is akin to a 'driver' that guides the direction of effort and determines the path toward achieving goals.

1.1.4. Theories of Motivation

Motivation theories have noticeably evolved over the past few decades in an effort to clarify the concept of motivation. Despite their varying perspectives, these theories aim to link human nature with behavior. Their purpose is to understand the essence of motivation and its impact. Three main categories of these theories

1.1.4.1. Reinforcement theory

This theory was widely accepted until the 1690s. It posits that motivation is not inherent in the individual but is influenced by the surrounding environment (Criss, 2011). The theory advocates for using punishment and reward systems to shape learning behaviors, a concept derived from Skinner's Operant Conditioning. Additionally, reinforcement theory suggests that complex behaviors develop gradually through incremental steps. Animal trainers in circuses have employed this method for many years. It centers on the concept of exerting control over learners and associating learning with external stimuli and rewards. For example, a teacher might apply reinforcement theory by offering tangible rewards like candies to students or by providing incentives (such as bonus marks) to encourage them (Tiles, 2004). Notably, reinforcement theory emphasizes observable behaviors while disregarding the cognitive and emotional aspects of individuals.

1.1.4.2. Maslow's Hierarchy of Needs Theory (1943)

Maslow's theory suggests that individuals are motivated when they fulfill their needs in a hierarchical order based on their priorities. According to Maslow, needs play a significant role in determining human behavior, as each behavior stems from an individual's attempt to satisfy

specific needs (Turabik & Baskan, 2015). Maslow established a hierarchy of needs, organizing them from the lowest to the highest level (Maslow, 1954). The order is as follows: physiological needs (such as food and drink), safety needs, belonging and love needs, esteem needs, and self-actualization needs at the top of the hierarchy. Once the lower needs are adequately met, a person will naturally strive for the next level. It is important to note that while these needs drive human actions, they may not always be pursued in a strictly hierarchical order, as some individuals may simultaneously seek to fulfill different needs.

Figure 1: Maslow's Hierarchy of Needs (Maslow, 1943))

1.1.5. History of Motivation in Educational Researches

Since before the 1950s, motivation has garnered significant interest (Weiner, 1990). The history of motivational studies in education represents a rich and evolving field, characterized by notable developments over the years. Researchers have examined various factors that influence student motivation, including intrinsic and extrinsic motivators, goal orientation, self-efficacy beliefs, attribution theory, and social cognitive processes.

The development of motivational research has progressed through the following key milestones (Weiner, 1990):

1. **Early Theories of Motivation**: In the early 20th century, researchers like John Dewey and Edward Thorndike laid the foundation for understanding motivation in education. They emphasized the importance of intrinsic motivation and the role of rewards and punishments in shaping behavior.
2. **Achievement Motivation**: In the 1950s and 1960s, researchers such as David McClelland, Atkinson, and Feather focused on achievement motivation and the role of goals in driving behavior. This research led to the development of goal-setting theory and the concept of achievement motivation.
3. **Self-Determination Theory**: In the 1980s and 1990s, researchers like Deci and Ryan introduced self-determination theory, which emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation.
4. **Social Cognitive Theory**: Bandura's social cognitive theory highlighted the role of self-efficacy beliefs and observational learning in motivating behavior. This theory has had a significant impact on educational practices and interventions.

These sustained interests in motivation have provided a chronological and sequential understanding of how learners can be driven to learn. Each theory has built upon the previous ones, together creating a comprehensive view of the psychology of learning.

1.1.6. The Structural Concept of Motivation in Educational Psychology

Educational psychology, as a branch of psychology, differs from social or organizational psychology. It focuses on how people learn, emphasizing teaching methods, individual differences, and instructional strategies. It also examines the processes of teaching and learning within formal settings and seeks ways to improve them. Additionally, it covers topics such as learning theories, teaching methods, motivation, cognitive, emotional, and moral development, and parent-child relationships (Enosmane, 2021). In other words, this branch of psychology aims to create optimal conditions for learning and teaching.

One key factor in improving academic achievement is motivation. Educational researchers stress that motivation plays a crucial role in students' academic performance and success. It influences students' choices of learning tasks, the time and effort they invest, and how they cope with challenges during the learning process (Peklaj & Levpušček, 2006). Thus, reaching educational goals relies heavily on the energy that drives individuals to excel. However, motivation is not the only factor in academic success—other influences include teaching attitudes, resources, practice, and instructional strategies.

There are two main types of motivation: intrinsic and extrinsic. Extrinsic motivation (EXT.m) refers to learning driven by external factors such as grades or rewards, rather than personal satisfaction (Motevalli et al., 2020). This type of motivation is unrelated to the enjoyment of the task itself. Ryan and Deci (2000) note that "The concept of extrinsic motivation applies to any activity carried out with the intention of achieving a distinct goal." Therefore, extrinsic motivation arises from external sources rather than internal desires. Despite this, EXT.m can still be a powerful driver for many students.

Conversely, intrinsic motivation (INT.m) refers to a student's internal desire to learn, driven by personal satisfaction and enjoyment of the learning process (Tokan & Imakulata, 2019). Students who are intrinsically motivated tend to learn more effectively and retain information better than those motivated solely by external rewards. This has led researchers to question which type of motivation—extrinsic or intrinsic—has the greatest impact. Some argue that excessive external rewards can diminish intrinsic motivation. For example, in a 2008 study, children who were previously eager to play with a toy showed less interest after receiving a reward for doing so (Cherry, 2022). In this case, the reward undermined their initial intrinsic motivation.

Nevertheless, both extrinsic and intrinsic motivation are essential in education. While most educators prefer intrinsic motivation, there are situations where students lack an internal drive to engage in an activity. In these cases, external incentives can be an effective motivational tool.

1.1.7. Theories and Types of Language Learning Motivation

The study of language learning has evolved significantly, from Gardner's Socio-Educational Model (1989) to Dörnyei's L2 Motivational Self System (2005, 2009). Many researchers have contributed to second language (ESL) and foreign language (FL) learning. In this context, four main theories that explain different types of motivation for learning a foreign language are widely recognized.

Motivation is a key factor in learning English as a foreign language (EFL), as it directly impacts both success and performance. Since students vary in their reasons and goals for studying EFL, motivation can be categorized into four types.

1.1.7.1. Gardner Motivation Theory

1.1.7.1.1. Integrative vs. Instrumental

One of the most important theories in language learning motivation is Gardner's perspective. According to Gardner (2001), motivation (MOT) consists of three primary components: positive affect, a desire to achieve the objective, and effort. He distinguishes between two approaches to accomplishing language-learning goals: integrative and instrumental. According to Tony (2013), instrumental motivation (INSTR.mot) refers to learning a language for practical purposes, while integrative motivation (INTeg.mot) refers to positive attitudes toward the second language (L2) and its speakers.

Gardner's Socio-Educational Model is the embodiment of his ideas. Introduced by Gardner and Smyth in 1975, the model underwent several revisions until 2005. However, many scholars, including Dörnyei, have criticized the terms *integrative motivation*, *integrativeness*, and *integrative motive* as imprecise and sometimes misleading, despite their interchangeable use. Gardner originally defined integrativeness as a genuine desire to learn a second language to become more closely associated with the L2-speaking community (Gardner, 2001).

In another context, integrativeness is described as "a person's willingness to have social interaction with members of the other group" (Gardner & MacIntyre, 1993, p. 5). Gardner further outlines two objectives for integration: acquiring the language for communication and fostering social interaction. He also describes two levels of integrativeness: strong affiliation with the foreign language community and openness toward different cultural groups (Tony Lay, 2013). Thus, learning a foreign language (FL) serves a purpose beyond linguistic proficiency. Integratively motivated students are driven by their interest in the culture of the FL-speaking community, rather than the language itself (Aspuri, 2019).

Later, Gardner revised his original model in response to criticism, aiming to clarify some of its concepts. He added two factors—motivation and ability—that are related to an individual's success in learning a second language. Gardner believes that attitudes construct motivation (MOT), asserting that factors such as lesson plans, teacher instructions, and evaluation procedures shape learners' attitudes.

Conversely, instrumental motivation (INSTR.mot) is the second significant type in Gardner's framework. This type of motivation refers to learning a language for practical reasons, such as securing employment or gaining other benefits (Mahadi & Jafari, 2021). Instrumental motives encompass anything that leads to future advantages. Gardner also suggests that there may be a relationship between instrumentality, attitudes, and integrativeness. Learners with

integrative motives are often highly instrumental and possess positive attitudes. In other words, motivation comprises these three complementary components.

Despite its pioneering role in language learning theory, Gardner's model has faced criticism over time. With English now a global language, there is ongoing debate regarding the relevance of the concept of integrativeness.

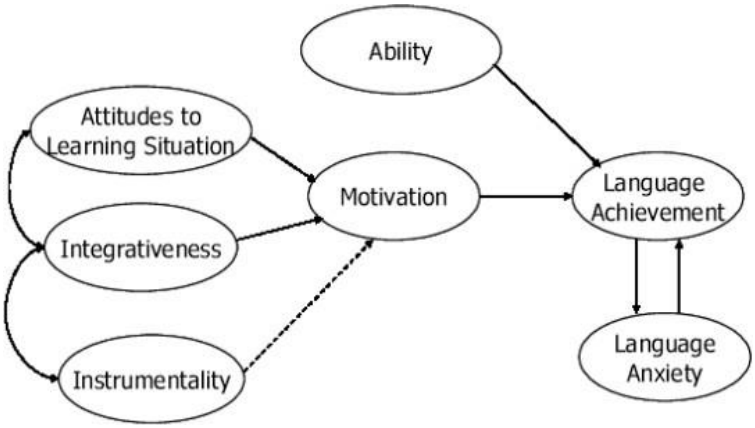


Figure 2: Gardner's Socio-educational Model (Gardner, 2000)

1.1.7.2. International Language

English has become a global language in recent years, which has led to greater diversity in its forms and raised questions about the ownership of English as a native language. It now plays a significant role in people's lives, and by 2040, it is estimated that over a billion people will speak English (Saddol, 2006). As a result, scholars have challenged the notion that the "ownership of English" belongs solely to English-speaking communities (Jankin, 2003; McKay, 2002). Clearly, English is no longer the possession of any one particular group. Tony Lay (2013) argues that different forms of English have historically evolved into localized versions, such as those found in Indonesia or Malaysia, and this adaptability is a feature shared by many nations.

In this context, scholars also question whether English can still be considered solely a native language and whether non-native fluent speakers should aim to speak it as if it were

(Jenkins, 2003). English's status as an international language has generalized its use, encouraging people to learn it for global communication and economic purposes. As Graddol (2006) states:

> The English language finds itself at the center of the paradoxes which arise from globalization. It provides the lingua franca essential to the deepening integration of global service-based economies. It facilitates transnational encounters and allows nations, institutions, and individuals in any part of the world, to communicate their worldview and identities. Yet it is also the national language of some of the most free market economies driving economic globalization, and is often seen as representing particular cultural, economic, and even religious values (p.66).

To this end, English becomes the language of worldwide communication in the modern world. That is the language used by those who are not native speakers. To become a native-like speaker, one must become a fluent and accurate communicator for anyone seeking worldwide interaction.

1.1.7.3. The Motivational Self System

The new method Dorney presented in 2005 to construct the motivation for learning a second language within a self-framework is known as the L2 Motivational Self System theory (Dorney, 2005). In addition, this view is a significant revision for previous motivational thinking by implication of the psychological knowledge of the self. In terms of ambiguity, Dorney's thesis predates Gardner's. The three elements that make up L2 motivational Self System are ideal L2 self, ought to L2 self, and L2 learning experiences in Dorney's view point.

1.1.7.3.1. Ideal L2 Self

It represents the desire to become an ideal L2 speaker, shaped by one's ideal self. A learner's goals and aspirations serve as powerful sources of motivation to reduce the gap between their real self and ideal self. Internalized instrumental motivation is closely aligned with the concept of the ideal L2 self.

1.1.7. 3.2. The Ought to Self

It refers to the qualities a person believes they should possess, including meeting expectations and achieving linguistic proficiency. In other words, it represents moral and ethical obligations and duties (Dörnyei, 2005). Additionally, it seeks to prevent certain undesirable outcomes. Dörnyei links Higgins' concept of the *ought to self* and extrinsic motivation to the *ought to L2 self*.

1.1.7.3.3. L2 Learning Ex1periences

It relates to the *executive motive*, which involves the learner's immediate learning environment, including the curriculum, the influence of the teacher, the learner's group, and their peers. These factors play a crucial role in determining the learner’s L2 success.

Additionally, Dörnyei emphasizes that L2 motivation is driven more by personal self-interest than by intercultural influence or integrative desire. The L2 Motivational Self System has transformed how language learning motivation is conceptualized and approached in several ways. The L2 motivational theory of self recognizes that an individual's personality shapes their goals and willingness to learn a language. However, external factors may also influence motivation.

1.1.7.4. Self Determination Theory

1.1.7.4.1. Intrinsic and Extrinsic Motivation

This theory is known as intrinsic/extrinsic motivation, proposed by Ryan and Deci in 2000. Extrinsic motivation refers to learning a foreign language (FL) to achieve external rewards, such as good grades, financial gain, or employment opportunities. In contrast, intrinsic motivation relates to a person's enjoyment of the language learning process itself (Alshenqeeti, 2018). In other words, unlike extrinsically motivated learners, intrinsically motivated learners find

satisfaction in learning the FL. While extrinsically motivated learners may be driven by external factors, these do not bring them personal enjoyment or the desire to study. Mahadi and Jafari (2021) further explain intrinsic (INT.m) and extrinsic motivation (EXT.m) as follows:

> Intrinsic motivation is essential for the integration process whereby elements of accessible internal awareness and knowledge are assimilated with new knowledge. Extrinsic motivation is the propensity to take part in activities because of the reasons, which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in an exam or getting a good mark (p. 233).

The Self-Determination Theory (SDT) illustrates various aspects of human motivation, ranging from the far left (Amotivation) to the extreme right (intrinsic motivation), where the level of intrinsic motivation fluctuates. *Amotivation* refers to the absence of competence or interest in performing an activity, meaning the individual has no motivation or attitudes toward learning a foreign language (FL). *Extrinsic motivation*, on the other hand, involves external or instrumental incentives to learn and complete tasks.

Extrinsic motivation is further divided into four subtypes: external regulation, introjection, identification, and integration.

1) **External regulation** occurs when behavior is driven by external demands or rewards. In this case, there is a strong external locus of control, where outside forces dictate actions.
2) **Introjected regulation** refers to acting out of internal pressure, such as avoiding guilt or achieving self-approval. This type of regulation, sometimes referred to as *ego involvement* (deCharis, as cited in Deci & Ryan, 2000), suggests that while individuals initiate the behavior, they still feel controlled by external expectations.
3) **Identification** occurs when an individual recognizes the personal importance of a task. This form of extrinsic motivation is more self-determined, meaning the individual is more

aligned with the activity. Deci notes that this subtype of extrinsic motivation (EXT.m) is more personally accepted by the learner.

4) **Integrated regulation** represents the most autonomous form of extrinsic motivation. Here, an individual fully assimilates external behaviors into their own values and needs. Although it parallels intrinsic motivation, it serves different goals. Actions are now integrated into the individual's sense of self, aligning with their personal values and long-term goals.

Ryan and Deci (2000) explain that the more an individual internalizes and integrates the reasons for an action, the more extrinsically motivated behaviors become self-determined (p.60). They note that various types of motivation can interact, and as learners internalize the learning process, their motivation strengthens as they come to view the goal as their own. Deci and Ryan (2015) provide a comprehensive explanation:

> Self-determination Theory (SDT) is a motivational theory of personality, development, and social processes that examines how social contexts and individual differences facilitate different types of motivation, especially autonomous motivation and controlled motivation, and in turn predict learning, performance, experience, and psychological health (p.1).

In short, Self-Determination Theory (SDT) proposes that all human beings have three basic psychological needs: competence, autonomy, and relatedness.

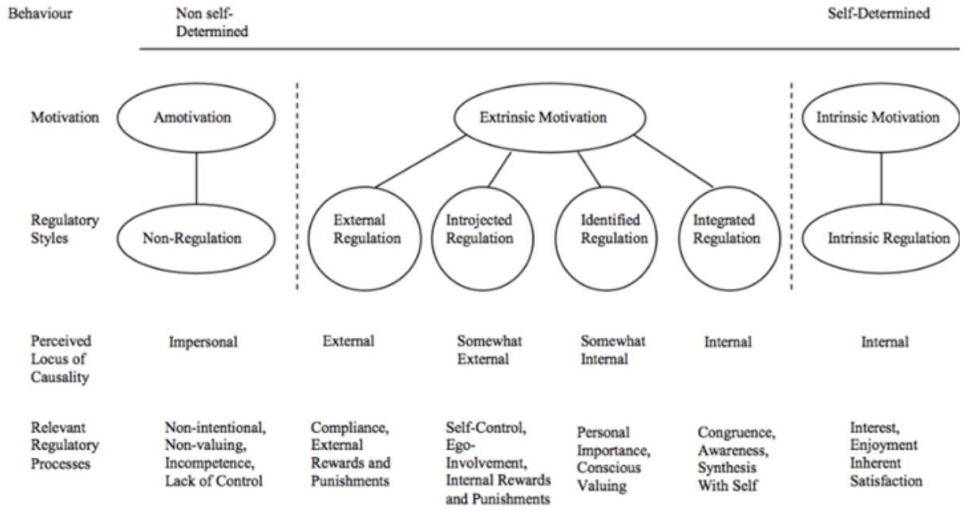


Figure 3: The Seld-Detemination Continuum with Types of Motivation (Deci &Ryan, 2015)

1.1.8. The Importance of Motivation

The importance of motivation (MOT) in the teaching and learning process has long been recognized. MOT is a social, psychological, and physiological drive that pushes individuals to pursue their goals, fulfill their needs, and ultimately feel satisfied upon achieving them (Tulkinovna & Nuraliyevna, 2022). Additionally, motivation plays a key role in encouraging learners to engage in academic activities. It is crucial in determining how much students will learn from the tasks they complete or the material they encounter (Filgona et al., 2020). Therefore, motivation is essential to human life, goals, and behavior. Several advantages of motivation can be highlighted:

- Directing behavior toward fulfilling needs or achieving goals.
- Sustaining the continuation of the behavior.
- Assisting in designing and evaluating strategies and tools that lead to goal attainment.
- Maintaining consistency in action, regardless of effort or time.
- Predicting an individual’s achievement.

1.1.9. Motivation and EFL Learning Achievement

Many researchers have been interested in studying motivation in EFL learning. Pioneers like Clément (1980) and Gardner (1982, 1985) inspired many others up to the 1990s. At the time, there was a prevailing belief that attitudes toward the target language, as well as the social perception of its speakers, significantly impacted language learning (Dörnyei, 2001). Beyond grammar and language skills, learning a language is embedded in one's sense of identity and how that identity is expressed through language (Alshenqeeti, 2018). Consequently, motivation is shaped not only by a person's competence and performance but also by their beliefs about the language and themselves as speakers.

In his work, Dörnyei (2001) demonstrates that pragmatic-centered learning is influenced by attitudes. He emphasizes the importance of analyzing the educational setting and its goals. Similarly, Dörnyei and Csizér (1998) identified key elements that inspire language learners in classroom settings. These include fostering a positive learning atmosphere, building strong teacher-student relationships, encouraging autonomy to boost self-esteem, and clearly defining learning objectives. These elements significantly impact language learning conditions and acquisition. Additionally, culture and identity are recognized as important motivators for language learners (Dörnyei & Csizér, 1998). Culture, in particular, plays a decisive role in shaping learners' orientations and motivations toward a particular language.

A learner's self-concept is also closely tied to their language proficiency. Dörnyei challenges Gardner's model by introducing the L2 Motivational Self System, which reformulates traditional motivation theory using psychological concepts of the self (Dörnyei, 2009). According to Al-Hoorie (2018), Dörnyei divides this system into three constructs: the ideal self, the ought-to self, and the L2 learning experience.

The *ideal L2 self* reflects the learner's desire to succeed, representing their hopes and dreams through language learning. While this ideal self can be motivating for adult learners, younger learners may be less aware of their future self-image and expectations. Lamb (2012) found that in Indonesian students, the ideal L2 self did not necessarily predict language proficiency; rather, students' attitudes toward the learning process itself were more influential.

The *ought-to L2 self* concerns the qualities one believes they should possess to meet expectations and avoid negative outcomes. It emphasizes obligations, responsibilities, and duties as motivating factors. Torto Calvo (2015) suggests that the ought-to self is similar to extrinsic motivation (EX.M), as learners are driven by external rewards, such as those provided by teachers or parents, or by the desire to avoid external pressure. This construct is also closely related to *instrumental motivation* (Rajab et al., 2012).

The third construct is the *L2 learning experience*, which focuses on attitudes and evaluations of the learning environment rather than future-oriented self-guides (Al-Hoorie, 2018). Dörnyei (2005) refers to it as the "situated, executive motive and causal dimension" of the model. The learning experience strongly influences a learner's attitude toward L2 learning, either motivating or demotivating them. Both internal and external motivations are critical in FL language learning.

Gardner (1985) argues that motivation alone is insufficient for language learning unless it is connected to orientation. He suggests that integratively motivated learners are more engaged in language classes, more likely to continue their language studies, and more willing to interact with different cultural communities (Gardner & MacIntyre, 1991). Ultimately, the motivation behind learning determines the success of language acquisition. In summary, the most successful language learners are those who are highly motivated (Scarcella & Oxford, 1992, cited in Abdelaziz, 2015).

1.1.10. Parental Encouragement for Foreign Language Learning

One significant factor influencing students' motivation is parental support. According to Merianti (2019), parental encouragement is defined as "the general process of parents initiating and directing their children's achievement in learning" (p. 2). Students' motivation to study English is influenced by their desire for parental involvement in their academic success. Thus, parents play an active role in their children's education by encouraging and enhancing both academic growth and the overall learning experience (Forey, 2015).

Students' early learning experiences shape their attitudes toward education, which are influenced by their parents' guidance. Penjak and Karninčić (2015) note that parents' competence, positive behavior, and attitudes significantly impact students' enthusiasm for learning. When parents have a positive attitude toward foreign language (FL) learning, their children are more likely to develop a favorable attitude as well.

Feenstra (1967) concluded that parents with an integrative orientation and positive attitudes toward French Canadians encouraged their children to study French, leading to greater language proficiency (as cited in Gardner, 1968). Overall, the findings suggest that parents are primary motivators for their children, both in life and in language acquisition. Additionally, when parents can communicate in the target language, their children are more likely to learn it naturally through daily use, just as they did with their native language.

Conversely, children with lower levels of parental encouragement tend to have less experience speaking English because they do not regularly use the language at home or within their communities (Indriati, 2016). This infrequent use often leads to a negative attitude toward the language. Thus, parental engagement, even at a subconscious level, fosters consistent practice and a positive mindset toward language learning. Encouraging the use of English at home or in the community enhances language acquisition (Indriati, 2016).

Moreover, parental involvement in language learning can take various forms. For example, parents play a crucial role in helping children with their homework. Ávila Daza and Garavito's (2009) study shows that parental participation in EFL homework tasks benefits children's language learning. Additionally, reading stories to children helps develop early literacy skills (Torres & Castañeda-Peña, 2016), which strengthens their foreign language abilities through early exposure.

Another factor influencing parental involvement is how they perceive invitations from schools to participate in curricular activities. According to Martin (2019), students whose parents have positive expectations for their academic success are more likely to perform well than those whose parents have negative expectations. However, parental involvement in their children's EFL education seems to have a stronger impact during elementary and middle school. As students progress to secondary school, they tend to become more independent in shaping their attitudes and motivations. Those who develop their own positive orientation toward language learning become less reliant on their parents' beliefs.

1.1.11. Goal Orientations and EFL Learning Motivation

Numerous studies have shown that having a goal is key to success. Goals guide and regulate a person's thoughts, emotions, and behaviors (Dweck & Leggett, 1988). The significance of goal orientation in explaining students' achievement behavior is heavily emphasized in social cognitive theories of motivation. Ames (1992) notes that the function of a goal is to interpret the motivation behind an individual's achievement behavior. In learning, goals are defined as driving forces that guide learners in managing their performance. They serve as cognitive representations of students' objectives in achievement situations (McInerney, 1992). Additionally, *goal orientation* refers to the reasons behind students' engagement in various achievement-related

behaviors, such as learning, improving performance (performance-approach orientation), or avoiding failure (performance-avoidance orientation).

In enhancing student motivation, goal setting plays several integral roles. Petsche (2009) outlines these roles:

- Directing attention toward the target goal.
- Mobilizing effort needed to complete the task.
- Promoting persistence.
- Encouraging creative strategies and planning.
- Providing a reference point to assess one's performance.

Additionally, goals help individuals focus on tasks, develop strategies, and monitor progress (Schunk, 2001, as cited in Petsche, 2009). In this way, learners are motivated not just to complete tasks but to achieve specific goals. Spring and Kritsonis (2008) argue that goal setting is essential for student motivation: without a vision, there is no purpose, and without purpose, there is no drive to take action.

Goal orientation is also closely linked to self-efficacy. Studies show that high-performing students tend to have high self-efficacy, while those with low performance have lower self-efficacy (Hsieh et al., 2007). Thus, students who are more engaged in tasks typically possess a learning-oriented goal focus.

1.1.12. The Cognitive Styles as a Motivation Determinant

Learning styles are a key factor influencing how differently learners perceive language learning or teaching. According to Willing (1988), learning styles are distinct cognitive and physiological behaviors that serve as reliable indicators of how students view, engage with, and respond to their learning environment. These styles can be seen as predispositions toward

particular approaches to learning. Variations in how learners approach learning environments are reflected in their cognitive learning styles (Richard & Lockhart, 1996). A study of learning styles highlights important factors in language learning activities, which have helped to develop a cohesive theory of learning foreign or second languages.

Learning styles function as mediators between emotion and thought. For example, a reflective learning style can result from a reflective personality or mood (Brown, 1941). Conversely, an impulsive emotional state can lead to an impulsive learning style. According to Brown, a person's learning style is determined by how they assimilate their entire environment. This internalization process is not strictly cognitive but can also blend with emotional and physical aspects.

1.1.13. Demotivating Factors in EFL Learning Motivation

In addition to motivating factors, learners may also encounter forces that demotivate them. These elements can significantly influence students' reluctance to engage with language learning. Dörnyei (2001) describes these as external variables that introduce a negative force, ultimately eroding students' motivation to learn a language. Han et al. (2018) identify six key demotivating factors in EFL learning:

1.1.13.1. Factors Related to Teacher:

A teacher's attitude, competence, teaching style, and proficiency level are critical factors. As the primary source of knowledge, the teacher plays a key role in students' success and bears significant responsibility for their learning outcomes.

1.1.13.2. Class Characteristics*:*

Everything teachers implement for teaching and learning, such as grammar-based instruction, exam-focused lessons, or monotonous activities, can affect students' motivation.

1.1.13.3. Situation of Failure*:*

When a learner feels disappointed with test results, it can lead to a lack of motivation to continue learning, often stemming from a loss of self-confidence.

1.1.13.4. Class Atmosphere*:*

When a learner feels disappointed with test results, it can lead to a lack of motivation to continue learning, often stemming from a loss of self-confidence.

1.1.13.5. Lack of Interest

Some students show less interest in language learning compared to other subjects. Similarly, Soureshjani and Riahipour (2012) conducted a study on the causes of student demotivation. Their findings indicate that classroom environment, teaching materials, and teachers are the primary factors contributing to student demotivation. This study focuses on external factors that lead to language learning demotivation. However, there are also internal factors related to the learner.

Learners themselves are key elements in the educational process. Meshkat and Hassani (2012) suggest that a lack of intrinsic motivation is a major obstacle in EFL learning, alongside factors such as teacher competence, teaching styles, test scores, and insufficient school facilities. In short, these demotivating factors significantly reduce learners' motivation to engage in language learning.

1.1.14. The Cultural Background and Learning Motivation

According to Tylor (1871), culture is a multifaceted concept that encompasses knowledge, beliefs, art, law, morals, customs, and any other skills and behaviors an individual acquires while living in a community (as quoted in Choudhury, 2014). Learning a target language inevitably involves learning about its culture, as acculturation and language acquisition go hand in hand.

Researchers have repeatedly emphasized that learning a language without acquiring its culture is nearly impossible. Similarly, Celik and Yunus (2019) describe language as "one of the basic elements constituting a nation, apart from being a fundamental means of communication between people" (p.152).

During the teaching process, teachers are expected to impart knowledge of the target culture, either directly or indirectly. Duff and Uchida (1997) illustrate the teacher's role in transmitting culture by pointing out that:

> Whether they are aware of it or not, language teachers are very much involved in the transmission of culture, and each selection of videos, newspaper clippings, seating plans, activities and so on has social, cultural and educational significance (p.476).

It is important to note that learning a new language and its associated culture can influence a learner's motivation. Sociocultural and educational backgrounds significantly affect students, and native cultures may sometimes contrast with the target language's culture. As a result, foreign language learners may develop negative attitudes toward the foreign culture, which can lead to a lack of motivation for language learning.

Terenzini et al. (1993) explain that students exposed to a new culture and language are often forced to distance themselves from their traditions and cultural norms. Both cultural backgrounds influence the acceptance of a new culture: collectivist and individualistic cultures. Govea (2007) suggests that collectivist cultures, which focus on societal reactions, often view foreign cultures more negatively. In contrast, individualistic cultures tend to have reactions that are more positive.

Therefore, students deeply rooted in their native culture may struggle academically when learning a new language unless they develop personal motivation to learn. Keumala et al. (2019) highlight that learners' early exposure to diverse cultures influences their academic success.

1.2. Attitudes and Language Learning/Teaching

1.2.1. Theoretical Framework of Attitude and its Components

The concept of attitude is defined differently throughout the literature. Attitude is a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor. It represents an internal state that may persist for either varying durations, long or short (Gilbert et al., 1954). One of the most prominent theorists to introduce the concept of attitude is Gardner, an American cognitive psychologist and author. Gardner (1985) defines attitude as an evaluative reaction to a referent or object, inferred based on a person's beliefs about that referent. He adds that attitude can also represent a belief or opinion about a specific issue, such as language.

1.2.2. The Attitude and the Planned Behavior Theory

One of the most prominent theories in social psychology is the Theory of Planned Behavior, developed by Ajzen and Fishbein (1980). It addresses how, when, and why attitudes predict behavior. In other words, the theory explains the process through which people engage in specific actions. It asserts that the immediate determinant of any behavior is behavioral intention, which is itself influenced by three factors. Ajzen (2012) categorizes these factors as follows:

1. **Attitude**: Based on an individual's beliefs about performing a behavior and their evaluation of its expected consequences.
2. **Subjective Norms**: Shaped by the perceived expectations of others and the person's motivation to conform to those expectations.

3. **Perceived Behavioral Control**: Refers to an individual's perception of how easy or difficult it is to perform a behavior.

Behavioral intention is a result of the interaction between these three factors. In language learning and teaching, the Theory of Planned Behavior explains that a learner's attitude toward a language will predict their motivation and performance. Similarly, it predicts how effective a teacher will be, depending on their motivation. In this process, the quality of performance corresponds to the quality of attitudes. Motivation acts as the driving force that transforms these attitudes and beliefs into behaviors.

1.2.3. Components of Attitudes

Attitude is a subtle and influential construct in shaping human behavior. It represents an individual's tendency to respond with a certain degree of favor or disfavor toward an object, behavior, person, institution, event, or any other distinguishable aspect of their world (Ajzen, *Attitude Theory and the Attitude-Behavior Relation*, 1993, p. 41). According to Wenden (1991), attitudes are composed of three components: cognitive, affective, and behavioral.

1.2.3.1. The Cognitive Component

The cognitive component of attitude includes beliefs and opinions about the object of attitude, as well as the influence of external factors associated with socialization and the social environment. Attitudes are shaped through a person's direct experiences, interactions with the environment, and relationships with others (Bakanauskas et al., 2020). In essence, cognitive attitudes reflect mental orientations and beliefs that are primarily inherited from the social environment. Bloom categorizes the cognitive domain into six levels:

1. Memorization
2. Understanding of concepts

3. Ability to analyze tasks
4. Ability to create or produce responses or tasks
5. Evaluation of information
6. Sharing values with others (cited in Isti & Istikharoh, 2019).

These levels represent the mental processes involved in constructing cognitive attitudes.

1.2.3.2. The Affective Component

Secondly, the affective component represents the feelings or emotions a person holds toward an object, whether positive or negative. It encompasses the individual's values, beliefs, habits, and personal characteristics. In learning, the affective component is reflected in students' acceptance of learning, their responses to English lessons, appreciation for learning English, the development of good habits, and consistent practice (Zaini et al., 2002, as cited in Isti & Istikharoh, 2019). Any expression of a favorable or unfavorable orientation toward a subject is related to the affective aspect of attitude.

1.2.3.3. The Behavioral Component

Finally, the behavioral component refers to an individual's consistent actions or intentions toward an object (Hawib Hamzah, 2012). It reflects how a person behaves or acts based on the beliefs they already hold about an object, issue, situation, or person. For example, a lack of motivation for learning may indicate negative behavioral attitudes.

In summary, attitude is a form of orientation that influences whether a person engages in or avoids a particular behavior. The three components—beliefs, intention, and behavior—operate together to drive action. It is important to note that human attitudes can be positive, negative, or neutral, where an individual is neither for nor against a particular object or idea.

1.2.4. Attitudes Formation

People build their attitudes from both external and internal sources. According to Bordens and Horowitz (2002), developing an attitude toward a particular object, idea, or person involves moving from having no opinion to holding either a favorable or an unfavorable view. The response can be positive or negative, logical or illogical, conscious or unconscious, and may be communicated directly or indirectly (Bakanauskas et al., 2020). There are four mechanisms available for attitude formation:

1.2.4.1. Direct Personal Experience*:*

Life experiences strongly influence individuals' attitudes. For example, a consumer forms attitudes toward certain products through direct experience and evaluation.

1.2.4.2. Exposure:

Exposure to an object helps shape attitudes toward it. For example, people are consistently exposed to new products or ideas through mass media.

1.2.4.3. Operant and Classical Conditioning:

Most social psychologists believe that attitudes are learned, not inherited. Through socialization, individuals acquire their attitudes and beliefs from parents, peers, and society. Social learning theories explain in detail how attitudes are shaped through social interactions.

1.2.4.4. Observational learning:

Formation of attitudes, above all, occurs while someone is observing how people react, and whether they are rewarded or punished. Therefore, they decide to do that activity or not.

1.2.5. Attitudes in EFL Learning

Language attitude refers to "the tendencies related to the levels of a student's engagement in language learning and attainment" (Alaga, 2019). It is believed that language attitude plays a crucial role in determining students' success or failure, influencing whether they develop a positive or negative orientation toward English. Numerous studies have highlighted the

importance of attitudes. Chambers (1999) asserts that learners with positive attitudes toward language learning will perceive English as an easier task. Thus, attitude in EFL learning shapes both the motivation and behaviors toward the learning process. As Gardner (1985) states:

> Students learning a second/foreign language must be both able and willing to adopt various aspects of behaviour, including verbal behaviour which characterizes members of the other linguistic-culture group. This involves both cognitive and affective and emphasize that cognitive factors such as attitudes and motivation are implicated in second language acquisition (p. 133).

Additionally, EFL learning attitudes can be influenced by many factors:

- **Learner's personality context**: The moral traits and personality characteristics of a learner are crucial in determining their persistence in learning.
- **Self-confidence and self-reliance**: Refers to the learner's belief in their ability to succeed in language learning.
- **Anxiety**: A feeling of frustration or stress arising from the belief that the target language is difficult or unpleasant.
- **Risk-taking**: The willingness to overcome obstacles in the learning process.
- **Educational context**: Encompasses the learning environment, teacher, and materials. Conteh (2002) argues that "the general atmosphere of learning, classroom opportunities for student-student and student teacher interaction, and students' perception of the teacher's commitment to their learning" are key factors influencing learners' attitudes (p. 193).
- **Learning situation**: Refers to the environment in which EFL is taught. If English is compulsory, the learning situation greatly affects how a learner perceives the language.
- **EFL teacher**: The teacher who conveys language content knowledge, selects appropriate strategies, and provides useful materials.

- **EFL teaching materials**: Includes all resources and tools used to support language instruction.
- **Social context**: Spolsky (1989) identifies the social context as the learner's family, peers, and the target language's speakers and culture, collectively forming the social environment.
- **Parents**: The learner's father and/or mother, who are expected to encourage their child in EFL learning.
- **Learner's peer group**: Colleagues with the same goal of learning. Peers or groups that positively influence English learning play a significant role in shaping attitudes (Isti & Istikharoh, 2019).
- **Age**: The learner's age affects their learning approach. Young or teenage learners differ from adult or advanced learners in their attitudes.
- **Gender**: Refers to male or female learners. In some cases, female students may show more interest in EFL learning, although the reverse can also be true.

1.2.6. EFL Language Teacher's Attitudes and Practice

The teacher's attitude plays a crucial role in language teaching. Based on the Theory of Reasoned Action by Fishbein and Ajzen (1975), this model suggests that an individual's beliefs about an object shape their attitudes, which subsequently influence behavioral intentions and actual behavior. In the context of teaching, a teacher's attitude toward their profession, their students, and the EFL language itself influences their teaching practices (Smith, 1993). This influence can be either positive or negative, directly affecting teaching performance.

1.2.6.1. Teacher Attitudes towards their Students

The importance of teachers' attitudes toward students reflects their motivation to teach. Teachers' attitudes significantly influence their ability to engage students in EFL learning, which

can boost students' motivation and performance (Karabenick & Noda, 2004). In addition to motivation, teacher expectations are closely linked to student achievement. Teachers with negative attitudes toward students tend to set lower expectations, leading to poor instruction and ultimately contributing to learners' underachievement (Dixon et al., 2016). Conversely, teachers with positive attitudes are likely to hold higher expectations for their students (Angelides, 2008), which promotes better performance. Positive expectations, unlike negative ones, tend to enhance learners' outcomes.

Cooper et al. (2011) recommend, "As a teacher, you need to believe that all of your students are capable of high achievement, adjusting your beliefs and behavior based on the needs, abilities, and aspirations of each individual student" (p. 163). While this holds true to some extent, learners' language achievements are often more closely related to their own personal attitudes and motivation than to their teachers' attitudes.

1.2.6.2. Teacher Attitudes toward Teaching Profession

In language education, teachers' attitudes toward their profession are equally important. These attitudes influence teaching methods, students' attitudes, and overall accomplishments (Agcam & Babanoglu, 2016). Negative feelings toward the teaching profession can negatively impact teachers' practices, while positive attitudes contribute to greater effectiveness by fostering a collegial, collaborative work environment and instilling responsibility in students (Duatepe & Akkuş-Çıkla, 2004).

EFL teachers' attitudes toward their work significantly influence their duties, responsibilities, and overall performance (Issan et al., 2012). In this context, a strong correlation exists between teachers' perceptions and their status as English language educators. According to Salehi et al. (2015), this relationship enhances educators' work quality and standards.

Consequently, job satisfaction is considered crucial in shaping both teachers' performance and attitudes.

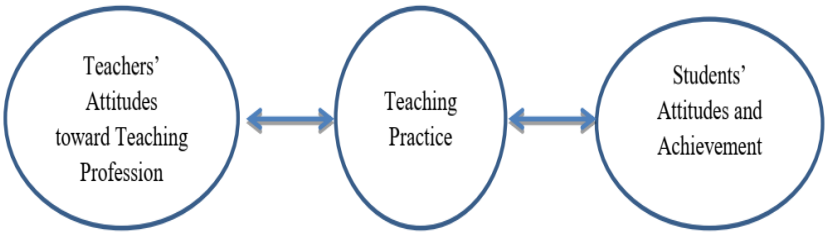


Figure 4: The Cycle of Attitudes-Teaching Practices Relationship *(Smith, 1993)*

1.2.6.3. Teacher Attitudes towards Oneself

Notably, teachers hold beliefs and attitudes about themselves. A teacher with positive self-beliefs tends to have higher self-confidence, leading to behaviors that are more positive. Teachers with high self-confidence are more likely to exhibit strong and effective classroom practices. Conversely, those with low self-esteem and self-efficacy are likely to show poor performance. Cooper et al. (2011) argue that teachers who struggle to address their own emotions are often unable to empathize with others. This suggests that teachers lacking self-control are likely to perform poorly in the classroom.

Conclusion

In summary, motivation is the backbone of language learning. Dating back to Aristotle's time, motivation has long been a topic of interest among scholars. This chapter emphasizes the critical importance of motivation in understanding human behavior. Theories from Herzberg, McClelland, Vroom, Alderfer, and Maslow have all contributed to this understanding. These early perspectives paved the way for later theories focused on learning motivation.

In the context of language learning, Self-Determination Theory suggests that learners are motivated either intrinsically or extrinsically through external rewards. Gardner posits that

motivation in language learning can be enhanced either through instrumental drives or integrative reasons. Additionally, Dörnyei's Motivational Self System highlights the role of a learner's personality in shaping their motivation to learn a language. This chapter also explores how parental encouragement and the social environment can either motivate or demotivate learners.

In a similar vein, this chapter sheds light on attitudes toward language learning and teaching. The concept of attitude is derived from the theories of Reasoned Action and Planned Behavior, which identify attitudes as cognitive, affective, and behavioral constructs. In essence, individuals form beliefs and emotions toward an object (such as language), and their behavior is shaped by these beliefs. Like motivation, attitudes are affected by a learner's background. Teachers also hold attitudes that can positively or negatively affect their classroom performance. Furthermore, this chapter explores teachers' attitudes toward students, teaching conditions, and their own self-perceptions.

To conclude, success or failure in language learning is largely influenced by motivation and attitudes. The motives and beliefs that learners hold toward a language are key determinants of their achievement. Therefore, both teachers and parents must prioritize motivational strategies and foster positive attitudes to support language learners effectively.

Chapter Two:

A Learner in EFL Learning Context

Introduction

These two variables must be addressed in this study, as they are central to education and the learner. This chapter explores foreign language learning, the learner, and the EFL context in Algeria. The study aims to introduce the concept of foreign language learning, specifically English as a foreign language, and how it is perceived in Algerian society, with a particular focus on rural areas in Adrar. This focus provides a deeper understanding of the research inquiry. Before delving into these aspects, however, it is essential to explore foundational learning theories to understand the nature of the learning process.

Learning is a complex process, especially in the field of EFL. This chapter aims to review the literature on general education and, more specifically, EFL learning to highlight this complexity. It begins by discussing learning theories, examining how each theory views the learning process and how both teachers and learners to achieve optimal results can apply these theories.

Next, the discussion shifts toward language teaching approaches, outlining the various methods that have evolved over time in foreign language teaching. This section also explores the four core EFL skills—listening, speaking, reading, and writing—and their roles in language acquisition. The objective of this section is to establish the theoretical framework for EFL learning and teaching. As Darancık (2018) notes, “for successful and effective education and training in foreign language courses, these four basic language skills need to be developed and reinforced in accordance with the level and needs of the learners” (p. 166).

The learner’s characteristics are also considered in this context. The second part of the chapter focuses on intermediate and secondary school pupils, exploring the psychological traits

that define each age group. It seeks to understand the differences in learners' motivation and, consequently, their differences in achievement.

Finally, the third section addresses the EFL learning situation in Algeria. It explores the social and cultural context in which English is regarded as a foreign language. Given that the study focuses on rural middle and secondary schools in Adrar, the concept of 'rural' is introduced here. This theoretical step is crucial for understanding the factors contributing to recurrently poor EFL exam grades. An examination of Algeria's social and political background will undoubtedly help answer the research questions.

2.1. Learning Theories

Learning is often described as a uniquely human trait. Humans possess the ability to process and analyze information, modify its content, understand it, and analyze it in various ways. As a result, learning involves the acquisition, modification, and adaptation of knowledge, skills, strategies, attitudes, and behaviors. It is also defined as a lasting change in behavior or the capacity to behave according to established patterns, resulting from practice or other influences (Chunk, 2012).

Over time, learning has been studied extensively and viewed from various perspectives. This has led to the development of several foundational theories, including behaviorism, cognitivism, humanism, and social learning theory.

2.1.1. Behaviourism

Behaviorism emphasizes the "Stimulus-Response" principle, a core concept in teaching behaviors. Associated with psychologists like B.F. Skinner, behaviorism posits that behaviors are learned through reinforcement and punishment.

Emerging in the early 20th century, behaviorism was a reaction against earlier, non-empirical interpretations of learning. Researchers such as John Watson and Ivan Pavlov focused on empirical, observable behaviors rather than mental processes (Belanger, 2011). Behaviorists argue that internal mental experiences are invisible and, therefore, that behaviors should be seen as "learned habits."

In educational settings, the use of rewards and punishments promotes behaviorist principles. Skinner (1904–1990), a major advocate of behaviorism, developed his ideas from Pavlov's work on conditioned reflexes. Pavlov's experiments showed that a dog could associate a stimulus with an autonomic response, such as salivation, linking it to physiological functions (Zhou & Brown, 2015). Core behaviorist principles include: 1) learning is based on observable behavior, rather than mental or emotional states, and 2) the reward/punishment system is central to learning, with individuals expected to exhibit similar responses.

Although behaviorism has been validated to some extent, human behavior cannot be fully reduced to automatic responses. Human beings possess complex mental functions, emotions, and cognitive abilities. Zhou and Brown (2015) critique behaviorism for oversimplifying human behavior, limiting its ability to account for purposeful, reason-driven actions. Consequently, newer psychological approaches have evolved to address these limitations of behaviorism. Pedagogically, Harthly (1998) states some key basics which learning should stands for.

- *To be objective-based tasks*: behaviourism recommends that teachers plan their teaching based on behaviours.
- *Generalization*: learners should learn and re-learn things in order to build their abilities for the unlearned tasks (using mental thinking)

- *To be active learners*: effective teacher involves being able to engage learners to learn themselves, to have less teaching interference. Reinforcement is still advisable in learning, but only positive motivators (not punishment).

2.1. 1.1.Behaviourism and Language Learning

Along similar lines, behaviorists believe that language is acquired through environmental exposure. They argue that individuals are born as *tabula rasa*, or blank slates, acquiring language from their surroundings.

Language is a central aspect of human behavior, and behaviorists have developed language acquisition theories to better understand it. According to behaviorism, language learning relies on memorizing drills and structures without necessarily understanding them—an approach that emphasizes the acquisition of mechanical habits (William & Burden, 1997). In this view, a teacher's role is primarily to reinforce correct responses, while addressing learners' errors is secondary. These characteristics are evident in methods such as the Grammar Translation Method.

2.1.2. Cognitivism

In the 1960s, cognitivism was introduced as a reaction to behaviorism, challenging the view that human beings are simply programmed animals. Instead, cognitivism posits that humans resemble computers, actively processing knowledge and directing actions accordingly. A change in behavior, therefore, indicates underlying mental activity.

Psychologists argue that mental processes not only stimulate and orient behavior but also mediate between stimulus and response (Winn & Snyder, 1996). Influential figures such as Tolman, Jean Piaget, Vygotsky, Bruner, and the German Gestalt psychologists pioneered the cognitivist theory. Tolman, for example, concluded from his experiments that rats could navigate

mazes by using a "mental map" of their structure, indicating purposeful behavior rather than an automatic response (as cited in Yilmaz, 2011).

Cognitivism also explores how knowledge is acquired, processed, stored, retrieved, and applied throughout various stages of learning, contrasting sharply with behaviorism (Anderson et al., 1997). This approach emphasizes helping learners connect new information with prior knowledge.

The foundational belief in cognitivism is that learning occurs through the organization of information into structured frameworks, known as schemata (Baron & Byrne, as cited in Clint, 1987/1993). Piaget, in particular, made significant contributions to understanding how instruction can be adapted to align with learners' developmental stages." As cited in Zhou and Brown (2015):

- Instruction content must be accountable and consistent to the developmental level.
- Teacher role is a facilitator by providing a variety of experiences.
- Discovery of learning is a time for exploration and new understanding.
- Instructions must be provided with "hands on" experiences.
- Instruction encourages less mature learners to have more mature understanding by working together.
- Using concrete visual material
- Facilitate complex information through real and familiar examples (eg: story telling in teaching Math).
- Providing opportunity to use outlines or hierarchies of information up to their complexity
- Teachers encourages learners to use brain teasers in problem solving and use of logical thinking

As a result, teachers play a more limited role in directly facilitating instruction, encouraging students to actively engage their mental abilities in the learning process. It is commonly believed that leveraging learners' cognitive capacities enhances their ability to learn effectively.

2.1.2.1. Language Learning in the Cognitivism View

Unlike behaviorists, cognitivists encourage students to be active learners, employing various thinking strategies. According to William and Burden (1997), individuals must engage their minds to observe, think, classify, and hypothesize. Language learning progresses in this manner, resembling the acquisition of other knowledge types.

In language studies, Chomsky’s (1980) theory of competence and performance posits that language is an intricate, rule-based system, rooted in a child's innate ability to acquire it. Thus, language does not need to be explicitly taught to a child, as it is viewed as a natural talent.

Chomsky distinguishes between two aspects of language: the surface structure and the deep structure. The surface structure includes explicit details like word order, which affect immediate sentence comprehension, while the deep structure, as described by Grider (1993), and conveys deeper psychological meaning.

From a cognitivist perspective, language learning is somewhat limited, focusing primarily on mental processes and often overlooking the role of learners' competencies, such as emotions and personality."

2.1.3. Humanism

Following criticism of earlier theories, a third perspective, humanism, emerged in the 1960s. This philosophy views learning as a personal journey aimed at achieving one's potential

and individual goals. Rogers (1983) explains, *"Human beings can control their own destiny; people are inherently good and will strive for a better world; people are free to act, and behavior is the consequence of human choice; people possess unlimited potential for growth and development"* (cited in Belanger, 2011, p. 19).

More importantly, humanistic scholars emphasize that learning is a form of self-actualization. In this view, it is an individual's intention, with the teacher serving as a facilitator of learning rather than a direct instructor. Additionally, humanists argue that positive learning experiences are crucial for strengthening a learner's self-confidence, enabling them to embrace new situations creatively (Belanger, 2011). However, not all experiences lead to learning; only meaningful experiences have the potential to generate new knowledge.

It is important to note that humanism in the 1960s and 1970s was influenced by Maslow's Hierarchy of Needs and Carl Rogers' theories. Maslow's hierarchy categorizes human needs from essential physiological requirements to the ultimate goal of self-actualization. Thus, Maslow views learning as a process of self-improvement and a fundamental need for self-actualization. Rogers (1983), on the other hand, outlines several core principles of humanism:

- Human being possesses a natural potentiality to learn
- The good learning occurs when a learner perceives a subject matter as his relevant purpose (i.e., not imposed by the teacher).
- Learners must not feel being threatened; especially, if it causes changes in self-perception
- The best strategies for learning should be through "doing"
- Learning is well simplified if a learner is a responsible actor in the process
- Learners are preferable to do self-evaluation so that to increase creativity.
- Learning is the process for more personal and social experiences

1.1.3.1. The Humanistic Perspective in Language Learning

Many language-learning approaches have been developed from a humanistic perspective, such as Suggestopedia and the Silent Way. This perspective emphasizes developing self-awareness, emotional understanding, personal values, and, above all, engaging learners actively in the process (Richards & Rodgers, 1986). A key humanistic principle in language learning is fostering trust in learners, which encourages them to take on a high degree of responsibility for their own learning (Sirkhcen Ardeshir, 2013). As noted, teachers act as facilitators; by providing less direct support, they prompt learners to take greater initiative in their learning. Underhill (1989) explains, *"the facilitator has a lot to do with setting the mood or atmosphere which supports self-directed learning"* (p. 256).

However, despite humanists' emphasis on the personal aspect of learning, the role of self-direction may be overstated. Younger students, for instance, may struggle to effectively express their values and emotions. Moreover, learning is inherently multifaceted, drawing on a range of perspectives and approaches.

2.1.4. Constructivism

Constructivism was a reaction against objectivist epistemology and positivism (Grotzy, 1998). Pioneered by Jean Piaget, who argued that individuals are active learners constructing knowledge independently, constructivism views learning as a meaning-making process, enabling learners to interpret their own experiences (Merriam & Caffarella, 1999, as cited in Belanger, 2011).

Constructivists believe that knowledge resides within a person's mind, viewing truth as subjective rather than absolute. Knowledge, in this view, is neither discovered nor universally constructed; instead, individuals develop their understanding based on prior knowledge and

experiences (Grotzy, 1998). Each learner integrates previous knowledge with new information to create unique meanings (Richardson, 2003), positioning students as creators of their own truths. To illustrate this, constructivism highlights the concept of "schema," referring to the personalized knowledge structures that individuals form. Richard Fox (2001) summarizes the core principles of constructivism as follows:

- Learning is the active process
- Knowledge is invented and discovered
- Knowledge is not innate, it is constructed
- The society has a role in constructing knowledge
- Learning gives meaning to the world
- Problem solving and open-ended questions are required for an effective learning.

In the constructivism, a good language learner is unique for his personal learning style or strategy (Stem, 1975). Adequate learning takes place through effective styles that are fully developed by learners. According to this theory, according to the cognitive level of a given person, language is understood as an expression of meaning from real life information (Aljohani, 2017).

2.1.4.1. Constructivism in Language Learning

In language learning, one strategy developed based on constructivist ideas is the communicative approach. This method emphasizes that it is more effective to learn a language through two key strategies: cooperation and involvement. When employing this approach, an effective teacher must be aware of each learner's uniqueness, challenges, and learning issues. Consequently, creating safe environments with balanced emotions facilitates improved learning (Stabo & Csepes, 2013). The communicative approach can help develop a significant degree of autonomy in learners.

Moreover, Piaget identified four stages in his cognitive development theory: sensory motor, preoperational, concrete operational, and formal operational stages. Throughout these stages, Piaget (1975) argues that a learner makes sense of language input according to their cognitive development. Furthermore, Piaget views language learning as a process in which learners assimilate, modify, and interact with others to develop their own language input. Therefore, the constructivist perspective does not focus solely on language itself; rather, it examines what the language seeks to express.

2.1.5. The Social Theory

Individuals are greatly influenced by the societies to which they belong. To highlight the role that interpersonal interactions play in learning, Bandura developed a social learning theory. Slberman (2007) argues that contextual components are essential for understanding human learning. This theory posits that individuals learn by modeling the behavior of others. A person retains this coded information and uses it as a guide for future behavior. Albert Bandura (1977) concludes in his Social Learning Theory that "modeling influences produce learning principally through their informative functions, and that observers acquire mainly symbolic representations of modeled activities rather than specific stimulus-response associations" (p. 6). Thus, Bandura proposes that modeling is governed by the following four sub processes:

2.1.5.1. Processes of the Social Theory

2.1.5.1.1. Attentional Process:

Attention can be influenced by factors such as interpersonal attraction, rewards, values, and affective valence. To effectively model learned actions, attention must be strongly captured to ensure a high level of focus.

2.1.5.1.2. Retention Process:

A model with a good memory can significantly influence a person. For observational learning to be effective, it should promote long-term retention. This type of learning requires the integration of two representational systems: imagery and verbal coding, along with symbolic rehearsal and motor rehearsal. These strategies create strong connections for information, making it easier to store and retrieve.

2.1.5.1.2. Motoric Reproduction Process:

It is the third condition for modelling. At this stage, a learner has to produce a set of responses based on the modelled patterns. The learner's produced actions must constitute elements of the model; otherwise, the behavioural reproduction is faulty.

2.1.5.1.3. Reinforcement and Motivational Process:

Observational learning can be more effective in motivating learners. To model previous actions, it is essential to use reinforcements, rewards, and similar strategies.

In summary, Bandura's theory has defined the process of learning in a social context. It describes learning as a social process in which individuals model each other's actions and behaviors. However, it also addresses the cognitive and personal aspects of the learner.

2.1.5.1.4. The Language Learning Perspective in the Social Theory

Social attitudes toward the target language are crucial for success in language learning. The community influences an individual's motivation and attitude. Consequently, the perspectives of parents, peers, the social environment, and the culture toward language learning can lead to either failure or achievement. It is widely acknowledged that learners are more inclined to learn a language that the society views positively (Gardner, 1985).

2.2. English as a Foreign Language Learning

2.2.1. Introducing Foreign Language

Learning a non-native language in an environment where it is not spoken refers to a foreign language (FL). While FL is often used interchangeably with a second language, it lacks a social role and is taught primarily for academic purposes. This absence of social function makes learning a FL a challenging task for learners at all levels: middle school, secondary school, and sometimes even university. Foreign language learners may develop varying attitudes toward FL learning, with a common belief being that a FL is the language of the "enemy."

Certainly, the question arises: why is FL learning important? Generally, the need for a FL depends on the political, cultural, and economic benefits it can provide. In recent decades, English has become the primary language of communication worldwide. Living in today's global society, one can observe the incredible opportunities presented by international markets for commerce and exchange. Proficiency in English is essential for businesses, sports, and scientific research. For this reason, English continues to be the primary language of communication, facilitating global connectivity and integration.

Thus, the goal of learning a FL is to become acquainted with foreign products and cultures in the countries where these languages are spoken. As Lawes (2021) notes, FL has the potential to broaden human horizons and overcome barriers between people from different countries. Notably, learning a FL opens doors not only to linguistic knowledge and an understanding of the cultures of its speakers but also to the markets of those countries.

2.2.2. Background of Foreign Language learning

Learning a language is one of humanity's uniquely gifted skills. Nowadays, more than 60% of the world's population is multilingual (Richards & Rodgers, 1986). While in many countries,

language learning starts at elementary or primary school, it sometimes begins as early as the preschool stage in some places. This is considered the ideal age for learning a language. As Ciftcioglu (2022) explains, the earlier a child learns a language, the more likely they are to succeed in acquiring it as a second mother tongue.

The distinction between a second language and a foreign language depends on the environment in which the language is studied. Foreign language (FL) instruction is typically limited to the classroom, without the opportunity for real-life practice. In contrast, a second language is learned both in the classroom and through daily life interactions, much like a native language. Historically, language learning dates back well before the 20th century. Latin and Greek once held the role of a lingua franca, similar to the role English plays today, originating from the Byzantine and Latin empires. Classical Latin and Greek were used as formal languages, which gained prominence during the Renaissance with the advent of book production and Gutenberg's printing press.

During this period, a distinction emerged between spoken Latin and classical Latin. While spoken Latin was used in daily conversations, classical Latin served as the formal medium of instruction in colleges and universities. Eventually, classical Latin fell out of use, leaving only the spoken form, which contributed to the decline of Latin as a lingua franca. Consequently, many European countries revived their ancient languages (Celce-Murcia, 2001).

Comenius, a Czech scholar, published several books on language teaching methods and classroom techniques, emphasizing the practical use of language. He believed that education is enhanced more through imitation than through the memorization of grammar rules. Comenius was also the first to advocate the inductive method, focusing on teaching language competence rather than merely analyzing the language.

Despite these developments, Comenius's Grammar Translation Method continued as the primary approach to teaching FL, transitioning from Latin to contemporary languages in the late 19th and early 20th centuries. Latin grammar served as the near-exclusive standard for language instruction. Initially, this method was used to teach priests how to read, write, and speak, but it later became a common strategy for language instruction in other academic fields. Over the years, numerous modifications have been made.

In the late 19th century, the Descartes method, which promoted the development of language skills over language analysis, gained popularity in schools in France and Germany. Two scholars, François Gouin and Alexander von Humboldt, played a significant role in this success (Celce-Murcia, 2012). Around the same time, the International Phonetic Association published a document emphasizing the importance of teaching pronunciation and oral skills, although these qualities were not yet fully integrated into language teaching.

During the 20th century, U.S. educators developed the Reading Approach. This method aimed to develop practical skills in the target language, and it remained prominent until World War II, when the need for the military to communicate in various languages became urgent.

In response to this need, the U.S. government created the Audio-Lingual Method with the help of behavioral experts. This method emphasized listening and speaking skills while minimizing the use of students' first languages in class. It relied on mechanical repetition and accuracy through repeated drills (Essberg & TEFL Nerd team, 1890). In Britain, the Situational Method was introduced to FL teaching. This approach broke down language into functional units applicable to different contexts (e.g., at the market, at the airport), encouraging students to practice language chunks aloud.

Overall, there have been two main teaching approaches throughout history, despite the influence of various ideas and philosophies on the development of FL education. The first approach is practical and inductive, while the second is utilitarian, analytical, and descriptive. These approaches have been further refined and systematized by linguists and continue to be used in educational contexts worldwide. The terminologies used in foreign language instruction, particularly those developed in the late 20th and early 21st centuries, reflect this evolution. When we refer to an "approach," we mean a set of assumptions, rules, or attitudes related to language teaching. In contrast, a "method" is a comprehensive framework encompassing a system and various techniques for teaching and presenting a language in the classroom. Methods represent the practical application of theories in the classroom (Richards & Rodgers, 2014). As a result, the methods used up until the 21st century have built upon linguists' research to advance and facilitate language learning and teaching.

To some extent, learning a foreign language is similar to native language acquisition. Olson's (1990) study reveals that native language (NL) proficiency plays a significant role in FL learning, as demonstrated among 11-12-year-old Hebrew-speaking students studying English. Considering this, learning a foreign language requires more commitment than acquiring a native language and demands a strong motivational force for success

2.2.3. Foreign Language Teaching Approaches

2.2.3.1. Grammar translation Approach

The Grammar Translation Method (GTM) is a classical approach to foreign language teaching that was widely used in the nineteenth century. It was initially developed for those who wished to learn Latin and Greek. This method relied heavily on detailed grammar analysis and familiarizing students with the grammatical structures of both their native and the target languages. Additionally, it emphasized the memorization of vocabulary lists to aid learners in

reading and writing in the foreign language, as well as passing standardized exams (Zimmerman, 1997). In its early stages, the method focused almost exclusively on grammar and translation. GTM was also known as the Ciceronian or the Prussian Method of Teaching the Elements of the Latin Language. Richards and Rodgers (1986) outline several key principles that characterize the GTM:

- The main goal of learning foreign language is reading its literature, and to benefit from the mental discipline and intellectual development that result from foreign language.
- Teaching a language in the GTM focuses on reading and writing, rather than speaking and listening.
- Vocabularies are taught through reading texts and translating them bilingually; learners use dictionaries and memorize these Vocabularies.
- GTM teachers consider the sentences as a basic unit in teaching and language practice. Therefore, a big part of the lesson is devoted to translating sentences from and to the target language.
- Students are expected to have a high standards of accuracy. Accuracy is as important as moral values for passing formal examinations.
- Finally, GTM teaches grammar deductively (i.e., by presentation and studying grammar rules in a systematic and organized, using the translated texts. Then, the medium of instruction is learners' native language. It aims to compare between the native language and the foreign language.

In short, GTM believes that learning FL is mainly a grammar structure without content. In the classroom, it can be a source of boredom. This method has proved to be a failure, which has led to the emergence of an alternative approach. Students are less motivated by GTM.

2.2.3. 2.The Reform Approach

In the 1899s, linguists like Henry Sweet in England, Wilhelm Vietor in Germany, and Paul Passy in France began promoting reformist ideas that quickly gained traction. Their efforts revitalized linguistics, leading to the establishment of phonetics as the scientific analysis of sound systems. Concurrently, reform linguists emphasized the primacy of spoken language over written forms (Richards & Rodgers, 1986). The primary aim of this reform was to enhance modern language teaching. Its principles are:

1) the spoken language is favored rather than the written
2) Teaching phonetics in order to establish good pronunciation
3) Using dialogues and texts to initiate idiomatic and conversational phrases
4) Teaching grammar inductively
5) Introducing new meanings within the target language instead of associating them to the native language, though native language can be used

After extensive discussions about the best approach for teaching foreign languages (FL), *A Practical Study of Languages* (1899) was published to outline the principles of a new teaching method: 1) it should impose limits on what is taught, 2) it should select and categorize what is taught in terms of skills (listening, reading, writing, and speaking). Subsequently, Vietor and many late 19th-century scholars agreed on several principles that should guide a new reform movement in language learning: 1) spoken language should be a priority, 2) phonetics is essential for teaching accuracy, and its findings should be applied in FL classes, 3) vocabulary should be taught through meaningful, connected sentences rather than in isolation, 4) translation should not be used, and 5) grammar should no longer be taught separately but instead learned through context (Richards & Rodgers, 2001). This marked the first scientific and methodological approach to teaching FL.

2.2.3.3. Direct Approach

By the end of the century, naturalistic perspectives on language acquisition had influenced reformist views. According to Richards and Rodgers (2001), the Natural Method supports teaching a foreign language directly, without translating it into one's native language (NL), and argues that meaning can be communicated through demonstration. In other words, gestures and illustrations are more effective at conveying meaning than translation.

Lado (1964) notes that translation is a distinct process that cannot be effectively performed without mastering a second or foreign language. Macklin Macklin (1964) applied the direct or natural method when he opened a school in the US to teach immigrants, who needed to learn the new nation's language to integrate into society (Bahremand, 2015). The German scholar F. Franke emphasized that a language is best taught by actively using it in the classroom. Rather than explaining grammar analytically, teachers should encourage the direct and natural use of the foreign language, allowing learners to infer the rules on their own. Similarly, speaking is taught through systematic practice in pronunciation. For vocabulary, learners acquire new words from familiar ones, illustrated through miming, pictures, or gestures. The principles of natural language learning led to what is known as the Direct Method. The fundamental principles of this method are: instruction was conducted chiefly in the FL

- ✓ The words can be taught are mainly everyday vocabularies.
- ✓ Oral communication skills were constructed in a careful graded progression organized as question/answer exchanges between teachers and students in small, intensive classes.
- ✓ Inductive teaching for grammar is favored
- ✓ Speaking and listening are the focus of teaching
- ✓ Use of demonstration, objects, and pictures are good ways to introduce new vocabularies.
- ✓ Introducing new lessons is orally

According to the Direct Method, speaking is more important as opposed to writing. It tries to approach language education in a natural way, from the point of view of reality. Nevertheless, there are certain drawbacks that lead to the development of alternative methods.

2.2.3.4. Reading Approach

This approach was as a reaction to the limitations of the Direct Approach and its lack of clarity. Reading was considered the most valuable skill in foreign language learning (Celce-Murcia, 1991). Additionally, many teachers were not proficient in the foreign language, which made it challenging them to use the Direct Method effectively. Reading method advocates:

- ✓ Teaching only the grammar needed for understanding texts
- ✓ Vocabulary is controlled then expanded
- ✓ Translation is allowed again in classroom
- ✓ The basic required language skill is reading comprehension
- ✓ Teachers are not importantly obliged to be orally competent

Although the Reading Approach attempted to improve language learning, it does not seem to be taking into account any additional skills such as speaking, typing and listening.

2.2.3.5. Audio-lingual Approach

The Audio-lingual Method, often called "the Army Method," refers to a language-teaching approach developed during World War II. Given the need for soldiers to become proficient in both enemy and ally languages, there was an urgent requirement to teach languages quickly and effectively. Leaders of the audio-lingual approach drew on Skinner's theory, which proposed that learning occurs through a stimulus-response process (Bahremand, 2015). In practice, students were prompted with questions in the target language (stimulus) and expected to respond in the same language (response), reinforcing their language skills through repetition and active use.

The direct method and the audio-lingual method share similarities, as both approaches emphasize speaking the foreign language in class. However, the audio-lingual method specifically focuses on teaching students to use correct sentence structures and grammar (Larsen-Freeman, 2000, as cited in Alemi & Tavakoli, 2016). Previously, it was thought that learning foreign language patterns occurred through conditioning, helping learners respond accurately to stimuli through shaping and reinforcement. Consequently, the audio-lingual approach emphasizes memorization and repetition to prevent errors in speaking (Alemi & Tavakoli, 2016). As a result, learners often engage in memorization and repetitive practice. Celce-Murcia (1991) lists the characteristics of Audio-lingual method as:

- Lessons are initiated with dialogues
- Language is a habit formation, for this, learners should memorize and mime
- Audio-lingual method stresses pronunciation at the beginning
- Language is treated without importance to meaning and context
- Teachers need to be proficient only in the language structure he/she is teaching
- Skills are sequenced as listening, speaking, reading then writing at the end.

The structural view forms the foundation of this approach's principles. Richards and Rodgers (2001) affirm *"Language mastery is represented as acquiring a set of appropriate language stimulus-response chains"* (p. 56). In this view, language learning is seen as a habit, where the stimulus is what the teacher introduces, and the response is the learner's reaction to this stimulus. Reinforcement then follows, either intrinsic (a learner's personal satisfaction) or extrinsic (the teacher's approval).

1.2.3.6. Situationational Approach

The situational method emerged in England in the late 19th and early 20th centuries as a response to the reading-focused methodology, influenced by structural linguists like Palmer, Hornby, J.R. Firth, and M.A.K. Halliday. They argued that context, meaning, and circumstance are the most essential elements of language. Since foreign language, learning was viewed as the

presentation and practice of language in context, this approach became known as situational learning. In this method, the speaker presents a scenario along with its meaning (Cerezal Sierra, n.d.).

Comenius (2006) asserts that knowledge arises from sensory perceptions, which can be shaped through real-life scenarios, storytelling, or experiments. The situational method emphasizes language, action, and emotion, with a core principle of engaging learners' emotions in the learning process. Accordingly, visual elements, such as images, serve as a powerful primary source of information in each learning experience (Du, 2017). While this method incorporates aspects of Firthian linguistics, it also shares similarities with the direct approach. Celce-Murcia (1991) summarizes the principles of the situational method as follows:

- The spoken language is a priority
- The language materials are applied at first in a spoken, then in written form.
- The only language used in classroom is a target language
- Teachers show high efforts to present useful lexical items
- Grammar is graded from simple to complex
- The new items are introduced through situations (eg. At the bank , at restaurant …etc)

Cerezal Sierra,(n.d) adds the following characteristics for the Situational Approach :

- The syllabus is structurally sequenced
- Vocabularies are so significant in FL teaching
- A teacher is a model who creates the situation, and a learner answers a teacher's questions
- Meaning of words is deduced from contexts without translation.
- Learning grammar structures orally through repetition, substitution or drills
- Correct pronunciation and accurate grammar are important
- Oral language is at a first position, the written is secondary

With this in mind, the situational method confines foreign language learning to limited contexts that are primarily memorized. However, language must be expressive and applicable across a broader range of contexts, even when specific situations are not present. Ideally, language use should be creative and open-ended.

2.2.3.7. Cognitive Approach

The cognitive approach emerged as a reaction to the behaviorist nature of the audio-lingual method, drawing on contemporary cognitivist theories. This approach emphasizes that learning strategies and teaching methods should focus on students' mental processes rather than external behaviors, encouraging students to concentrate on internal learning processes.

In foreign language learning, the cognitive method centers on "the mind as a processor of information rather than on the specificity of the linguistic information it contains" (Mitchell & Myles, 2004, p.129). Rooted in Piaget's theory of cognitive determinism, the cognitive approach posits that language development is closely tied to cognitive development (Maftoon & Shakouri, 2018). This view emphasizes that humans are unique in their ability to use the mind for inference, interpretation, and deduction. Unlike the situational and behavioral approaches, the cognitive approach encourages learners to actively process meaning. While cognitive perspectives are not entirely rationalistic, they seek a balance between rationalist and empiricist approaches. The general principles of the cognitive approach are:

- Language learning is a rule acquisition and not a habit formation
- Grammar is deductively or inductively taught
- Learners are responsible for their learning
- All the skills are equally important
- No emphasis on pronunciation is required
- The teacher must have good level of proficiency in the target language.

Contrary to the behavioral approach, the cognitive approach primarily concentrates on the mental aspect. It connects FL learning to the learner's mental capacity. It is not balanced from the other side, though. Young students might not be able to make use of their mental faculties.

2.2.3.8. Affective-Humanistic Approach

The humanistic perspective first emerged in the mid-20th century as an alternative to cognitive code learning and audio-lingual habit theory. The term "humanism" refers to "improvement," while "humanistic" implies a focus on positive aspects. This approach to teaching and learning views each student as a whole person—mind, body, and heart. Specifically, it emphasizes the emotional component of the learner. Arifi (2017) argues, “The humanistic approach emphasizes the importance of the learners’ inner world; their thoughts, feelings, and emotions are placed at the forefront of development” (p.194). According to this perspective, learning is most effectively achieved when a student is able to express their feelings and ideas. The main principle of Affective-humanistic approach are:

- The respect of an individual is at the center of teaching process
- Instructions must recommend working in pairs and in small groups class atmosphere is more important than materials
- Teachers are merely counselors or facilitators
- Foreign language learning is considered as a self-realization experience
- Teachers have to be proficient both in the target language and in the native language of students, since translation might be used at initial stages

The emotive approach, which initially opposed the behavioral and cognitive approaches, fails to provide a scientifically sound framework for foreign language education. Without the structured representation of feelings and thoughts, language learning would lack organization and remain merely an expression of emotion.

2.2.3.9. Comprehension-Based Approach

The shortcomings of earlier approaches in establishing effective strategies for foreign language learning led to the development of the comprehension-based approach known as Total Physical Response (TPR). This method, created by American psychology professor James Asher in the late 1960s, emphasizes coordinating speech with physical actions (Fajeri et al., 2022). The goal of a TPR course is to produce learners who can communicate fluently and intelligibly with native speakers. Richards and Rodgers (2001) highlight that the primary objective of TPR is to develop oral proficiency.

Asher's perspective was influenced by Arnold and Thompson's observation that children can understand complex adult speech even before they begin to speak themselves (Shi, 2018). As Yu Zhenyou (1992) explains, *"Once they have internalized the complexity of the language, children have acquired a well-spoken language, and the 'physiological' mechanism of this acquisition will not disappear; they will take the initiative to produce a large amount of language"* (p. 25).

In this context, TPR also aims to provide a calming environment that helps learners overcome anxiety about speaking a foreign language. TPR instruction is ideally conducted in real-life or realistic settings, allowing students to engage with the world through sensory experiences rather than relying solely on audio-visual materials. Shi (2018) outlines the principles of TPR as follows:

- Holding listening as a leading skill in classroom Students improve their abilities for understanding the body's responses to the language.
- Teachers provide more attention to the meaning rather than form, this reduces students' tension
- It cultivates students' real communicative competence

- TPR works on in maintaining students' long-term memory
- The recall rate is higher in TPR method

Advocates of this approach typically focus on teaching language through listening and response. However, learning a foreign language also requires learners to produce the language on their own and be autonomous learners.

2.2.3.10. The Silent Way

The Silent Way was developed by Caleb Gattegno. According to Richards and Theodore (2000), the central premise of the Silent Way is that the teacher remains silent as much as possible, while, conversely, learners are encouraged to produce as much language as they can. In alignment with contemporary learning theories, the Silent Way inherits the structural approach to language organization, wherein the sentence serves as the fundamental unit of instruction, and the teacher emphasizes propositional meaning over communicative value (Gattegno, 1972). Vocabulary occupies a central role in foreign language acquisition, making the selection of vocabulary crucial. This necessitates that teachers provide learners with the structural patterns of the foreign language, allowing them to internalize grammar rules through fully inductive processes. The foundational principles outlined by Gattegno regarding the Silent Way may be summarized as follows (cited in Richards & Rodgers, 2001):

- Learner who is creative are better than those remember and memorize
- Learning is facilitated by mediating physical objects
- Learning is facilitated through problem solving

2.2.3.11. Communicative Approach

The decline of structural methods can be traced back to Noam Chomsky's critiques. In his seminal work, *Syntactic Structures* (1957), Chomsky elucidated the shortcomings of structuralism, highlighting its failure to account for the fundamental characteristics of language

(Cerezal Sierra, n.d). By the early 1970s, this British-American scholar introduced Communicative Language Teaching (CLT), which aimed to foster the development of practical communicative skills in second language acquisition. CLT emerged as a counter to the audio-lingual method (Dörnyei, 2009), positing that language is a social phenomenon rather than merely a series of memorized drills.

Within the CLT framework, numerous reforms were informed by applied linguistics. Firstly, CLT ascribed social significance to language, viewing it as a medium of communication among community members. Consequently, foreign language teachers are motivated to enhance their students' communication skills. Importantly, CLT expands upon Chomsky's definition of communicative competence, which encompasses the ability to comprehend and produce messages that are appropriate to specific social and cultural contexts. Moreover, language users can relate their linguistic knowledge to everyday conventions, facilitating their participation in discourse and adherence to pragmatic norms (Cerezal Sierra, n.d.). In other words, learners acquire linguistic competence within realistic classroom situations, thereby enabling them to apply this competence in authentic and creative communication in the wider world. Rambe (2017) argued that CLT materials must cover all the coming features to achieve that goal:

- Using some ideas for setting on which the target language can be used (e.g. At the bank)
- the social role played by the learner in the target language is the same of his interlocutor (as a traveler or sales/client talking
- there has to be communicative events in which the learner participate as making telephone call… etc
- the skills involved are knitted together with a discourse: discourse and rhetorical skills
- Using variety of the target language will be needed
- Structuring the grammatical content will be needed

In addition, Richards an Rodgers (2001) summed up modern CLT's principles as:

- Real life communication is at center of language learning
- Afford learner to experiment their knowledge
- Teachers are to be tolerant with learners' errors as a mean for developing their communicative competence
- Reading, writing, speaking and listening skills are interrelated together in the real life.
- Students are more recommended to induce the grammar rules themselves

2.2.3.12. The Competency based Approach

This approach emerged in the 1970s in the United States as an educational movement that defines educational goals in terms of specific, measurable descriptions of the knowledge, skills, and behaviors that learners should possess by the end of a course of study (Richards & Rodgers, 2001). In essence, it views learning as an opportunity to acquire genuine competence. More importantly, Competency-Based Assessment (CBA) emphasizes the transition from what learners know about language to what they can effectively do with it. Simultaneously, it highlights the competencies that underpin the curriculum framework, syllabus guidelines, teaching strategies, assessment, and reporting. Furthermore, assessment evaluates a student's ability to perform specific learning tasks based on their skills and abilities (Docking, 1994). In light of previous educational approaches, advocates of CBA have recognized that competence is of greater significance than mere knowledge, which is seen as a mental ability. Docking (1994) further asserts that the CBA approach revitalizes learners' education. Notably, CBA enhances the quality of both assessment and teaching, thereby improving learners' outcomes through clearly defined objectives and constructive feedback.

Within the realm of language learning, CBA is implemented as Competency-Based Language Teaching (CBLT). This framework describes competencies for using language in real-

life contexts while also developing problem-solving skills, communicative abilities, and creativity—key strategies for enhancing competency (Derseh et al., 2023). Adopted since the late 1970s, CBLT has served as the foundation for designing work-related and survival-oriented language programs for adults (Richards & Rodgers, 2001). It has been embraced by Australians as an effective approach to planning language programs, and its utility has led to widespread acceptance in numerous countries as a predominant strategy in foreign language learning.

Moreover, language instruction within CBLT occurs in the context of social interaction. This approach is predicated on the belief that language can be taught progressively, with functional analysis breaking it down into smaller components. CBLT resembles a "mosaic," wherein individual pieces collectively form a cohesive whole. With a heightened focus on communicative competence, CBLT aims to enhance learners' functional communicative skills (Richards & Rodgers, 2001).

Understandably, CBLT is less concerned with the language itself and more focused on equipping learners with the competencies necessary to navigate real-life situations. To summarize the characteristics of CBLT, Auerbach (1986) outlines them as follows: It enables learners to be autonomous to cope with world needs.

- It teaches language as a function to communicate without teaching language in isolation.
- skill and the forms learnt are to be used in real situation (i.e., focus on skills in life)
- It is a performance-based task; knowledge is needles itself
- It has a type of modularized instruction. Language learning can be categorized into manageable and meaningful parts
- The assessment is meant for the ability of real life performance In CBLT, assessment is continuous and ongoing assessment feedback is used to help developing curriculum

- CBA is an individualized approach in which personal knowledge and individual needs are regarded.

Ultimately, CBLT can effectively fulfill the goals of foreign language teaching and learning, as it has already demonstrated its usefulness. Without applying language competencies in real-world scenarios, language remains limited to a mere communication tool. The objective should be to expand one's linguistic horizons

2.2.4. Language Skills and EFL Learning

Being accurate involves using proper grammar and pronunciation. According to Gower et al. (1995), teachers often assign controlled tasks that emphasize accuracy. However, teachers are also committed to encouraging learners to use the language for communication, even if they hope students will use it correctly during more activities that are open-ended. Conversely, fluency refers to the ability to speak in a spontaneous manner. Gower and his colleagues suggest that during fluency exercises, teachers should refrain from correcting their students immediately. Instead, they can offer constructive feedback later on, using techniques that enhance students' fluency. The importance of mastering speaking has grown as English has increasingly secured a strong position as a language for international communication (Nazara, 2011). In the current era, the world demands effective communication skills for business, technology, employment, and the sciences; this has become a requirement in the global era (Akhter et al., 2020). For this reason, EFL teachers must give speaking the attention it deserves by engaging students in appropriate communicative tasks that prepare them to interact whenever needed.

2.2.4.1. EFL Writing Skill in EFL Learning

Like speaking, writing is a productive skill that uses the written form to convey ideas and knowledge. Writing represents language visually or tactilely, using symbols, including punctuation, to depict sounds and numbers (Bouzar, 2021).

Despite its importance in language learning, writing is often undervalued in educational practices. According to Allen (1995), instructional focus is primarily on listening (40%), followed by speaking (35%) and reading (16%), with only 9% allocated to writing.

In EFL contexts, writing proficiency is a key measure of language competence, encompassing correct grammar, vocabulary, register, and style (Mitchell, 1976). Eisterhold (1994) underscores that "the acquisition of language and literacy are not one and the same," suggesting that speaking proficiency does not necessarily predict writing ability (Thonus, 1993). Even fluent speakers often need significant practice to develop strong writing skills.

Gower et al. (1995) advise students to write with their intended audience in mind, as this enhances the communicative quality of their writing. Teachers support this process by providing targeted exercises to build writing fluency.

2.2.4.2. Reading Skill in EFL Learning

Grabe (2009) describes reading as a complex process, involving the reception and interpretation of information encoded in written language (Urquhart & Weir, 1998). The primary function of reading is to decode written messages and process information. A significant challenge in reading is that not all individuals inherently know or understand how to read effectively, making the development of good reading strategies and skills essential.

Reading is an intellectual skill that involves correlating the symbols on a page with the formal elements of language; associating words as sounds with the meanings they represent (Broughton et al., 1980). In other words, reading is the process of transforming codes and symbols into meaningful messages. There are two main types of reading: silent reading and reading aloud. Additionally, reading activities can be conducted either as a survey or through skimming. For a broad overview, *extensive reading* aims to cover a large amount of text in a

short time with minimal comprehension. Conversely, *intensive reading* involves two activities: content study reading and linguistic study reading, both of which focus on deep and thorough understanding (Broughton et al., 1980).

An effective reader must achieve a high level of performance in EFL learning. According to Broughton et al. (1980), the criteria for being a proficient reader include: 1) having a clear understanding of content and the ability to answer related questions, 2) understanding the relationships between words, 3) grasping the grammatical relationships between lexical items and the semantics of specific grammatical constructs, and 4) being familiar with the specific meanings of grammatical devices, word order, and sentence structures. Several approaches can help enhance comprehension, including: Grabe (2009) lists

- activation prior knowledge
- constructing mental images
- forming questions
- making association
- monitoring
- previewing
- summarizing
- text-structure awareness and story grammar
- using graphic organizer
- re-reading
- concentrating
- selectively reading

The goal of these strategies is to provide learners with effective tools to become proficient readers (Harestad Bakke, 2010). For some readers, utilizing simple strategies like “real-life

expectation and real-life purposes" can be highly effective (Simensen, 2007, p.149). According to Wodebo (2019), proficiency in speaking is a critical skill when learning a second or foreign language, and success in speaking is often measured by one's ability to engage in conversation (Derseh et al., 2023). Furthermore, reading serves as a gateway to culture and literature. Harestad Bakke (2010) suggests that reading literature can help cultivate a love of reading in learners, providing a foundation for personal growth, creativity, and maturity.

2.2.4.3. Listening Skill in EFL Learning.

In the listening process, one hears, understands, remembers, analyzes, evaluates, and then responds. It is a complex task where prior knowledge can be integrated to give meaning to what is heard. Yaldrim (2013) states that both speaking and listening are the most essential language skills for a learner to be considered an effective communicator. According to many studies, listening is learned automatically and often considered a secondary skill after speaking, known as the 'Cinderella skill.' Despite its lesser prominence, several methods have highlighted the importance of listening skills, such as Total Physical Response, the Silent Way, and Suggestopedia. So far, listening remains the hardest skill to acquire in the language learning process. This may be due to the demanding effort required for accuracy. Nevertheless, it continues to be an important component of most foreign language programs (Lotf, 2012). Additionally, listening has different forms: selective listening, intensive listening, interactive listening, discriminative listening, listening comprehension, critical listening, and appreciative listening.

Listening is considered one of the more advanced language learning skills. According to Wah (2019), listening requires the most processing power from EFL learners, as it involves instantly retaining knowledge in short-term memory. Unlike reading, listeners cannot revisit the material during listening.

There are useful techniques that an EFL listener can use. First, cognitive strategies are problem-solving techniques that manage learning activities and expedite the acquisition of knowledge. These techniques support information processing, storage, and recall. Second, learners use metacognitive processes as management tools to take charge of their education. Strategies such as planning, monitoring, evaluating, and modifying are employed (Rubin, 1987, as cited in Wah, 2019). These methods are commonly used in classrooms for listening and watching activities. Third, socio-affective techniques are utilized. They aim to encourage positive emotional responses and a favorable attitude toward language acquisition (Chamot & O'Malley, 1987, as cited in Wah, 2019). Moreover, Vandergrift (2003, as cited in Wah, 2019) suggests that listeners use socio-affective strategies to collaborate with others, assess their comprehension, or reduce anxiety. In this way, a listener processes oral messages through psychological and social perspectives.

There are two approaches to language processing in listening based on cognitive models: top-down and bottom-up. Bottom-up processing helps students identify the lexical and phonetic qualities necessary for text comprehension. Bottom-up exercises are particularly helpful for students seeking to expand their language repertoire. On the other hand, top-down processing relies on prior knowledge and experience to construct the meaning of a listening text using information from words and sounds. During this phase, the listener might use strategies such as sequencing main ideas, making predictions, and making inferences to relate their understanding of the topic, the speaker, and the auditory input (Wah, 2019).

In conclusion, listening is the foundational and most advanced skill in language learning. Wah (2019) notes that listening places the greatest processing demands on EFL learners, as they must store information in short-term memory and immediately understand it. In contrast, reading allows learners to revisit the text.

Like reading, there are effective strategies that EFL listeners can employ. First, cognitive strategies are problem-solving methods that help learners manage learning tasks and facilitate knowledge acquisition. They aid in processing, storing, and recalling information. Second, metacognitive strategies are management techniques that learners use to control their learning. These include planning, monitoring, evaluating, and adjusting (Rubin, 1987, as cited in Wah, 2019). These techniques are often used for listening and watching activities in classrooms. The third strategy is socio-affective. It involves efforts to foster positive emotional responses and orientation toward language learning (Chamot & O'Malley, 1987, as cited in Wah, 2019). Additionally, Vandergrift (2003, as cited in Wah, 2019) describes socio-affective strategies as techniques listeners use to collaborate with others, test their comprehension, or alleviate anxiety. This approach helps listeners to process oral messages from both psychological and social perspectives.

In summary, listening skills involve two processes: bottom-up processing and top-down processing. Bottom-up processing helps students identify lexical and pronunciation features for text comprehension and is beneficial for those aiming to expand their language repertoire. Top-down processing relies on prior knowledge and experience to derive meaning from a listening text using the information from sounds and words. During this process, a listener can connect their knowledge of the topic, speaker, and auditory input by using strategies like predicting, inferring, and organizing main ideas (Wah, 2019). In a word, listening is the first and most crucial skill for improving language understanding and pronunciation accuracy.

2.2.4.4. Speaking Skill and EFL learning

Furthermore, among the output skills is speaking, which is the ability to produce spoken sounds. According to Florez (1999), speaking is an interactive process of creating meaning that

involves receiving, processing, and producing (cited in Babiker, 2018). Thus, speakers interact as interlocutors through the listening-speaking process.

Developing speaking skills in FL (foreign language) learning is achieved through oral tasks and conversations. According to Chomsky (1980), speaking ability must be developed through communicative strategies. Teachers often use puzzles, games, problem-solving activities, and role plays. However, in many FL speaking classes, learners often feel anxiety and find it difficult to become proficient speakers. Similarly, reading provides the appropriate input and essential vocabulary for speaking, as it encourages students to use the language orally and boosts their confidence while speaking (Azzubeir, 2015).

Recent approaches, such as CBLT (Content-Based Language Teaching) and CLT (Communicative Language Teaching), focus on improving speaking skills. Activities like reading aloud and listening to music can be effective ways to enhance students' English language skills (Valdivieso-Arcos & Serrano, 2022). These techniques motivate students to speak slowly and confidently.

English holds a crucial role as a language of global connection in the modern era, making speaking proficiency in EFL (English as a Foreign Language) studies essential (Nazara, 2011). It is, therefore, suggested that speaking serves a complete communicative purpose. Without a doubt, EFL students must develop their speaking skills to become proficient English speakers in the future, given the global status of the language. According to Brown and Abeywickrama (2010), the importance of productive skills comes from the fact that learners are often assessed in real-world situations. This makes EFL speaking proficiency a major concern for many educational institutions.

With the world becoming increasingly interconnected and markets, more open, speaking skills in EFL learning have become a necessity. It is impossible to navigate these vital real-life communicative contexts without mastering the language of communication. Babiker (2018) argues that "speaking seems initially to be the most important skill: People who know a language are referred to as speakers of that language as if speaking included all other kinds of knowing, and many, if not most, foreign language learners are primarily interested in learning to speak" (p. 138).

2.2.5. EFL Learner and the learning Contexts

2.2.5.1. EFL Middle School Learner

In the early fundamental education system in Algeria, after completing six years of primary school, students move on to the next stage: middle school. In the former system, middle school learners studied English for three years, covering the 7th, 8th, and 9th grades. However, following the educational reforms of 2001 and 2003, students are now required to study English for four years, spanning the 1st, 2nd, 3rd, and 4th years of middle school. English is introduced to learners for the first time in the 1st year of middle school.The middle school English syllabus is designed to achieve specific objectives, as outlined by Si Merabet (2016):

1. **Cultural Objectives**: Learners are expected to understand aspects of English civilization and culture, while also distinguishing between English culture and their own.
2. **Linguistic Objectives**: These enable learners to acquire and develop language skills, functions, and knowledge.
3. **Methodological Objectives**: These aim to help learners develop learning strategies such as working in pairs or groups and to enhance their thinking methods.
4. **Socio-professional Objectives**: These focus on equipping learners with the linguistic tools necessary to integrate into a professional society.

In addition, Benadla (2013) emphasizes that middle school learners are expected to achieve a certain level of communicative competence and be trained in the four language skills—pronunciation, listening, speaking, and writing—allowing them to explore various linguistic functions and forms.

EFL (English as a Foreign Language) middle school learners are at a psychologically sensitive stage of adolescence, typically between the ages of 11 and 16. This is a time of physical, intellectual, and emotional growth. At this age, learners become more aware of their needs, pleasures, and desires. Therefore, teachers must consider adolescents' interests and needs when designing lessons. Although the focus is on acquiring a basic level of language proficiency, learners at this stage also begin to form views about themselves, EFL learning, and their teachers. These views significantly shape their beliefs and motivation, becoming strong determinants of their achievements in learning English as a foreign language.

2.2.5.2. EFL Secondary School Learner

Once middle school learners pass the BEM exam at the end of the fourth grade, they continue their EFL studies in secondary education. In secondary school, students study more complex language subjects such as grammar, vocabulary, pronunciation, phonology, and various language forms and functions in their English classes. All subjects are taught in Arabic during middle school and secondary education (ages 16–19), except for foreign language courses. During their first year, students are guided to choose between the scientific and literary streams.

Students who choose the literary stream must select one of two subfields: philosophy or foreign languages. FL (Foreign Language) learners devote a significant amount of time to studying English and French, with 4-5 hours per week dedicated to each, in addition to learning a secondary language (German or Spanish). Students in the scientific stream, on the other hand,

can specialize in one of three subfields: technical mathematics, mathematics, or experimental science.

Both streams dedicate three to four hours per week to learning foreign languages. In some regions of Algeria, Tamazight is also taught. Upon completing the three years of secondary education, students receive their baccalaureate degree (BAC). The primary objective of EFL instruction in the current Algerian system is to prepare students for effective communication with teachers. The outcome varies depending on each stream's emphasis on teaching English as a foreign language. For instance, students in the literary and foreign language streams must place a strong focus on English, as it is a core subject for them. In contrast, students in the scientific streams follow a less intensive English curriculum.

At ages 16 to 19, students become more independent and begin to develop self-efficacy, as well as critical thinking skills. Therefore, teachers should plan lessons and activities that reinforce these competencies and skills. Secondary school learners at this stage also tend to be more socially connected. As a result, English courses are designed to help learners develop a general command of English for use both inside and outside the classroom (Herihiri, 2021).

2.2.6. The EFL Learning and the individual and Social Context

2.2.6.1. EFL Learning and the Social Environment

It has been widely demonstrated in social studies that learning is influenced by social surroundings. Indeed, foreign language learning is significantly shaped by social factors. Morales (2017) asserts that variables such as economy, social status, educational background, ethnicity, and religion influence learners' acquisition of a second language. Spolsky (1989) presents a schema of various factors—psychological, sociological, economic, political, religious-cultural, and linguistic—and their impact on second language learning. Spolsky argues that the influence

of the social context on second language acquisition plays a major role in shaping a learner's attitudes toward the target language, its speakers, and language learning situations, which directly affect motivation (Morales, 2017). A learner who belongs to a society that values the foreign language (FL) tends to have attitudes that are more positive. In turn, these positive attitudes lead to higher motivation.

According to Spolsky (1989), the social context significantly affects second language learning by shaping learners' attitudes toward target languages, speakers, and educational settings. Morales (2017) suggests that these attitudes have a direct impact on motivation. As a result, students from cultures that value the FL tend to develop more positive perspectives, which subsequently lead to higher levels of motivation.

The social setting undeniably impacts L2 (second language) learning, particularly in enriching linguistic development. Labov (2006) highlights that the social status of a language deeply influences its lexicon and pronunciation. For instance, learners from Arabic- or Hindi-speaking backgrounds may exhibit accents that reflect the phonological characteristics of their native languages. Additionally, the social context influences learners' motivation. According to Gholami et al. (2012), attitudes toward the target language, its learning environment, and its community play a critical role in shaping learning motivation. Social interactions also foster EFL (English as a Foreign Language) learning. As Gholami et al. (2012) note, dynamic social interactions can alter learners' motivation and anxiety levels throughout their language-learning journey. While such interactions can boost language acquisition, L2 learning still requires a formal setting to be most effective. The effectiveness of this formal contextualization depends on the teacher’s qualifications and the quality of instructional materials provided in a structured learning environment.

In conclusion, the social context in which an individual lives not only shapes their personality but also affects their willingness to learn a language. This understanding helps explain why some regions in Algerian schools may exhibit different levels of enthusiasm and success in foreign language learning.

2.2.6.2. Learners Self -Efficacy and EFL Learning

Above all, students' readiness and achievement in language learning relate to their self-beliefs. Two factors that encourage individuals to engage in a particular behavior are outcome expectations and self-efficacy. Self-efficacy is a crucial variable in education as a whole. It refers to the beliefs individuals hold about themselves. In other words, self-efficacy is the individual's capacity to produce a significant effect. Bandura developed the concept of self-efficacy, defining it as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391). Simply put, self-efficacy (SE) relates to how well a person evaluates their ability to perform an action. Without this confidence, an individual’s performance on a task is likely to be poor.

Indeed, learners who holds the belief in their ability to ameliorate their performance in learning will do better achievement. Bernard (1997) introduces the concept of self-efficacy as learners’ beliefs in their abilities to accomplish a task. Surely, such beliefs are effective motives to learn. SE is the degree to what a person possesses a belief in one competence to accomplish tasks or judge their academic competence to cope with learning challenge (Genc et al., 2016). As Horwitz (1987) puts it, learners are varied in their perceptions and beliefs toward language learning because these beliefs are shaped from their past experiences or from the cultural background. Depending on the extent of students’ self-efficacy belief, the language achievement can be influenced either positively or negatively (Rahimi and Abedini, 2000 as cited in Genc et al., 2016)). Other researchers investigate the subject as Başaran and Cabaroğlu (2014), their study

revealed that teachers observed in their classroom that learners who have negative belief of their abilities to learn a foreign language are the same students who have weak proficiency in English.

Notably, in the light of Bandura's social cognitive theory, learners' kinds of beliefs determine the final accomplishment in language learning and in any task. Learners with clear goals are expected to increase self-beliefs and all required efforts, time and persistence. Therefore. Perceived self-efficacy is theorized to influence performance accomplishments both directly and indirectly through its influences on self-set goals (Genc et al., 2016).

2.2.7. EFL Learning in Algeria

2.2.7.1. The Political Status of English in Algeria

Learning a foreign language becomes a requirement in the current global world. The 21st-century life is characterized with a big social, political, trade, sports and online integration. To bridge the gap with the global world, people need to have a good command in English as an international language. For this purpose, Kachru (1986) acknowledges that "knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gate to international business, technology, science and travel, in short, English provides linguistic power"(p.1). Actually, the reason behind the present power of English went back to the expansion of British Empire which was dominating the world along the 19h century.

Historically, English was not a component of the cultural identity for Algerians. Instead, Algerians used to speak French and Arabic as the first and secondary languages in their daily lives. Rather, English was critically limited in daily life use. Back to the 1969, Algeria recognized that French and Arabic do not satisfy the national need for the international language, English. So, a *General Inspectorate of English* was created (Mize, 1978). The ministry of education announced the shortage in teachers of English, then it brought teachers from other countries and initiated an action of prompt recruitment and training of Algerian teachers

(Kouicem, 2019). At that era, Algeria entered the international economical market through gaz and oil enterprises. Therefore, the integration of English had become an urgent need.

Till the present time, the Algerian cultural context is different from any English-speaking country despite of the domination of English on the media and on all means of communication. Due to the fact that having the second status after French, English causes some negative perceptions toward EFL learning. Many Algerians considers English as a language of an ex-colonial and imperialist country (Slimani, 2016). To a great extent, these negative attitudes affect the economy, business and learning motivation. That what can explain low EFL performance in many Algerian students.

2.2.7.2. The Educational Background of English in Algeria

The Algerian educational system has undergone numerous reforms over time, with English emerging as a focal point. In 1993, the Ministry of Education allowed parents to choose between English or French for their children starting in the fourth grade. However, English continued to be regarded as a second foreign language. The second reform, initiated in 2001, aimed to improve English learning by restructuring the educational system to better prepare students for the demands of the 21st century, particularly for global economic and cultural engagement (Mami, 2013).

A swift reform followed in 2002, shifting the educational focus toward the learner rather than the teacher. Educational goals began to vary across systems, driven by the need to modernize education for contemporary realities (Perrenoud, 2000, as cited in Gasmi, 2020). Former Minister of National Education Benbouzid emphasized the role of schools in fostering Algerian society's knowledge and practical skills (as cited in Gasmi, 2020). He saw this reform as an opportunity to cultivate critical thinkers and responsible citizens.

Concerning reforms on English, it is introduced at the first year in the middle school and studied for the four years instead of only three years as in the former fundamental curriculum. After passing the final national exam, learners pass to secondary school for three years. When passing the Baccalaureate exam, they go to university. Regulations begins even on the teaching approaches. In the fundamental educational system, teaching was based on objectives. Leaning were based on unites, its objectives must be accomplished in a given duration of time (Benadla, The Competency Based Language Teaching in the Algerian Middle School: From EFL, 2012). Afterward, unites are replaced by the new approach, named the competency-based approach (CBA). As all other subjects, the CBA approach is used to ameliorate English teaching. However, even the CBA approach is questioned as convenient in some schools. To sum up, the educational stakeholders thoroughly invested much interest to enhance EFL learning. With this in mind, the international role of English, permanent changes are still proceeded. Even though, at the beginning of the school year of 2022 and 2023, another reform was introduced by initiating English at the third grade of primary school.

2.2.7.3. EFL Rural School Learner and EFL School Achievements

The concept of 'rural' is broad and multifaceted. Generally, it refers to areas outside cities with low population density (Aziz, 2011). Beyond location and population, some definitions emphasize economic characteristics, describing rural areas as those primarily dependent on agriculture and tourism, regardless of geography or density (Monk, 2007). Rural areas are often distinguished from urban places by their smaller size, greater distance from city centers, and lack of socioeconomic amenities, such as healthcare, transportation, and trade facilities (Kusuma, 2022). These situational conditions of rural areas usually draw a great impact on the rural society, their potential and their perceptions. As part of society, school Students show certain attitudes towards some school subject as foreign language learning.

In their study, Yahia Lamara and Sadik Khodja (2019) explain that each country has unique criteria for classifying areas as urban or rural. Typically, an urban area must have a population of over 20,000 and is often defined by administrative functions (e.g., being a capital, city, or district) and the types of prevalent professions. Some countries apply various standards for urban/rural classification, while others use all of these criteria to make distinctions.

In Algeria, in the data census of 2008 designed some characteristics to qualify an area as urban and not rural:

- The least number of the population must exceed 5000
- The economic activity: most active people must not occupy agricultural work (less than 25%)
- Public facilities : for example, electricity, and sanitation
- Hospitals
- Schools: middle, secondary, or even primary
- Social sites (centres, clubs …)
- Administrative sites (courts, police station, post offices)
- Sport and entertainment sites: cinema, clubs…etc)

According to the Administrative division, urban areas of Adrar constitutes the provinces of Aoulef, Reggan, Zaouite Konta, Fenoughil, Tsabit and Adrar city center. However, in early times before the new partitions, Burj-baji-Al-Mokhtar, Timimoun were parts of the Wilaya. Each of these districts has many municipal people's councils: 1) Aoulef includes: Timokton, Aoulef, Akebli, and Tit. Zaouite Konta is compound of Zaouit konta and Enzagmir. Sbaa and Tsabit are the two municipalities of Tsabit. There are three in Fenoughil (Tamest; Timantit and Fenoughil). Reggan includes Reggan and Sali. Moreover, there are several *ksours* in each city hall. Rural regions of Adrar are illustrated in table below (table …)

Recently, educational research has increasingly recognized the importance of studying rural schools. However, few studies focus on EFL learning and teaching in rural middle and secondary schools in Adrar. Most research has centered on EFL learning in Adrar's urban areas.

For instance, Bouhania (2020) found that EFL teachers in Adrar often hold negative attitudes toward the implementation of the Competency-Based Language Teaching (CBLT) approach. Teachers view CBLT as impractical and top-down, imposed by the Ministry of Education without consideration of local context.

Similarly, Lahmer (2019) examined English-speaking skills in rural middle schools, reporting that students often struggle with speaking and pronunciation. He offered various recommendations to help teachers address these issues and enhance EFL learning overall. Although rural students may be hesitant to adopt these suggestions, they are seen as valuable steps toward fostering motivated EFL learners.

In conclusion, EFL teaching and learning in rural areas remains challenging, partly due to limited educational resources. Additionally, some families offer minimal support for literacy activities, affecting students' engagement (Omidire et al., 2018). Parental encouragement is essential, as learners' attitudes and efforts are influenced by the perceived value of English and parental involvement in language education (Cuong, 2021). Unfortunately, parental support is often lacking in rural areas, contributing to students' negative attitudes toward English.

2.2.7.3.1. The Administrative Division of Adrar City

This study aims to establish clear distinctions between rural and urban areas in Adrar, drawing on reliable sources. According to the Directorate of Education in Adrar, Yama (2023) explains that these distinctions are primarily demographic, based on population size. Areas with populations exceeding 50,000, such as Adrar, Fenoughil, and Reggan, are classified as urban. Semi-urban areas, like Tsabit, Bouda, and Sali, have populations ranging from 2500 to 50,000, while rural areas, such as Tit, Akebli, and Tirourine, have fewer than 2500 residents. Notably, this study combines rural and semi-rural areas under the term "Rural research area" for two main reasons: first, there are no secondary schools in rural regions, so students from these areas attend

semi-urban schools; second, semi-urban areas share more common characteristics with rural regions than urban ones.

Administrative data from the National Office for Statistics further refines this categorization based on the Sixth General National Census for Population (2022). The census divides Adrar's areas into three categories: ZR (Scattered Buildings), AS (Secondary Urban Population Areas), and ACL (Principal Urban Areas). These categories are based on specific criteria: (1) Areas of urban population density have clusters of 100 buildings, with a maximum distance of 200 meters between them, and each town hall constitutes an urban population center; (2) Scattered areas contain dispersed buildings; (3) Principal Urban Areas are identified as central population clusters

Table 1: Adrar Districts up to the National Cesus

	Principal Area(urban population gathering)	**Secondary Area (the rural population Gathering)**
Timokton	Iner	In belbal –Gasbah Jenna – Zaouit Molay Hiba
Tmantit	Tmantit	Nom Nass – Bofaadi –Wlad haj Mimon
Fenoghil	Zaouit sidi Abdelkader	Tasfawt –Abani –Wadgha –Bnihani – Azzi – Almansor- Makra – Omhasan – Barshid – Ohm Amar – Ghasbah Ahrar –Baamour
Sali	BabAllah	Zawiet hshaf – Brishi Mimon- Brishi fogani - Mansor –Tinourt –Molsy Arbi
Akebli	ERG ECHECHE MANSOUR	Sahel _Zaouia _
Wlad hmed Timi	El mansouria_ Oulad Brahim_ Bamosa and Oulad hmed_ Baabdella _ Elmansour+Boukan _ City July 5th_ city 20 Apartement	Zaouit Sidi el Bekri_Ouled Bouhafs _Mehdia_Beni Tamert _ Ouled Aissa +Ouled Arrousa _ Melouka_ Mimoune _ Ouaina _ Ghouzi + Timliha_ kesbat si tayab _Koussam Bouzan – Ouaina du Nord

Reggan	Tourirt_ zaouit Reggani_Timadanine_En nefis_Ait Messoud_ In Zeglouf	Tinoulef
Bouda	Bendraou _	Laghmara Lamarin Leksiba
Sbaa	Sbaa	Ksar Guerarra
Aoulef	Aoulef	/////
Zouiet Kounta	Zouiet Kounta	Mekkid _ Tiouiririne _ Adrour _Zaglou_ Ouled hadj _Azoua
Tsabit	Bentalha	Kabertan – Habla Ksabi – Oujlan Elmaiz – Layad – Hammad – Brinkane – Arian Arras
Tit	Tit	///////
In zegmir	Tidmaine	In Zighmir – Bounadji – Zaouit Bilal - Titouine Lakhrasse – Tilouline
Adrar	Adrar	Tililan –Merraguene
Tamest	Lahmer	Titaf- Gharmianou – Aghil – Tamassakht- Ikkis – Antar – Djdid –Bouyahia Oulaya – Bouyahia Soufla

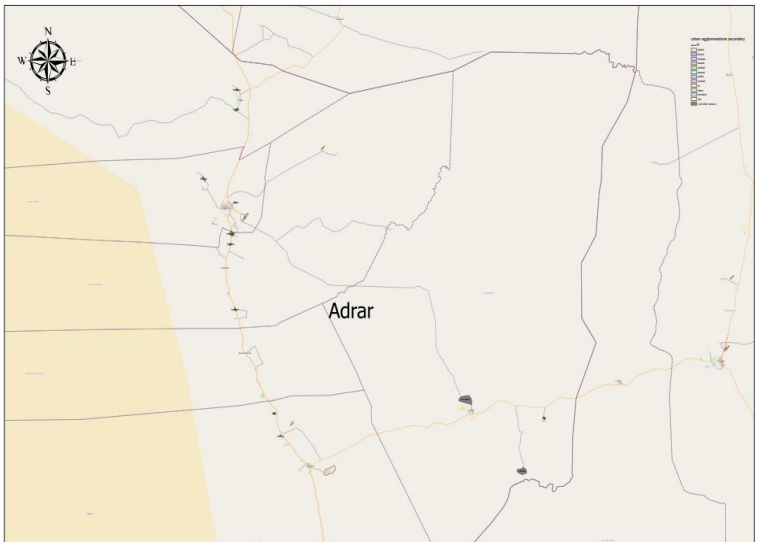


Figure 5: Map of Adrar illustrating the Rural Areas Sample

2.2.7.3.2. Distrubution of Schools According to Directorate of Education in Adrar

Yama (2023) states that the schools which belong to former areas are numerous. Based on the former reasons(of categorizing), rural areas comprise both rural and semi-rural schools. He lists the number in each area as follow:

Table 2: Number o of Middle and Secondary Schools in Adrar (2023)

	Urban	**Semi-urban/Sem-rural**	**Rural**
Middlle schools :57	-Adrar 12 -Fenoughil 1 -Zaouite konta 2 - Reggan 3 -Aoulef 3 -Tsabit 1	-Bouda 3 - Timi 4 - Tmantit 3 - Fenoughil 3 -Tamest 2 - Zaouite konta 3	-Timokton 3 - Akebli 1 - Tit 1 - Tidmain 1 - Sali 2 - Anzegmir - Bouli 1 - Zaglou 1 - Tirourin 1 - Tsabit 2 - Sbaa1
Secondary Schools: 26	-Aoulef 1 -Reggan 2 -Zouite konta 2 - Adrar 7 - Fenoughil 2	-Tmantit 1 -Bouda 1 -Awlad Brahim 1 -Tsabit 2 -Tamest 2 -Tsabit 2 -Anzegmir 1 -Tilouline 1 -Sali 1 - Berish 1 -Timokton1	//

Conclusion

Through an examination of the learning process, many ambiguities surrounding it have been clarified. Learning theories provide valuable insights into how individuals learn: behaviorism views learning as a habit-forming process; cognitivism considers it a mental activity; humanism emphasizes emotional expression; constructivism sees learning as a process in which learners actively construct meaning; and social theories propose that learning is shaped by society's influence on individuals' minds.

As EFL learning is the focus of this study, this chapter explores various approaches used in foreign language teaching. With historical examples, it illustrates the progression of language teaching methods over time, often influenced by dominant learning theories and cultural beliefs. In Algeria, the education system has adopted the Grammar Translation Method and the Communicative Language Approach, with the Competency-Based Approach (CBA) currently implemented at all levels. CBA is considered one of the most suitable methods globally. Additionally, this chapter examines the core language skills (listening, writing, reading, and speaking) that learners must develop competence in.

Further exploring the Algerian EFL context, the chapter addresses how Algeria's educational system seeks to equip society to respond to national and international changes. This includes an overview of political and educational policies related to English, with the most recent reform introducing English at the primary level in the 2022-2023 school year. This step marks a significant effort to enhance EFL teaching and learning. Finally, the researcher discusses the concept of rurality, especially within the framework of Algerian administrative standards and the distribution of areas in Adrar.

To conclude, learning in general and EFL learning specifically brings clear insights regarding the research inquiries. To achieve this, the current chapter sheds the light on the EFL

learning and the rural learners situation, which will give much understanding to the research findings.

Chapter Three : Performance in EFL Teaching

Introduction

Over the years, teaching has been a crucial aspect of education. More specifically, what is more important is the effectiveness and quality of the instruction. A teacher's effectiveness in the classroom is determined by the quality of their performance. It takes into account whether or not their instruction produces strong or poor learning outcomes.

Generally, describing teacher performance as being effective or ineffective is measured through teaching evaluation. This chapter is devoted to EFL teacher performance, and how to evaluate his/her teaching practices. The evaluation takes different forms and uses different tools as well as it has to be objective, free of any subjectivity.

In the overall, an extensive explanation is concerned about the standards of teaching performance that are set to measure a teacher performance. Definitely, teaching job profession can be affected by several factors. Those factors are well discussed to display when a teacher might have high or low performance. Finally, there is an exploration for the evaluating tools and methods.

3.1. Introduction of the Concept of Performance in Teaching

The term 'performance' holds significant meaning. Arifin (2015) describes performance as work output, achievement, and the manner in which work is completed, encompassing both outcomes and procedures. In the workplace, job performance reflects the extent to which goals are achieved upon task completion. Similarly, teacher job performance, as defined by Selamat et al. (2013), refers to how effectively teachers conduct themselves in the classroom. In other words, teacher performance reflects a teacher's success in fulfilling their duties and responsibilities (Uzun & Özdem, 2017). Effective teacher performance is essential to meet student expectations and boost their motivation for learning.

Teaching performance (TP) focuses on teacher effectiveness and high teaching standards. As Tuckman (2013) emphasizes, an effective teacher is one whose students learn and grow optimally (p. 127). Although teacher effectiveness involves teaching abilities, student-learning outcomes also contribute to teaching competence. Gibbs (2002) asserts that a good teacher can adapt to diverse teaching situations (as cited in Moreno Rubio, 2009). Beyond instruction, teachers also handle classroom and student issues. Unlike other professions, teacher performance is complex and challenging to measure reliably, accurately, and fairly (Podgursky & Springer, 2007). This complexity has spurred substantial research on evaluating teaching performance, often involving specialized measurements and standards.

Researchers have identified several characteristics of effective teaching. Effective teachers are typically persistent, flexible, and innovative, willing to take risks in the classroom and support students in all situations, thus successfully meeting their teaching objectives. Additionally, effective teaching involves multiple factors, including strong subject knowledge, a sense of responsibility, and a motivation to teach. Effective teachers also engage students through activities and assessments, provide meaningful feedback, and foster a warm, supportive classroom environment. Many responsibilities, therefore, are considered integral to effective teaching.

Borich (2000) adds qualities such as lesson clarity, instructional variety, student engagement, task orientation, and a high student success rate. A teacher who aligns closely with these criteria is generally considered effective. However, external factors, such as student diversity, can also influence teaching effectiveness and are often beyond a teacher's control.

3.2. The Theoretical Relationship between Attitude and Teaching Performance

Individuals' satisfaction has long been considered a primary determinant of performance quality. Studies on employee attitudes have yielded interesting findings. Fishbein and Ajzen's (1975) 'Reasoned Action Model' theorizes that a person's beliefs and emotions about a particular object profoundly influence their behavioral intentions, which subsequently affect actual behavior. In other words, behavior is often shaped by underlying thought patterns.

Moreover, research has consistently demonstrated a positive correlation between attitude and performance. For example, Duatepe and Olyum (2004) suggest that teachers' attitudes toward their profession, whether positive or negative, directly impact their performance. Workers with higher satisfaction levels tend to perform better. In their study on teacher attitudes and performance, Al Harthy et al. (2013) found that attitudes toward teaching directly influence professional performance, particularly among more experienced teachers. Bowie and Bond (1994) further highlight that negative teacher attitudes are closely associated with student difficulties in language acquisition, emphasizing that a teacher's mindset affects their feelings, thoughts, actions, and, ultimately, performance (Araromi & Salmani, 2020). In a study conducted in Osun State, Nigeria, Araromi and Salmani concluded that secondary teachers with unfavorable attitudes were linked to decreased student progress, while teachers with positive attitudes fostered motivation and improved student outcomes.

Gender differences are another notable factor in the attitude-performance relationship. Vahdany et al. (2015) found a significant link between student and teacher attitudes in Rasht, Iran, with female teachers demonstrating more positive perceptions that correlated with higher student performance in English.

In EFL studies, researchers have explored how teachers' attitudes toward their profession influence classroom practices. Findings suggest that effective teachers exhibit positive attitudes,

engage collaboratively, and share responsibility with their students (Duatepe & Akkuş-Çıkla, 2004). Agcam and Babanoglu (2016) indicate that attitudes toward teaching are shaped by personal beliefs and training experiences; teachers with positive training experiences often demonstrate more constructive behavior in the classroom.

Motivational factors can also shape teacher attitudes. Esim Gusory (2013) found that teacher trainees with strong instrumental and integrative motivations for L2 learning displayed more positive attitudes, which positively influenced their teaching practices. Male trainees demonstrated the highest levels of positivity.

However, limited research specifically addresses the link between teacher attitudes and practices in EFL contexts. In a study of secondary schools in Chili State, Nigeria, Akomolafe (2022) examined the relationship between teacher attitudes, teaching effectiveness, and gender. While teachers generally exhibited positive attitudes toward their profession, significant gender differences were observed, with male teachers reporting attitudes that are more positive.

In summary, previous studies indicate that teachers' beliefs and attitudes are critical determinants of performance. Positive attitudes enhance motivation, which in turn leads to more effective teaching practices.

3.3. Assessment of EFL Teacher Performance

Before assessing the success of EFL learning, it is essential to evaluate teacher performance to determine the effectiveness of their teaching. According to the OECD (2015), teacher performance evaluation involves assessing individual teachers to make objective judgments about their work using standardized tools. Navidinia et al. (2013) highlight two key purposes of evaluating EFL teachers: first, to ensure teachers are performing optimally to enhance student

learning; and second, to identify teachers' strengths and weaknesses to support professional development.

Teacher performance is conducted in summative and formative ways. The summative teacher evaluation is done by making decision as dismissing ineffective teachers and promoting teachers with effective competencies. Moreover, evaluation is related to issues of promotions, salaries, and types of hiring (Gómez & Valdés, 2019). Quality assurance mechanism in summative evaluation is necessary. Strong and Tucker (2003) ensure that accountability purpose reflects a commitment to the essential goals of competences and quality of performance. It is a kind of accountability that relates to judging effectiveness of educational services. On the other hand, formative evaluation represents the qualitative appraisal on a teacher's current practice to identify the strengths and weaknesses, then to give the needed professional development opportunities (Isore, 2009). Formative evaluation is related to teacher improvement, continuous education, and professional development (Gómez & Valdés, 2019). In the formative evaluation, teachers improve their practices through continuing learning. Many contemporary views focus on the formative evaluation for its importance. According to Darling-Hammond (2013), evaluation should be attached with a constructive feedback and be connected to professional development opportunities which are beneficial to teachers' goals and needs (cited in Borg, 2018). Surely, formative training gor teachers will be more helpful for developing their skills and updating their strategies.

Evaluation of the performance is crucial for teacher professional development. Kocak (2006) presumes that evaluating performance is a measurement process and appraisal of employees' individual achievements and behaviors.

3.3.1. The Importance of Teacher Performance Evaluation

Being a teacher means having a job of educating and instructing learners at one of the stages from primary school up to university. Teachers' performance is one of the most important strategies for making effective teaching and quality of teaching (Chalhob, 2021). To put it differently, high skilled or motivated teacher improves teaching and learning, respectively (Merati et al., 2021). For that reason, all teachers undertake a tremendous challenge. Language teaching is specifically the most demanding roles (Mashhadlou & Izadpanah, 2021), due to the content (Mazanarani &Troudi, 2021). Moreover, Kocak (2006) believes that providing teachers and all educational institutions employees with a valid and reliable feedback is very motivating for them to improve their work. In this regard, the evaluator has to select the most relevant strategies and tools, apply them in an objective way and follow all that with a good feedback. Consequently, evaluation of teaching performance in this way indirectly promotes students' achievement as well (Tawalbeh, 2019). To illustrate, by using the observation as an evaluation strategy, a team of EFL specialists designed a checklist with a set of standards in which they aim to describe the performance of instructors and providing them with a feedback. Plus, it is noted that the goal of observing is to support teachers to reflect on their practices and help them for professional development endeavors. Later, the observer meets the teacher to discuss together his previous teaching practices. Coupled to observation tool, teaching performance can be evaluated through other methods as peer evaluation or students' ratings.

Similarly, measuring and evaluation of the effectiveness of language teacher requires relevant standards. The reviewed literature reveals that there was a shortage and common instruments for evaluating language teacher quality. Yet in most countries, evaluators are still applying observation technique, many techniques can be used as portfolios, self-evaluation, student evaluation, parent evaluation. (Borg, 2012). However, using multiple instruments is

preferable for a sound evaluation.The importance of teacher performance evaluation apparently lays in the following points as:

- Evaluation is significant process for the educational development
- The process of evaluation creates qualified teachers and meet the students' needs.
- It gradually implements teacher quality
- It enhances professional development
- Evaluation systems help in improving in-service or pre-service teachers
- Students of effective teachers achieve better learning than those with less effectiveness
- Evaluation of teachers allows teachers to discover their weaknesses, and work on them
- Evaluation determines the placement or promotion of a teacher (i.e. good quality teachers are more likely to gain promotions and praises than ineffective teachers

3.3.2. The Teaching Performance Standards

To measure the language teacher performance, many schools adopted some different perspectives. Stronge and Tucker (2000) founded set a model of standards for evaluating a teacher performance. In the book of Teacher Evaluation and Student Achievement. Student Assessment Series, they discuss the approaches used to incorporate students' achievements in teacher evaluation. This model studied how and whether the teachers are responsible for the learner's achievement how can assess teacher performance though student's growth. These are the principle standards adopted in this study for their appropriateness to language teacher requirements for effectiveness.

Table 3: Teacher Performance Evaluation Standards (Stronge & Tonneson, 2000)

Domains	The Standards of Evaluating Teacher Performance
1	Professional knowledge
2	Instructional strategies
3	Instructional planning
4	Learning environment
5	Classroom management
6	Professional development
7	Assessment of the learning
8	Learner grades

3.3.2.1. Learning Environment

Successful learning requires a comfortable and supportive environment. Similarly, EFL teachers strive to create a positive learning environment that encourages student engagement. This environment encompasses all interactions between teacher and student, as well as factors such as teacher expectations, level of control, student demographics (e.g., gender and age), and emotional and structural aspects of teaching style and classroom organization (Pınar Salı, 2013). It also includes lectures, assessments, and assignments that align with the course content. In essence, the learning environment encompasses the entire learning experience.

A conducive learning environment should meet some of the learners' essential needs. Sali (2013) argues that an ideal environment is “supportive, egalitarian, democratic, and organized according to pre-determined rules and regulations” (p.123). This implies it should be purposeful and psychologically considerate. A learning environment typically comprises three main aspects: the physical environment (e.g., materials, facilities, classroom setup), the psychological environment (e.g., attitudes and values), and the academic environment (e.g., learning strategies and academic performance). Yıldırım and Mutlu (2019) further suggest that the concept includes

both instructional and non-instructional teacher behaviors, all atmospheric characteristics of the school or classroom, classroom assessment practices, materials, and physical conditions available to students.

In today's digital age, a new concept of smart learning environments has emerged. This refers to physical spaces enhanced by digital, adaptive, and context-aware technology designed to support and accelerate learning (Vasbieva et al., 2018). A smart environment aids both teachers and students, transforming the teacher's role from knowledge holder to mentor, facilitator, expert participant, and guide. This setup also enables students to interact more effectively using ICT tools, shifting the focus to student-centered, experiential learning. In EFL contexts, ICT tools become essential, providing authentic resources that can greatly enhance motivation compared to traditional methods.

The learning environment significantly impacts students' language skills and overall proficiency. A supportive teacher creates an environment that fosters language acquisition (Kiatkheeree, 2018). According to Kiatkheeree, effective academic environments are marked by knowledgeable teachers who devote adequate teaching time and adapt their approaches as needed. For EFL learning specifically, Qutob (2018) suggests that the classroom should be motivating, enriched with relevant materials and engaging teaching methods.

Establishing a strong learning environment instills confidence in learners, increasing their motivation and promoting greater achievement. Vivian Wu & Natalie Wu (2008) announce four principles that characterize the learning environment:

- It helps to improve the learning outcomes.
- It gives care and supports for the learners.
- It boosts learning spirits, and fosters the learners' sense of responsibility.

These benefits are outcomes of the teacher effective teaching. However, establishing a comfortable and suitable learning environment expands by other conditions

3.3.2.2. Assessment of the Learning

Teaching goals are more achievable when these goals are evaluated and assessed objectively. To evaluate the learning outcomes, EFL teacher utilize tests, observations, interviews or classroom assessment to know whether the teaching and learning process have been done in a proper and effective way, and whether the learning strategies, materials, test items and assessment procedures are in accordance with the learner and the learning situation (Gultom, 2016). Afterward, a teacher is requested to reconsider how his teaching instruction and all former criterion should be applied. In EFL context, teaching is chiefly emphasizing English language achievement. For this purpose, the assessment of the English learning systematically and genuinely is a must.

In the same truck, language assessment denotes what teachers do to collect information in order to make judgments on language learners in the target language and his ability to use it (Djoub, 2017). This involves assessing learners' fluency and accuracy, and interpreting their scores according to a reliable scale. In language teaching, assessment is so important for ameliorating the students' achievements. Shaaban (2007) points that assessment widely helps the teachers to make decision about the students' linguistic abilities, their placement and the level of their achievements. In this respect, assessing then consolidating learners' errors highly improve their language proficiency. Additionally, Shaaban confirms that assessment tools helps in evaluating the effectiveness of the instructional materials, the teaching methodology and the curriculum. Many researchers attempt to explore how assessment supports learning. That is why teachers need to designate what are the good or "sound" language assessment, respecting this series of characteristics proposed by Stiggins (2007 as cited in Djoub, 2017): (1) to arise from and serve clear purposes, (2) to arise from and reflect appropriate target achievement, (3) to rely

on proper methods of assesment, (4) to sample student performance appropriately and finally to control all relevant sources of bias and distortion. Finally(5), Djoub thinks that it has a need for validity and reliability in grading to keep control over the variables which can influence results. Validity is significant when the the test score interpretation reflects the linguistic area which the teacher wants to measure (Mosquera & Castillo, 2019). The second language assesment requires authenticity as well, which means that the language learners are exposed to resemble the languge of foreign context (Mosquera & Castillo, 2019). Stiggins (1995) explains how the teacher must deal with the language evaluation:

> Teacher must know what is being evaluated; why it is being evaluated; what the best way to evaluate the skill or the knowledge in question is; how to generate good examples of student performance; what could fail in the assessment process; and how to avoid these difficulties when evaluating (p.240).

Moreover, different types of assessments aim to enhance both teaching and learning. Diagnostic assessment, for example, is conducted by the teacher to identify students' weaknesses, allowing for tailored learning strategies that address these areas. In contrast, summative assessment is used to evaluate students' strengths and weaknesses at the end of a course (Sri Widiastuti, 2021). This type of assessment is graded and provides evidence of the extent to which a student has mastered the course's knowledge and skills, typically through tests, projects, and performance tasks.

The third type, formative assessment, "involves the gathering and analysis of assessment-elicited evidence for the purpose of determining when and how to adjust instructional activities or learning tactics to achieve learning goals" (Popham, 2013, p.14). Formative assessment takes place before and during the learning process. After assessing and evaluating students' scores, teachers may need to modify, change, add, or even remove some of their teaching strategies and practices.

Each of these three assessment types plays an essential role in enhancing teaching and learning. Working together, they provide a complementary approach that promotes high-quality teaching and well-motivated learners.

3.3.2.3. Professional Development

A dedicated teacher continuously seeks to develop their professional skills. Professional Development (PD) encompasses a range of concepts, often referred to as 'training' (Eun, 2011), 'staff development' (Cobb, 2010), or 'in-service teacher education' (Mukuna, 2013), depending on the context (as cited in Mansory, 2019). PD can also describe strategies or efforts within a profession to enhance status, salary, or work conditions (Linda, 2008), and often involves motivation to undertake training or additional learning.

In teaching, PD is essential for improving instructional competence and advancing professional standards. As with any profession, teachers need to be effective to achieve educational goals. Teacher professionalism encompasses how teachers view their roles, the purpose of professional standards, and the way they apply their skills and knowledge (Wardoyo et al., 2017). Regular progress in teaching should lead to improved student outcomes, especially in long-term EFL learning, where PD is a gradual, ongoing objective. Lang (1990, as cited in Mansory, 2019) describes teacher development as “a process of continual intellectual, experiential, and attitudinal growth [...] both before and throughout a career” (p. 250). Naturally, effective teachers are those committed to ongoing self-improvement.

Most teachers prefer training provided by educational authorities or inspectors who support and encourage them to attend seminars, courses, and workshops. Professionalism in teaching is both an institutional and individual pursuit. Teachers receive training from the Ministry of Education and school administrators, but they can also take personal initiatives to enhance their professional skills to meet student needs. Personal factors like willingness, interest, motivation,

and personal perceptions play a role, as do institutional factors such as job duties, work climate, leadership styles, career paths, compensation, and collegial support. These factors contribute to a teacher's ability to innovate and fulfill their responsibilities in line with quality standards and timelines (Wardoyo et al., 2017). Ultimately, both institutional and personal factors shape teaching knowledge and competencies."

Professional development is often used interchangeably with teacher effectiveness, encompassing both what teachers need to know and what they must be able to do (Aghabarar & Rahimi, 2020). Professionalism includes both competence and performance. According to Kalay (2018), an effective teacher should have in-depth subject knowledge, professional understanding of pedagogy, strong English language skills, and the ability to apply effective teaching methods. Additionally, teachers should organize engaging classroom activities, provide clear explanations, offer diverse language exercises, foster a relaxed learning environment, and, when necessary, use mixed-code explanations (e.g., Cantonese for clarity). Effective teaching also involves assigning meaningful homework, preparing lessons thoughtfully, creating an enjoyable learning environment, encouraging student participation with praise or rewards, and maintaining classroom discipline. In essence, while knowledge and competence are essential for teaching, high-quality performance is what ultimately makes the difference.

3.3.2.4. Instructional Planning

In addition to professionalism, effective EFL teaching largely depends on thorough instructional planning, a psychological process that determines what content to teach and in what sequence, even before entering the classroom (Estaji & Ghiasvand, 2021). Instructional planning includes all aspects of lesson content and how it will be delivered. Teachers design their plans to help students achieve specific learning goals by drawing upon content knowledge, pedagogy, curriculum requirements, cross-disciplinary skills, and, crucially, an understanding of students' backgrounds and the social context.

Habibi (2018) describes instructional planning as involving teachers' decisions about goals, activities, resources, timing, student grouping, and other lesson elements. Thoughtful planning addresses potential challenges, allowing teachers to identify areas for improvement and reinforce their strengths (Habibi, 2018). This enables teachers to engage in self-evaluation, ultimately enhancing both personal and teaching performance.

3.3.2.5. The Professional Knowledge

Traditionally, teachers were regarded as the primary source of knowledge for learners, making professional knowledge a key determinant of teaching quality. Azadi (2014) defines professional knowledge as a teacher's command of information that enhances classroom performance across various tasks. Richards (1991) identifies four key sources of knowledge for ESL/EFL teachers: (1) *Content knowledge*, including the subject matter (syntax, phonology, semantics) and cultural aspects of the English language; (2) *Pedagogic knowledge*, which involves general teaching strategies, practices, and beliefs, such as classroom management and decision-making, without a focus on specific subject matter; (3) *Pedagogic content knowledge*, which refers to a teacher's understanding of how to present language content in a way that enhances student comprehension, anticipates learning difficulties, and addresses issues in teaching grammar, writing, or reading, as well as program evaluation and development; and (4) *Support knowledge*, encompassing disciplines like psycholinguistics, sociolinguistics, and applied linguistics, which inform teaching and learning approaches.

Richards (1991) summarizes professional development as encompassing all essential knowledge teachers need before and during teaching. While a teacher who possesses these knowledge bases is considered professionally competent, some teachers still demonstrate weak performance in EFL classes despite their expertise. Thus, although professional knowledge is

crucial to teaching effectiveness, it must also be a powerful influence on professional practice to yield the best outcomes (Ellis, 2010). Jemmy Harmer (2007) posits that:

> Apart from the ability to create and foster good teacher-student rapport and the profession of skills necessary for organizing successful lesson, teachers need to know a lot about the subject they are teaching (the English Language). They will need to know what equipment is available in their school and how to use it. They need to know what materials are available for teachers and students. They should also do their best to keep abreast of new developments in teaching approaches and techniques by consulting a range of print materials, online resources, and by attending, where possible, development sessions and teacher seminars. (p.2)

These standards serve as benchmarks for evaluating teacher effectiveness in the classroom. Teachers with lower scores may benefit from additional training, constructive feedback, or increased motivation. Importantly, this evaluation process enables educators and inspectors to identify core deficiencies and implement necessary improvements.

3.4.1. Teaching Profession and EFL Teaching

Teaching is a unique profession and a core educational concern. Among its many definitions, teaching is often described as an interactive process involving classroom dialogue between teachers and learners during specific, definable activities (Amidon, 1967, as cited in Rajagopalan, 2019). Gage (1963) further defines teaching as a form of interpersonal influence aimed at enhancing another person's potential (as cited in Rajagopalan, 2019), emphasizing the impact teachers have on their students. Psychologically, teaching is understood as a process that fosters positive changes in intellect, character, and behavior, promoting desirable qualities and reducing undesirable ones to shape what is into what ought to be (Thorndike, 1906).

In contrast, EFL teaching refers to the instruction of English in contexts where the language is neither native nor commonly spoken within the community (Berns, 1990). As a result, learners

have limited opportunities to use English outside the classroom. Here, English serves both as a means of communication and as an instructional goal.

3.4.2. The EFL Teacher Identity and Teaching Characteristics

3.4.2.1. Teacher Motivation

Teacher motivation is a crucial factor in teaching performance, as it enables teachers to work enthusiastically while transmitting knowledge to students. Defined as the intrinsic reasons that sustain teachers in their profession, motivation often leads to higher job satisfaction and a greater commitment to teaching (Han & Yin, 2016). While intrinsically motivated teachers are generally more dedicated to their work, some teachers are instrumentally motivated by factors like salary or promotion, which may result in lower enthusiasm for teaching. Teacher motivation influences not only the attraction to teaching but also the duration spent in initial teacher education, career longevity, and the depth of engagement in teaching practices (Sinclair, as cited in Han & Yin, 2016). Dörnyei and Ushioda (2011) identify four key components of teacher motivation: (1) social contextual influences from external conditions, (2) intrinsic motivation rooted in an inherent interest in teaching, (3) demotivating factors that negatively impact motivation, and (4) lifelong commitment. Thus, motivation in teaching reflects teachers' commitment to both their professional duties and to serving students' learning needs.

In EFL contexts, teacher motivation is closely linked to learner motivation and the teaching environment. Sampson (2016) emphasizes that teacher motivation affects not only teachers' well-being and career satisfaction but also their interactions with students, often serving as a model of engagement. Motivated teachers create and optimize learning opportunities that fulfill both academic and social roles (Kubanyiova, 2006). Dörnyei (2001) further notes that teachers' enthusiasm significantly influences students' motivation to learn, suggesting that a teacher's commitment can greatly enhance learner motivation.

Teacher motivation is shaped by various factors, often related to the academic environment, such as class size, school climate, resources, leadership attitudes, student characteristics, and the level of autonomy granted by the school community (Sampson, 2016). In EFL teaching, Hettiarachchi (2013) identified additional motivators, including student engagement and the status of English in the country. Conversely, demotivating factors—such as inadequate facilities, overcrowded classes, limited professional development opportunities, and poor relationships with colleagues, and frequent syllabus changes—can negatively impact motivation. Ultimately, teachers are likely to give their best when their working conditions are supportive; when conditions are unfavorable, motivation often declines.

3.4.2.2. Teacher Self-Efficacy

A teacher may hold various beliefs about learners, learning, teaching, and their own abilities to teach effectively. This belief in one is teaching abilities is often referred to as *teacher self-efficacy*, defined as "the teacher's belief in their capabilities to organize and execute the course of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 233). Albert Bandura first introduced the concept of self-efficacy in his 1977 article, where he explained that self-efficacy involves a teacher's confidence in their ability to influence the outcomes of their actions, including whether reinforcement is within their control or determined by the environment (Huangfu, 2012).

Bandura (1977) argued that self-efficacy shapes expectations, influencing the selection of activities, and affecting confidence in eventual success. This expectation impacts the amount of effort individuals are willing to invest and their perseverance in the face of challenges and adverse experiences. He identified four primary sources of information that shape personal efficacy expectations: performance accomplishments, vicarious experiences, verbal persuasion, and physiological states.

Teacher self-efficacy is commonly measured by the General Self-Efficacy Scale (GSE), developed by Matthias Jerusalem and Ralf Schwarzer. The GSE consists of eight statements to which individuals respond on a scale from 1 (strongly disagree) to 5 (strongly agree)

"I will be able to achieve most of the goals that I have set for myself"

"When facing difficult tasks, I am certain that I will accomplish them"

"I I think that I can obtain outcomes that are important to me"

"I believe I can succeed at most any endeavor to which I set my mind"

"I will be able to successfully overcome many challenges"

"I am confident that I can perform effectively on many different tasks"

"Compared to other people, I can do most tasks very well"

"Even when things are tough, I can perform quite well."

In the same respect, teacher self-efficacy is important in making good teaching. Teacher self-efficacy refers to the belief of teachers in their abilities to affect learners' performance (Dllinger et al., as cited in Huangpu, 2012). It is the conviction in their ability to help learners improving their scholastic performance (Moke &Moore, 2019). Teachers with self-efficacy tend to feel more responsible for learners' education and performance. So, to this endeavour, teachers can bother themselves to cooperate with students for their success, spend time to offer learners by means that increase their involvement (Xuxiu Xue, 2022). Furthermore, as an impact, efficacious teachers, more than transmitting the syllabus, they can use effective educational methods for improving learning (Sharma & George, 2016, as cited in Xue, 2022). In addition, efficacious teachers have positive paradigm which result on greater scholastic benefits. On the opposite, those who have weak efficacy are weak in instruction, in giving adequate time for the

subject matter and to the overall scholastic issues (Akbari et al, 2008). Shortly, self- efficacious teacher are more oriented to have positive attitudes toward teaching and are resilient on teaching profession.

3.4.2.3. Teacher Personality and Emotional Intelligence

One of the key elements influencing foreign language (FL) teaching is a teacher's personality and emotional intelligence. Many educationalists believe that successful teaching outcomes depend largely on a teacher's competencies and strategies, but psychology also plays a critical role. Emotional intelligence, in particular, enables teachers to build positive relationships with students. Goleman (1995) defines emotional intelligence as the ability to control emotional impulses, manage relationships smoothly, and respond appropriately to situations—such as directing anger at the right person, at the right time, and for the right reason.

Goleman's definition highlights an individual's capacity to control emotions and behavior. In essence, emotional intelligence involves choosing appropriate responses to specific situations. It is also closely linked to job satisfaction, influencing work commitment and its five components: work ethic, career commitment, affective and continuance organizational commitment, and job involvement (Tevdovska, 2017).

In EFL teaching, emotional intelligence is a critical skill. Anwar et al. (2021) argue that effective EFL teachers possess strong emotional intelligence. Additionally, Dewaele (2020, as cited in Moskowitz & Dewaele, 2020) suggests that teachers with high emotional intelligence are intrinsically motivated and more effective. Such teachers can adapt their emotional responses in the classroom to motivate students, maintaining focus on learning goals. According to Dewaele (2019), teachers with high emotional intelligence handle challenges in diverse classrooms, manage group dynamics, and resist stress and burnout effectively (p. 471). In FL teaching,

emotional intelligence helps build rapport with students and fosters a positive attitude toward learning.

While emotional intelligence alone does not determine teaching effectiveness, it acts as a 'steering wheel,' working in concert with other factors to support successful teaching outcomes.

3.4.3. Factors for Effective Teaching Performance

3.4.3.1. Teacher Education

Before and during their careers, teachers receive professional and pedagogical training in theories and practices to prepare them for teaching. Throughout their careers, teachers must stay updated on new approaches, materials, and assessment methods, as well as the evaluation of their teaching performance based on quality standards. Knowledge of teaching methods and practices alone is insufficient without also assessing the effectiveness of approaches, materials, and strategies used. Rahman et al. (2011) emphasize that teachers who struggle to keep up with pedagogical and educational developments may be less effective in the classroom.

To ensure high-quality teaching, training is provided both before and during service. Teachers must understand not only what to teach but also how to teach effectively and improve learning outcomes. Regular performance evaluations based on quality standards help teachers gain insights from their teaching practice and identify areas for improvement. This ongoing reflection on the success or failure of teaching methods, materials, and strategies positively impacts student achievement, the ultimate goal of teaching. In short, effective teaching performance arises from translating strong knowledge into practice.

3.3.3.2 .Job Satisfaction

Working conditions significantly influence a teacher’s success. Teachers in supportive environments generally experience higher job satisfaction, which correlates with increased

productivity (Afshar & Doosti, 2016). Job satisfaction describes the state of mind in which a worker feels content because their job-related needs are met. Specifically, teacher satisfaction reflects a teacher's emotional connection to their role and hinges on the perceived balance between expectations and actual teaching experiences (Zembylas & Papanastasiou, 2004, p. 359). Conversely, unmet needs can lead to negative attitudes, protests, or strikes, ultimately reducing a teacher's motivation to perform well. Boset et al. (2017) categorize factors impacting job satisfaction into three groups: (1) intrinsic teaching factors (related to teaching itself), (2) school-level factors (work conditions), and (3) system-level factors (broader societal and governmental influences).

Work stress, including burnout, is critical for job satisfaction and, by extension, performance. Teaching burnout, often due to heavy workloads, low salaries, student misbehavior, time pressures, and lack of resources, can create negative attitudes and demotivation (Mandaglio, 1984, as cited in Soleimani & Bolourchi, 2021).

Salary and economic benefits are also major motivators. Teachers with adequate salaries are more likely to invest time and energy in teaching, while low wages can reduce motivation (Rezaee et al., 2018). Rinantanti and BinTahir (2019) identify extrinsic motivators for teachers as salary, housing, and medical benefits, while intrinsic motivators include recognition, career growth, and seeing teaching as a meaningful goal. Razee et al. (2018) found a moderate positive correlation between job satisfaction and ESL teacher performance in Iran, with factors like contingent remuneration, independence, supervision, and promotion influencing effectiveness.

Additionally, Peng (2014) argues that job performance is influenced by both external and internal factors, with internal motivators often having a greater impact. To enhance teacher performance, Peng suggests that schools provide tangible rewards, as not all teachers are

intrinsically motivated. Teachers who feel recognized and work in a comfortable school environment generally perform better than those who are dissatisfied with their jobs.

3.4.3.3. Types of EFL Learner

The type of learners in a classroom significantly affects a teacher's quality of practice. Teachers often work with a variety of students who differ in motivation, age, level, interests, and cognitive abilities. For instance, young learners require more effort and engagement from teachers compared to adults, while high-achieving students may need less repetition. As Karavas (2010) points out, building strong relationships with young learners is a key factor in effective teaching. Similarly, motivated students can positively influence a teacher's motivation. Internally motivated students engage in learning for personal satisfaction, while externally motivated students often focus on outcomes like passing exams or career advancement (Kralova et al., 2022). Although both types of motivation provide a reason to learn, internally motivated students tend to show greater cognitive engagement (Ryan & Deci, 2000).

Research has also explored how unmotivated students can affect teacher motivation. In Jelsma's (1982) study (as cited in Bradley, 2010), actors played disruptive students in a classroom setting, leading teachers to experience a noticeable decline in motivation. While student motivation can undoubtedly impact teacher performance, teachers still hold the responsibility and have strategies to help boost their own motivation levels.

3.4.3.4. The Educational Curriculum

Teachers carry out their tasks within the framework of educational curricula and programs established by policymakers. Consequently, they are required to design lessons that align with the objectives set by these programs. As the primary implementers of the curriculum, teachers are tasked with achieving the target language goals and conveying them to students through

appropriate teaching strategies (Firman et al., 2019). Although educational authorities and experts develop curricula, teachers may face significant challenges in applying them, especially in foreign language contexts.

Teacher competence is a critical factor in the successful implementation of a curriculum. This competence is reflected in teachers' ability to translate theoretical objectives into effective classroom practice. Firman et al. (2019) explain that:

> A good curriculum should be interconnected with the capability of the teacher in implementing in the classroom. The curriculum does not run well if the teacher do not have ability in executing the curriculum. No matter what kind of curriculum should be implemented in the classroom, but if the teachers have the competences in operating the curriculum, the curriculum will be accepted and suitable for the students' learning (p. 475)

Another challenge for teachers is adapting the curriculum to fit students' varying proficiency levels. The curriculum encompasses the school's philosophy, pedagogy, and assessment standards, with textbooks as a primary resource (F. Shawer, 2010). In EFL contexts, teachers use the curriculum to bridge gaps between students' abilities and textbook content. However, Shawer (2010) notes that textbooks can limit teachers' flexibility and creativity in addressing students' individual needs, as different students may find certain topics easier or more difficult. To address this, it is essential to support teachers in drawing from students' experiences (Jolly & Bolitho, 1998) and in selecting resources and teaching strategies that reinforce the learning process.

3.4.3.5. The EFL Teacher Competencies

To determine whether a teacher is competent and professional, one must consider their background, experiences, and knowledge level (Aimah & Purwanto, 1970). For EFL teachers, specific competencies are essential, as teaching effectiveness is closely tied to teaching skills.

Effective teaching not only influences classroom activities like teaching grammar, reading, and writing, but it also reflects a teacher's self-efficacy and adaptability (Fuchs, 2021).

Teacher competencies can include personal qualities like a positive demeanor, patience, and the ability to model desired behaviors (Sulistiyo, 2016). Catano and Harvey (2011) outline nine competencies essential for teaching success: problem-solving skills, professionalism, availability, creativity, feedback, individual consideration, and social awareness. Shian-yun (2012) further emphasizes that effective EFL teaching requires strong instructional skills, in-depth knowledge of English language systems, an understanding of how language functions, and high English proficiency.

Experience also plays a critical role in enhancing teacher performance. Experienced teachers are generally effective in preparing teaching materials, solving learning challenges, and adapting to curriculum deficiencies (Richards, 2001). Aimah and Purwanto (2019) note that teachers must analyze, modify, and implement curriculum materials to meet learning objectives effectively. However, it is also possible for some teachers to spend years in the field without fully developing these adaptive skills.

3.3.3.6. Availability of the Teaching Resources and Teacher Performance

A good teacher carefully selects teaching materials to effectively support learning objectives. Teaching resources, such as textbooks, visuals, and ICT tools, are used to convey linguistic and cultural knowledge. Authentic resources, in particular, can enhance students' enthusiasm for language learning. ICT materials, for example, offer authentic content that brings a native-like context into the classroom. According to González Otero (2016), ICT positively influences language motivation by empowering students, fostering independent learning, and making achievement more tangible. Videos, for instance, are especially useful for developing

communicative skills, allowing students to listen to native speakers and observe non-verbal cues like gestures and facial expressions that accompany speech (Hayati & Mohmedi, 2011). Meanwhile, textbooks provide accessible material for teachers and students alike, containing activities and texts aligned with curriculum goals.

Selecting and designing teaching materials requires teachers to make several decisions, including what to teach, when and how to teach it, who the target learners are, and how much time is available (Augusto-Navarro, 2015). Teaching materials must also be adapted to align with learners' needs. As Allwright (1981) notes, no pre-prepared materials can fully meet the expectations of every class, so some level of adaptation is necessary. In essence, teaching resources serve as illustrations that help convey lesson objectives. Teachers should carefully choose materials that engage learners and clearly support learning goals.

3.5. Evaluation of the Teaching Performance

Teachers undergo regular evaluations to enhance teaching effectiveness. Teacher performance evaluation is defined as the 'formal process a school uses to review and rate teachers' performance and effectiveness in the classroom' (Abdu Bichi, 2017). This evaluation relies on specific, measurable indicators, making it an essential step toward effective instructional methods and positive learning outcomes. Various studies have explored methods for evaluating teacher performance. For instance, Dong and Dai (2009) developed a fuzzy neural network model for assessing teaching efficacy, while Yang et al. (2018) introduced the Analytical Hierarchy Process (AHP) to evaluate teaching quality.

Additionally, Danielson and McGreal (2002) proposed a model consisting of four domains: preparation and planning, classroom conditions, instructional practices, and professional responsibilities. This model reflects the diverse roles and competencies required of teachers and aims to improve teaching effectiveness, though each model varies slightly in focus and approach.

In the EFL context, teacher evaluation practices date back to the 1980s, with initial goals including identifying exemplary teachers, measuring teacher quality based on student learning, and analyzing pedagogical practices (Estaji & Shafaghi, 2018). Over time, teacher evaluation evolved into a tool for professional development, especially in the 21st century, emphasizing improvements in teacher effectiveness. To examine teachers' perceptions of evaluation, Clenchy (2017) concluded that trust, respect, integrity, and professionalism are crucial elements in effective evaluation models. Evaluators must be objective and accurate to avoid bias, and their effectiveness plays a pivotal role in achieving successful outcomes. While teaching evaluation is essential for professional growth and student achievement, its success depends heavily on the quality and integrity of the evaluators.

3.5.1. Benefits of Evaluating Teacher Performance

Evaluation is a systematic approach used for educational purposes. Bichi (2017) emphasizes that its primary purpose is monitoring. First, it aids in making decisions regarding both tenured and non-tenured teachers. Second, it provides insights into teachers' strengths and areas for improvement. Third, it offers an objective perspective on the state of education in specific regions or schools, helping to address challenges and uphold standards. Additionally, evaluation yields accurate expectations about potential success or failure. Without evaluating teachers' performance, achieving educational goals becomes difficult. In short, an effective evaluation system is essential for educational improvement and reform (Stronge, 2006).

3.5.2 .The Tools for Evaluating Teaching Performance

There are various strategies and tools available for evaluating teacher performance. Hüseyin Çalışkan and Yasemin Kaşıkçı (2010) outline several commonly used tools, including performance assignments and project work. For Social Studies teachers, additional tools include portfolios, concept maps, self-assessment forms, interviews, and observation forms.

3.5.2.1. Observation

Observing the teacher in class enables the evaluator to watch directly, his practices and the teacher-learner interaction classroom. The teacher is observed how he/she manages the classroom, how motivates learners to learn English, how to encourage peer learning and how to manage the physical environment. Moreover, observation maintains to be a traditional strategy to evaluate teachers' performance

3.5.2.2. Self-Assessment*:*

A teacher assesses his/her performance by evaluating classroom activities, teaching styles and strategies. It is a way whereby a teacher knows strengths and weaknesses. To do self-assessment, teacher relies on a questionnaire, voice/video recording and analyse them according to certain basics.

3.5.2.3. Reflective Journal

This strategy helps teachers become more aware of their strengths, allowing them to build on them, and of their weaknesses, enabling them to address them effectively. Improvement arises more from reflecting on experiences than from the experiences themselves. Through this process, teachers can examine their underlying beliefs and assumptions, leading to greater self-awareness and more professional practices (Taggart & Wilson, 1998)

3.5.3.4. Peer Assessment*:*

Teachers use peer assessment to evaluate each other's performance, engage in discussions, organize school visits, and provide or receive guidance. Peer assessment can improve teacher performance, if evaluations are conducted objectively

3.5.3.5. Professional Portfolio *:*

Winsor et al. (1999) define a professional portfolio as a written or recorded document in which teachers log their activities, participation, and processes. This tool enables teachers to review their past actions, facilitating improvement or necessary changes

3.5.3.6. Artifacts:

All tasks, repartitions, tests and lesson plans are included in the classroom product.

2.5.3.7. Reports:

After class visits, the evaluator writes reports, which demonstrate what the teacher did, what should do and what should not do. Reports are usually done by inspectors especially in Algerian schools

3.6. EFL teacher Role in Algerian Schools

3.6.1. EFL Teacher Role in Middle School

The Education Reformist has proposed that English instruction begin in the first year of middle school. However, English is often regarded as a less significant subject compared to French, Arabic, and mathematics, although students are required to pass a final BEM exam in English by the end of the fourth year.

In this context, teachers are considered the primary sources of knowledge. To help address the challenges EFL teachers face, each teacher receives documentation, manuals, a textbook, and an annual learning plan from administrators to support effective instruction. Despite these efforts by the Ministry of Education, some English teachers find implementing the EFL curriculum challenging, citing issues such as curriculum length, lack of resources, large class sizes, and inadequate teacher preparation programs. These factors hinder the effectiveness of EFL teaching and learning (Boudouaia, 2021). Teachers play a critical role in delivering the curriculum and addressing instructional issues.

The Competency-Based Approach (CBA) has redefined the roles of teachers and students, shifting teachers from 'spoon-feeders' to facilitators, mentors, and advisors as students become more actively engaged in their learning (Baghhoussi & El Ouchdi, 2019). As a result, EFL teaching and learning have become more collaborative, with teachers guiding students as learning

partners. Baghoussi and El Ouchdi also highlight how the English Framework encourages EFL learners to apply their competencies to solve real-world problems. Gherzouli (2019) adds that Algerian authorities aim to position English as a tool for global communication and modernization. However, this focus on language and critical thinking skills places significant demands on teachers.

2.6.3. EFL Teacher Role in Secondary School

The importance of learning English in Algerian secondary schools varies by academic stream. In the science stream, for example, English is considered a less critical subject with a lower coefficient, so students tend to give it less attention. Conversely, students in the literary stream are expected to prioritize English, as it is a core subject with a higher coefficient.

The role of the EFL teacher in secondary school is directly connected to student achievement. At this stage, students are adolescents, typically between 16 and 19 years old. Teachers should therefore be attentive and selective in their interactions, treating students more as peers rather than exerting strict authority.

In the former fundamental system, middle school students received three hours of English instruction per week. In secondary school, however, this time allocation varies by stream. For instance, while students in the letters and foreign languages streams may have more instructional time, students in mathematics, experimental sciences, and technology streams generally have three hours per week (Bouchair, 2018). Recent updates to the English teaching syllabus have adjusted the allotted time for learning English

Table 4: Teahing English at the Middle and the Secondary School Level

Cycle	Grade	Stream	The coefficient	Hours (per week)
Middle	1AM	/	1	2+30m
	2AM	/	1	2+30 m
	3AM	/	1	3+30 m
	4AM	/	2	3+30 m
Secondary	1 AS	Scientific	2	3 h
		Literary	3	4 h
	2AS	FL	4	5 h
		Letters/ Philosophy	3	4 h
		Mathematics+ Experimental sciences +economy Technology+ Technical mathematical	2	3 h
	3AS	FL	5	4 h
		Letters/ Philosophy	3	4 h
		Mathematics+ Experimental sciences +economy Technology+ Technical mathematical	2	3 h

Over their three years in secondary school, teachers are tasked with preparing students in all streams for the BAC exam. In the third year (3AS), teachers introduce systematic discourse patterns and language functions to enhance students' fluency and accuracy, enabling them to

internalize knowledge relevant to their lives and backgrounds (Senoussi, 2012). EFL students are also expected to develop practical language skills for using English accurately and fluently, both inside and outside the classroom. The ultimate goal is to prepare students for integration into modern society and to engage them in the global linguistic community, allowing for the exchange of ideas, culture, and civilization through English (Senoussi, 2012).

Although the curriculum outlines ambitious goals for English learning, they are not always fully achievable. While motivated students often excel, many others view English as merely a subject required to pass exams, leading to less commitment to language improvement. Therefore, highly effective teachers must implement a variety of motivational techniques to foster deeper student engagement.

Conclusion

This chapter has covered teaching performance, the central variable in this study, highlighting its significance and purpose. We have chosen Stronge's model of teacher performance evaluation as a suitable and objective framework, focusing on areas such as professional knowledge, learning environments, professionalism, classroom management, and learning assessment. Additionally, we explored teacher identity and the personality traits associated with effective teaching, aiming to establish a gradual transition toward efficient instruction.

The primary focus of this chapter is teacher effectiveness, examining the factors and methods that contribute to successful teaching. Accordingly, this chapter outlines essential elements for high performance and teaching quality, including job satisfaction, teacher education, competencies, and resource availability. Lastly, it describes the methods and tools evaluators use to assess teaching effectiveness, including self-evaluation, observation, reports, and peer evaluation.

Evaluating EFL teacher performance is challenging due to limited tools. The study's purpose is to investigate the relationship between teacher effectiveness and learner motivation. To address this, we thoroughly explore the concepts of effective teaching and teaching evaluation in this chapter. In the following chapters, we will further clarify the teacher's vital role and the importance of effectiveness in the classroom

CHAPTER FOUR:
METHODOLOGY

Introduction

This study aims to investigate the relationship between motivation and EFL teaching performance in rural middle and high schools. To achieve this goal, a mixed-methods approach, combining both quantitative and qualitative methods, has been employed. This approach is essential for fulfilling the study's objectives. For the quantitative analysis, two separate questionnaires are used—one for teachers and one for students. The teacher questionnaire is designed to assess teachers' attitudes toward teaching, while the student questionnaire aims to gauge student motivation through an analysis of their exam grades. The qualitative component includes both interviews and classroom observations, allowing for a comprehensive understanding of the teaching and learning processes. Both methods are carefully adapted to capture insights into these processes simultaneously. Additionally, to ensure robust findings, the research prioritizes high reliability.

All the data collected by appropriate methods seek to answer the following research questions:

- Is there a significant relationship between EFL learners' motivation and teaching performance?
- Is there a significant relationship between the rural environment and EFL learning motivation?
- Is there a significant difference between male and female students in EFL learning motivation and achievement?
- How do learners' motivation and attitudes toward EFL learning impact their achievement?
- Do EFL teachers' attitudes affect their teaching performance?

- How can EFL learning motivation and teaching performance be enhanced in rural middle and high schools in Adrar?

4.1. Methods of Research

4.1.1. The Quantitative and the Qualitative Methods

The present research follows a structured methodology, incorporating a range of methods. Kothari (2004) describes "research methodology as a way to systematically solve the research problem. It may also refer to the science of studying how research is done scientifically" (p. 8). In essence, methodology encompasses the overall process by which the study is conducted.

This study uses descriptive methods to analyze the collected data, chosen for their appropriateness and accessibility. To address the research questions, data was gathered through questionnaires, interviews, and an analysis of learners' exam grades. Additionally, simple observation was employed to examine teaching and learning practices in EFL classes.

First, the teacher questionnaire was designed to explore how teachers' attitudes toward EFL learners' motivation might influence teaching performance. Second, the learners' questionnaire aimed to uncover levels of EFL learning motivation in rural middle and secondary schools. Third, a semi-structured interview with teachers provided insights into the characteristics of EFL teaching and learning in rural Adrar, as well as the educational challenges in these areas from teachers' perspectives. Finally, an analysis of learners' grades was conducted to examine gender differences in EFL learning and, more importantly, achievements in EFL.

4.1.2. The Quantitative Research

To measure the teachers' attitudes and to quantify how good are learners motivated to learn English, there was an alarming call for the quantitative methods use. In this way. It is going to present a numerical findings whish are so significant. Creswell (2012) asserts that quantitative research is a type of study that explains the phenomena by collecting numerical data, and these data are analyzed by the mathematic based methods that integrate the statistics. So, the foremost characteristic of the quantitative research is the numerical analysis through the use of statistical tools. The precisely software used in this study is of the SPSS software program. The statistical analysis result is known for its generalization. According to Kothari (2004), the results can be generalized from the small from group to the whole population. Adding to that, the SPSS facilitates data analysis in computerized device. Therefore, compared to other approaches, the quantitative one has a number of advantages, some of which were stated by Eyisi and Daniel (2016) argue that a statistical system is less biased for its replicability and they are interpretative. All the numbers are transformed into facts.

4.1.3. Triangulation of Methods

Methodologically, this research employs a triangulation of methods to enhance the reliability of its findings. Using multiple approaches increases the validity of the results by providing a variety of perspectives (Morse, 1994). To this end, two questionnaires, a semi-structured interview, and an analysis of students' grades, including BEM results, were employed to address the same objectives.

These methods were designed to explore the research questions from both teachers' and learners' viewpoints. Specifically, the three approaches align with the following objectives: first, to understand the relationship between students' motivation and teachers' performance; second, to examine factors influencing EFL motivation in rural schools; and third, to investigate gender

differences in EFL motivation. To meet these objectives, surveys were administered to both teachers and students simultaneously. Additionally, classroom observations were conducted to assess teacher performance in EFL settings. While there is a risk that teachers might alter their typical behavior during observations, valuable insights were still gathered regarding students' attitudes and levels of motivation.

4.2. The Population

Like many social studies, this research aims to investigate a specific population within Adrar schools. The term "target population" refers to “the concretely specified large group of many cases from which a researcher draws a sample and to which results of the sample are generalized” (Neuman, 2014, p. 252). In this study, the target population includes all rural middle and secondary school teachers and students in Adrar. Due to the large and dispersed nature of this population, the research focuses primarily on middle school teachers rather than those in secondary schools.

The choice to concentrate on rural areas was influenced by two main factors: (1) the researcher’s extensive experience as a middle school teacher (approximately 18 years) and (2) the practical accessibility of conducting research in middle schools, where colleagues are readily available for interviews during seminars and training workshops. While secondary school teachers and students were included, they constituted a smaller portion of the sample. The overall population for this study spans rural areas throughout Adrar, from Tit to Tsabit.

4.2.1. Research Sampling

4.2.1.1. Learner Sampling

This section details the selection of the study sample, explaining both the methodology and the reasons behind the sampling choices. As previously discussed, Adrar’s middle and high schools, along with all teachers and learners in these schools, constitute the target population.

However, the vastness of the area necessitated the selection of specific schools only. The sample was chosen with consideration for the research questions, geographic distribution, population accessibility, and time constraints, as Adrar is a large, dispersed region.

The sampling method used was cluster sampling, aimed at ensuring broad representation across schools. The area was divided into four clusters, and within each cluster, a select number of schools were chosen to form the sample. The clusters were defined as follows: Area 1 (Tidikilt: Timokten, Tit, Akabli), Area 2 (Sal/Tamest), Area 3 (Tamentit, Awlad Ahmed, Timi), and Area 4 (Adrar, Tililan, Tsabit, Bouda). In each school, all EFL teachers were interviewed, although it was not feasible to survey all learners. A total of 257 learners participated in the questionnaire, including 92 male and 165 female students. Unfortunately, some learners could not participate due to a lack of permission from school administrators.

Despite various challenges—such as lengthy travel between schools and limited transportation in rural areas—the sample across the four clusters was deemed representative. Bhattacherjee (2012) suggests that when studying an entire population is impractical, a representative sample allows for generalizable inferences.

To test hypotheses and analyze data, various statistical tests were applied using SPSS (version 24). First, the reliability of the questionnaire was assessed using Cronbach's Alpha, yielding a reliability score of 0.925 for the teachers' questionnaire, exceeding the 0.70 threshold typically required for high reliability. Consequently, the questionnaire was deemed statistically suitable for this study. To test the second hypothesis, a T-test was conducted to examine relationships between variables, specifically motivation-performance and gender-motivation relationships. Additionally, the Chi-square test was employed to assess the independence of variables and to validate the alternative or null hypotheses. Pearson's Bivariate Correlation was used to test correlations among rubrics, while ANOVA and regression models helped identify the impact of independent variables on dependent variables.

4.2.1.2. Teacher Sample

In this study, teachers play a pivotal role. To gain insights into their attitudes and classroom practices, as well as to examine the relationship between student motivation and teacher performance in EFL classes, 106 teachers responded to the Teachers' Questionnaire. Although over 30 teachers in various rural schools were given the questionnaire in paper form, they did not respond. Additionally, approximately 35 teachers were interviewed to explore the specific challenges they face in EFL classrooms.

The teacher sample was randomly selected from the same rural areas as the student sample. Some teachers from different rural schools were contacted via email and returned their responses electronically. The participants included a mix of genders (male and female), levels of experience, and ages, ensuring a diverse representation. The interviewed teachers were also both male and female; female teachers were especially supportive, sharing the same gender as the researcher. Most EFL teachers in the sample were between the ages of 30 and 40, with approximately 85% having between 1 and 20 years of teaching experience.

4.3. Data Collection

Before conducting this research in rural schools, permission was obtained from Ahmed Draia University of Adrar. This authorization was required to attend classes and distribute questionnaires to teachers and students. Teachers and headmasters were also notified in advance so that students could be prepared. Unfortunately, some schools could not be included due to headmasters' refusals, with reasons ranging from concerns about teachers' availability to security issues. However, it is worth noting that the majority of school headmasters were supportive and encouraging of this type of research (for example, in Bouda), recognizing its potential to address and resolve educational challenges. For convenience, some busy teachers were interviewed by phone.

Although the volume of collected data is not extensive, the findings from the studied rural schools can likely be generalized to other similar areas.

4.3.1. Techniques of Data Collection

Creswell and Clark (2011) suggest that mixed methods are particularly effective when chosen techniques directly support answering the research questions. The instruments in this study includes: *two questionnaires, an interview,* and *an analysis of grades*. Each of these tools was selected with specific purposes in mind.

4.3.1.1. The Teachers' Questionnaire

A questionnaire is composed of a series of questions that respondents answer in a predefined format (Kabir, 2016). These questions may be open-ended or closed-ended. In this study, the questionnaire aims to capture teachers' perspectives on EFL challenges in rural schools. Structurally, the teachers' questionnaire includes six rubrics with closed-ended questions, followed by a single open-ended question at the end. This open-ended question is intentionally included to allow for responses that may not have been anticipated by the researcher.

4.3.1.1.1. Layout of the Questionnaires

The teachers' questionnaire is divided into two main sections: the first collects general information about the respondent, and the second consists of six rubrics, each titled differently as shown in the table below. The primary aim of this questionnaire is to explore how EFL learning motivation influences teaching performance and how teachers' attitudes impact performance across various standards.

To assess teachers' attitudes, the questionnaire employs the Likert Scale, a widely used rating scale in social sciences for measuring ordinal data. The Likert Scale consists of statements

(or items) related to the study's focus, on which participants indicate their level of agreement or disagreement (Joshi et al., 2015). This scale typically includes multiple items that respondents rate on a scale of 1 to 5 (or up to 7), expressing their degree of agreement: 1 for "strongly disagree," 2 for "somewhat disagree," 3 for "neutral," 4 for "somewhat agree," and 5 for "strongly agree." This study specifically employs a five-point Likert Scale ranging from 5 to 1, corresponding to "strongly agree," "agree," "neutral," "disagree," and "strongly disagree."

Table 5: Rubrics of the Teachers' Questionnaire

Rubrics in the Questionnaire	**Rubrics Titles**	**Number of items**
Rubric 1	Domain of language proficiency	Three (6)
Rubric 2	Domain of teaching performance in instruction	Three (3)
Rubric 3	Domain of professional development	Three (3)
Rubric 4	Domain of assessment and evaluation	Three (3)
Rubric 5	Domain of class and time management	Five (5)
Rubric 6	Domain of instructional planning	Four (4)

Strong and Tonneson's (2021) guidelines align the titles of the questionnaire rubrics with the standards outlined in the *Uniform Performance Standards and Evaluation Criteria for Teachers*, approved by the Virginia Board of Education on March 18, 2021. Teacher effectiveness is assessed according to criteria that encompass competencies in management, professionalism, and instructional practices. This study seeks to relate these standards to EFL students' motivation.

Finalizing the questionnaire format required significant time, as modifications were necessary throughout the research period. The questionnaire was reviewed by two professors, one from the University of Adrar and another from the University of Meddia, to ensure clarity and relevance. To expedite data collection and avoid delays, the questionnaires were distributed

by hand, following a one-to-one administration strategy deemed the most effective for obtaining responses. According to Dornyei (2003), one-to-one administration involves directly handing the questionnaire to the respondent, who completes it on the spot and returns it the same day. Although respondents were given ample time, some teachers claimed they were too busy to return the completed forms. For this reason, researchers personally explained each item to respondents to facilitate understanding. Additionally, teachers from more remote areas were permitted to email their completed questionnaires.

4.3.1.2. Learners' Questionnaire

EFL learners also play a vital role in this study. Therefore, a second questionnaire was designed specifically for middle and secondary school students to assess their motivation levels and attitudes toward EFL teaching and learning. The student sampling method mirrored that of the teachers. Nearly all students in the selected rural areas completed the survey during the same session. Although the questionnaire was written in Standard Arabic, the researcher attended classes to explain its purpose, clarify the statements, and reassure students that their responses were anonymous and valuable for this academic study.

The student questionnaire employed an Ordinal Scale to measure rank-ordered data, such as ranking students by their grades. Ordinal scales allow for responses labeled as "bad," "medium," "good," or gradations such as "strongly dissatisfied," "somewhat dissatisfied," "neutral," "somewhat satisfied," and "strongly satisfied." In this questionnaire, the number of answer choices varied by question, with some questions offering two options and others three, depending on the context.

Given that English is a foreign language for these students, the questionnaire was translated into Arabic to prevent any misunderstanding of the statements. Additional explanations were provided as needed. In total, 257 students participated, a representative and significant sample

size. However, the reliability could have been even greater if all rural learners had been able to participate, although this was not feasible for the reasons mentioned.

4.3.1.3. The Interview

Kothari (2004) defines an interview as a process involving "presentation of oral-verbal stimuli and reply in terms of oral-verbal responses" (p. 97). Interviewing is a crucial method in qualitative research, as it allows for in-depth exploration of participant perspectives. in this method, the interviewer and interviewee exchange roles, facilitating a dynamic discussion. Interviews can take various forms, including structured, unstructured, focused, and unfocused. This study employed a semi-structured, one-on-one interview approach. According to Creswell (2012), one-on-one interviews are time-intensive, involving direct interaction with one participant at a time. This format is particularly effective when participants are open, articulate, and willing to share ideas freely.

In qualitative research, interviews often serve as a key instrument for systematically discussing the research inquiry with participants. The interviewer seeks information that the interviewee can provide, thus filling gaps in the study. Typically, responses are recorded, transcribed, or typed for later analysis. The interview questions are open-ended, allowing participants to share their experiences without constraints or assumptions based on previous research findings (Creswell, 2012). This format gives interviewees the freedom to express their perspectives and attitudes comprehensively.

In this study, the researcher conducted interviews on 37 middle and secondary school teachers to gain insights into the challenges of teaching and learning English in rural schools. Most teachers agreed to participate, though a few (three or four) were unavailable or uninterested. For teachers in remote areas, phone interviews were used as an alternative, given the geographic spread of the sample and the impracticality of conducting in-person interviews. To accommodate

participants, each interview was scheduled at a convenient time, and audio recordings were made to facilitate data analysis and transcription.

The interviews used a semi-structured format with open-ended questions, allowing participants to express responses in their own words (Creswell, 2012). While closed-ended questions limit responses to predefined options, open-ended questions generate additional insights that may more accurately reflect participants' true attitudes. Although it was challenging to interview all teachers from each school, most of those interviewed identified similar issues regarding EFL teaching and learning.

In sum, one of the primary benefits of interviewing is that it highlights the main challenges teachers believe EFL instruction faces in rural classrooms, providing valuable insights into localized difficulties.

4.3.1.4. Learners' Grades Analysis

4.3.1.4.1. The three Terms Grades

One of the key standards for evaluating teacher performance is the academic progress of their students. According to Stronge and Tonneson (2021), teachers are only considered effective if their students' achievements demonstrate measurable, acceptable, and appropriate academic progress. In this model, student grades serve as a quantitative measure of teacher effectiveness. Barrette et al. (1995) advocate this approach, noting that student achievement data is quantitative, objective, cost-effective, and has high face validity, offering factual insights into teacher performance as indicated by students' exam and test scores. However, Pennington and Young (1989) argue that using student grades as a measure of teacher performance may have some limitations, as student achievement does not always directly reflect teacher effectiveness. Additionally, teachers aware of being evaluated on this basis may focus solely on "teaching to the test."

Historically, the concept of using student performance as a metric for teacher evaluation was established by Stronge and Tucker (2000), who introduced seven standards for assessing teacher performance in *Teacher Evaluation and Student Achievement*. More recently, the Virginia Board of Education (2021) emphasized student academic progress as the most critical component of teacher evaluation. This measure includes several important considerations:

1. Student ratings should be based on a variety of assessments.
2. Grade analysis should cover a specified time period.
3. Core competencies must be outlined to gauge student mastery.
4. Data on student achievement should be gathered from valid, reliable sources.

In this study, a primary objective of analyzing learners' academic achievement is to understand how teacher performance correlates with student grades. The study also examines gender-based motivation differences by analyzing students' exam results. Over three terms, grades from three selected middle school classes were analyzed and compared to a baseline value (t = 10). The analysis focused on two perspectives: gender differences and achievement progress. Data were collected from accessible classes, specifically middle school classes: first-year students from Akebli and fourth-year students from Al-Maghili School in Timokten. Secondary school data were not included in this analysis.

To increase objectivity and align with national educational standards, the study also analyzed the results of the *Brevet de l'Enseignement Moyen* (BEM), a national examination administered by the Ministry of National Education. Held at the end of each academic year, the BEM assesses the competencies of fourth-year middle school students. Those who pass are eligible to advance to secondary school.

4.3.1.4.2. The Brevet Exam Results (BEM)

This study also aims to address low EFL achievement relative to national standards. Using data from previous years, it examines which schools ranked among the top ten in 2022 and 2023, providing insight into the overall performance of EFL in rural schools.

To conduct this analysis, a random sample of schools was selected from each area. A table presents each school's Brevet exam results over the past five years (2018–2023), allowing for an examination of trends in EFL achievement. Notably, due to the COVID-19 pandemic, students did not take the final exam in 2020.

4.3.1.5. The Simple Observation

Researchers often rely on observation to collect essential information for their studies, defined as "observing people and places at the research sites" (Creswell, 2012). Observation involves directly viewing participants in their natural settings to see how phenomena unfold, understand changes, and identify influencing variables. However, like other methods, observation has limitations. Researchers are restricted to specific sites, which can make building rapport challenging, especially when participants are not accustomed to formal settings. Additionally, effective observation requires strong listening skills and careful attention to participants' nonverbal cues. Another potential issue is that the observer might overlook subtle deceptions or misunderstandings and experience initial discomfort as an "outsider" without personal connections in the setting (Hammersley & Atkinson, 1995). As a result, findings from observation may be biased or less valid.

In this study, the objective of observation was to examine the EFL teaching and learning processes in classrooms and to observe teacher and student interactions. The sample included three middle school teachers and two high school teachers, with most observations conducted in Aoulef, the researcher's hometown.

Ideally, observations are most effective when participants are unaware of being observed. However, being a participant-observer was difficult in this study, as many school directors declined external observation, fearing potential disruption. Therefore, the researcher adopted a nonparticipant observer role, sitting unobtrusively (e.g., at the back of the classroom) to observe and record behaviors and interactions (Creswell, 2012, p. 215). Although this approach may have influenced teacher and student behaviors, it still contributed valuable insights toward the study's objectives.

Conclusion

Adopting a mixed-methods approach was essential in this research. Primarily, this correlational study aimed to examine the relationship between EFL learners' motivation and their teachers' performance in rural Adrar schools. Additionally, descriptive analysis was necessary to understand the issues surrounding EFL motivation and explore gender-based differences. This chapter outlines the research methods, sampling strategies, and procedures used to address the research questions and fulfill the study's objectives.

Furthermore, this chapter provides a detailed overview of the research design, setting the stage for the subsequent findings. The chosen tools and methods aim to offer readers clarity on how, with whom, where, and why the research was conducted. According to Chris (2021), a well-designed methodology can enhance reader confidence in the reliability of the findings. Following the description of the data collection process, data analysis is presented in the next chapter.

The findings are discussed in the next chapter, evaluating accuracy and reliability based on the methodology employed. This discussion is complemented by an interpretation of results to address the research questions.

Chapter Five: Research Findings and Results

Introduction

This chapter presents the findings and analysis of data, addressing all the research questions. Using both qualitative and quantitative methods, along with statistical tools, the reader gains a comprehensive understanding of the EFL situation in rural schools. Hypotheses are tested and validated, indicating whether they are correct or incorrect. Additionally, exam grades are analyzed to explore differences in EFL achievement between male and female students, highlighting the impact of learning motivation.

The qualitative aspect focuses on presenting interview responses, revealing teacher attitudes regarding the influence of motivation on various aspects of their teaching performance. These responses provide insights into teacher agreement or disagreement on the role of motivation.

5.1. Teacher Questionnaire

5.1.1. Demographic Characteristics of the Participants:

Table 6: Demographic characteristics of the participants

	Areas	**Frequency**	**Percentage**
Areas	Aoulef-Timokton **(area 1)**	26	24,5%
	Salit-Zaouit konta (**area 2**)	30	28,3%
	Fonghil-Awlad-hmed Timi**(area3**)	18	17%
	Tililan-Tsabit –Bouda **(area 4)**	32	30,2%
	Total	**106**	**100%**
Level Taught	**Level taught**	**Frequency**	**Percentage**
	Middle School	70	66%

Variable			
Gender	**Gender**	**Frequency**	**Percentage**
	Male	39	35,8%
	Female	68	64,2%
	Total	**106**	**100%**
Age	**Range**	**Frequency**	**Percentage**
	20-29	14	13,2%
	30-39	57	53,8%
	40-49	26	24,5%
	50-59	09	08,5%
	Total	**106**	**100%**
Teaching Experience	**Length of experience**	**Frequency**	**Percentage**
	01-10	50	47,1%
	11-20	41	38,7%
	21 & more	15	14,2%
	Total	**106**	**100%**
Academic Degree	**Academic degree**	**Frequency**	**Percentage**
	BA	70	66%
	Master	26	24,5%
	Higher studies (Phd/Magister)	10	09,5%
	Total	**106**	**100%**

Areas	Areas	Frequency	Percentage
	Aoulef-Timokton **(area 1)**	26	24,5%

	Salit-Zaouit konta (**area 2**)	30	28,3%
	Fonghil-Awlad-hmed Timi**(area3**)	18	17%
	Tililan-Tsabit –Bouda **(area 4)**	32	30,2%
	Total	**106**	**100%**
Level Taught	**Level taught**	**Frequency**	**Percentage**
	Middle School	70	66%
	Secondary School	36	34%
	Total	**106**	**100%**

Table N 6 shows that female teachers outnumber male. Female participants are (68) out of 106, making up (64.2%), whereas the males represent 39 35.8%. From the table above it is shown that those within the age of 30 to 39 years old constitute the highest percentage of 53.8% of the total respondents, those within the range of 40-49 years old represents 24.5%, those between 20 and 29 years old represent 13.2%, while 08.5% is the percentage teachers aged between 50 and 59 years old.

Notably, from the table that those within the professional experience between 01 and 10 years represents the highest percentage of 47.1% of the total respondents. Those within the experience 11 and 20 years represent a percentage of 38.7%. Those within the experience range of 21 years and more represents 21.7%. It can be concluded, therefore, that the majority of the respondents (85.8%) has an important experience level range from 01- 20 years.

This table shows that that 66% of the total respondents have a BA education degree while 24.5% have a Master's degree, the rest of teachers have higher studies degrees about 09.5%. This means that majority of teachers have a good command of the English language.

Furthermore, the table 5 reveals that 30.2% of the entire respondents are from the area 4 (in Tililan, Bouda and Tsabit**)**. 28.3% of them live within area 2(Sali, Zaouit konta). 24.5% indicates the percentage of teachers who live in the first area (Aoulef, Timokton, Akebli, Tit) while 17% are from area 2 (Fonoghil, Awlad-hmed-Timi, Tmantit).

According to the results on the above table, 66% represents teachers at the middle school but 34% teach at secondary school. Many rural areas do not have secondary schools.

5.1.2. Graphical Representations of Demographic Characteristics:

Figure 6: Teacher Gender

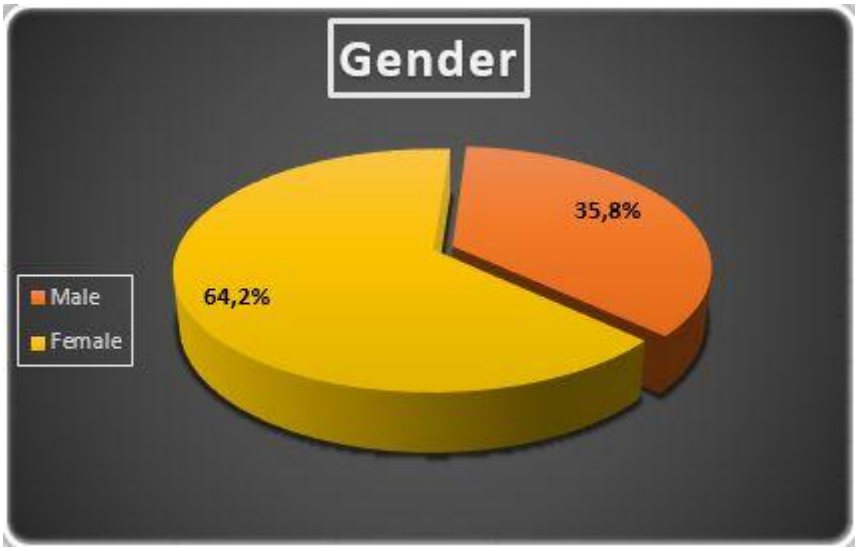


Figure 7: Teachers' Age

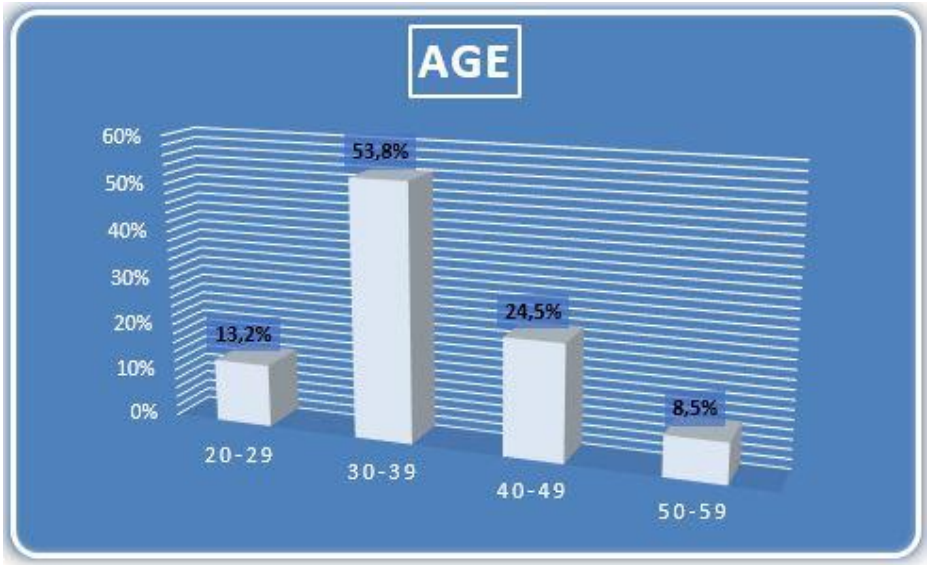


Figure 8: Teachers' Professional Experience

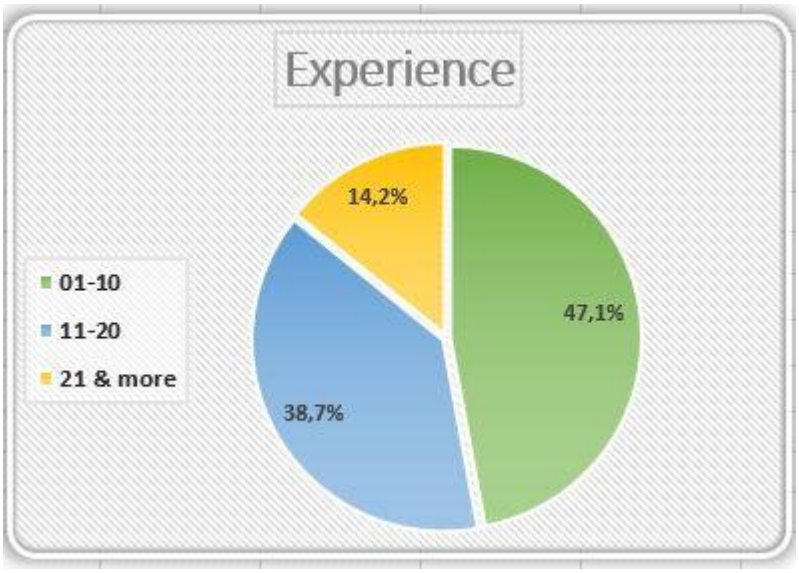


Figure 9: Teacher Academic Degree

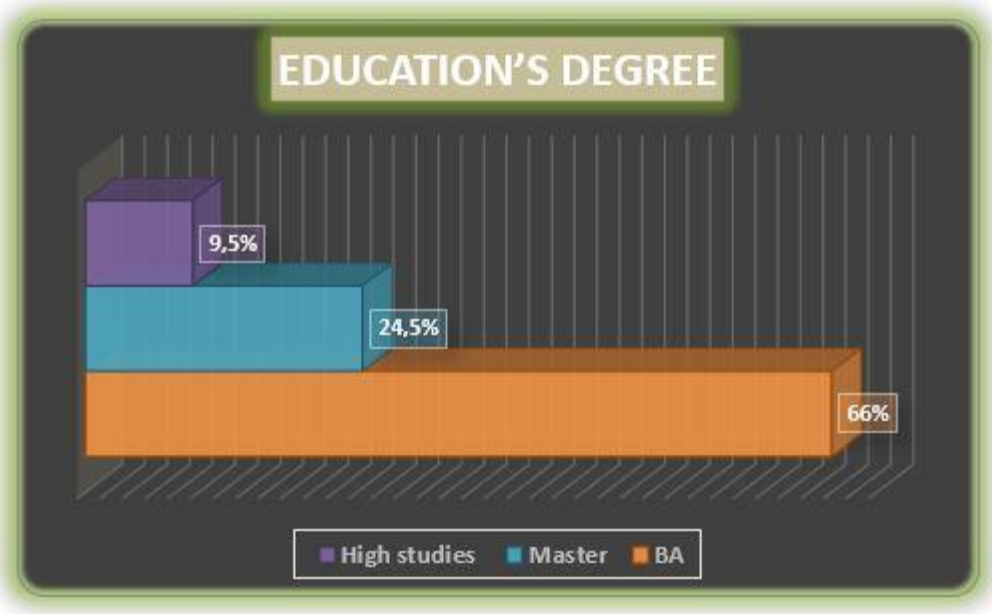


Figure 10: Representation of the Rural Areas

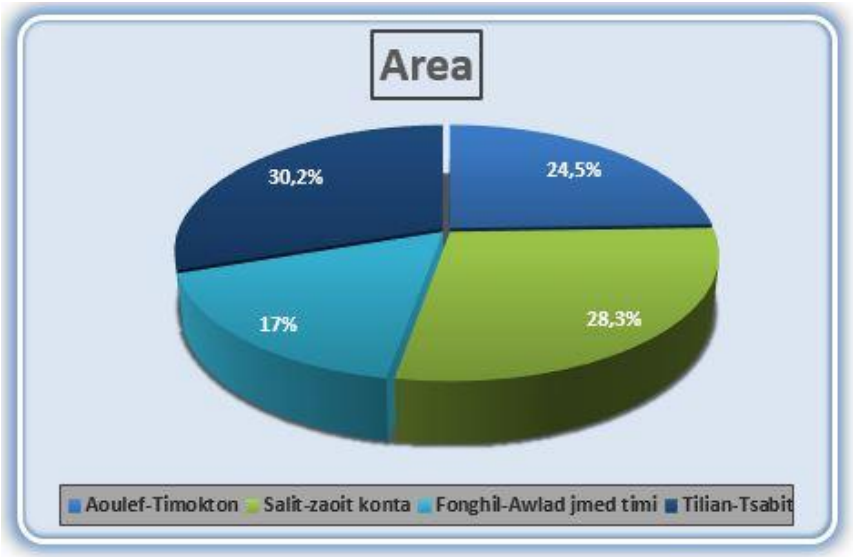
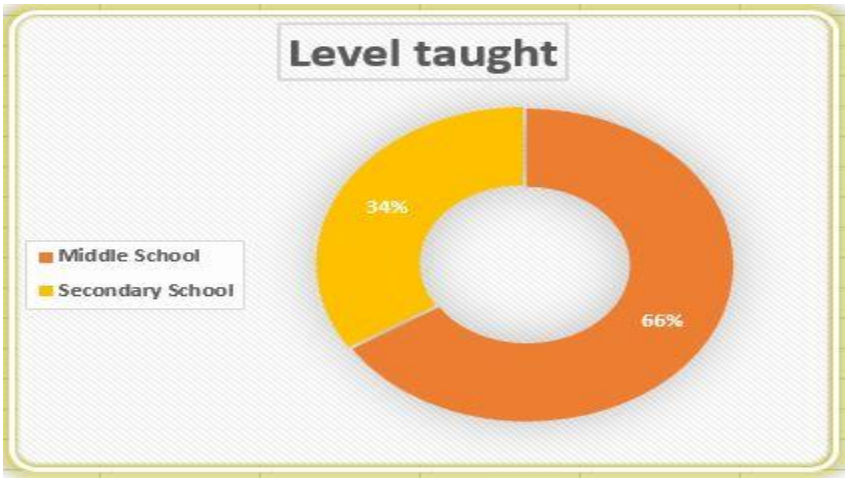


Figure 11: Representation of the Level Taught



5.2. Testing Reliability

5.2.1. Reliability of the Questionnaire

To test the reliability of the questionnaire, the Alpha Cronbach' s test is used. It results on the below table:

Table 7: Demographic Characteristics of the Participants

Frequency		N	%
	Valid	106	100%
	Excluded	0	,0
	Total	106	100%

The results indicate that all responses wer scored, with no missing values. Cronbach's Alpha test for reliability was conducted across the full dataset, with no data excluded. This suggests that participants understand the items and responded attentively.

Table 8: Reliability Statistics

Reliability Statistics

Alpha Cronbach	Number of items
,925	21

Based on the results shown in Table N°.8, the Cronbach's Alpha value for the entire scale is 0.925, which is considered excellent. Nunnally (1978) recommends a reliability threshold of 0.70, so a value of 0.925 indicates that the items are well designed and highly relevant to the study. In summary, the reliability of this questionnaire suggests that it could yield consistent results if administered to a similar sample under the same conditions.

5.2.2 Testing Reliability of the Variables

The Alpha Cronbach's test is used also to test each rubric's reliability**.**

Table 9: Reliability Statistics of Rubrics

Variables	Cronbach's Alpha Value	Number of items
Rubric 01: domain of language Proficiency and knowledge	,730	03
Rubric 02: domain of teaching performance in Instructional Strategies	,874	03
Rubric 03: domain of Professional Development Standards	,780	03
Rubric 04: domain of Assessment and Evaluation Standards	,701	03
Rubric 05: domain of class and time management standards	,795	05
Rubric 06: domain of Instructional Planning standard	,774	04

Table 9 shows that Cronbach's Alpha Value of the rubric 01 (Domain of Language Proficiency and knowledge) is 0.730. Cronbach's Alpha Value of the rubric 02(domain of Instructional Strategies) is 0.874. Cronbach's Alpha Value of the rubric 03 (domain of Professional Development Standards) is 0.780. Cronbach's Alpha Value of the rubric 04 (domain of Assessment and Evaluation Standards) counts 0.701. Cronbach's Alpha Value of the rubric 05 (domain of class and time management standards) equals 0.795, and finally, Cronbach's Alpha Value of the rubric 06 (domain of Instructional Planning standard) is 0.774. This means

that all the values above are an acceptable in reference to Nunnally's value. In this respect, respondents agree on all these statements and find them relevant.

5.3. Descriptive Statistics of Items:

5.3.1. Descriptive Statistics for Items of Rubric 02:

Table 10: Descriptive Analysis of Items of Rubric 01

Rubric one: Domain of language Proficiency and knowledge		
Items	**Mean**	**Std. Deviation**
Item 01: Motivation of students encourages teacher to improve his knowledge in English	3,91	0,90
Item 02: Motivation of students helps teacher to succeed in transmitting his knowledge of English (grammar , voc, writing) to learners	3,57	1,13
Item 03: Unmotivated EFL learners do not help a teacher to demonstrate all his knowledge of language content	3,85	0,95
Overall Mean Score = 3,77	**Overall Std. Deviation= 0.80**	

Statistically, a new variable, which is called Compute variable, to compute the three (03) items of rubric one to calculate the overall arithmetic mean and measure where its agreement or disagreement comes from.

Table 09 illustrates respondent's answers to items related to the domain of language proficiency and knowledge. It shows higher positive attitudes on effects on language proficiency and knowledge, with an overall mean score of 3.77. So, 75.4% of the respondents **agree** with the items related to domain of language proficiency and knowledge. In the same time, the value of the standard deviation for this section is (STD= 0.80) and this reveals that the responses are not scattered and were somewhat closed.

In detail, teachers generally believe that their knowledge enables them to teach effectively, but they emphasize that students must be prepared and willing to receive this knowledge. In

contrast, they find that unmotivated learners often lack the readiness to become proficient in the language. As a result, teachers tend to tailor their knowledge and instructional methods based on students' needs and levels of motivation. However, in many cases, teachers' vocabulary is somewhat limited, as they often do not continue learning and expanding their language skills after graduating from university.

5.3.2 Descriptive Statistics for Items of Rubric 02:

Table 11: Descriptive Analysis of Rubric 02

Rubric two: Domain of Teaching Performance in Instructional Strategies		
Items	**Mean**	**Std. Deviation**
Item 04: EFL motivated students help teachers to innovate in their teaching strategies and styles	4,00	0,92
Item 05: Motivation of learners helps the teacher to effectively engage learners by choosing learner-centered activities and useful materials	4,01	0,97
Item 06: With a lack of motivation, teachers are not encouraged to plan activities that develop creativity of an autonomous learner	4,23	0,91
Overall Mean Score = 4,07	**Overall Std. Deviation= 0.83**	

Table N°.11 shows the descriptive statistics of rubric 02. A new variable (Compute variable) is used for computing the three (03) items of rubric two to calculate the overall arithmetic mean and measure where its agreement or disagreement comes from. The overall mean scores 4.07 which reflects a high agreement on their teaching instructional strategies performance.

According to the overall mean value of (Mean=4.07) which has a percentage of 81.4 %. It reveals that respondents **strongly agree** on the items that are attributed to the domain of instructional strategies. In addition, the value of the standard deviation for this overall rubric is (Std= 0.83) which also reveals that the responses are not scattered, but, somewhat shared in common.

The statements indicate that teachers agree that learner motivation encourages them to innovate in their teaching strategies and select learner-centered activities that engage students

more effectively. This approach fosters both effective teaching and successful learning. However, unmotivated learners limit the potential for incorporating creative and autonomous tasks. Consequently, teaching strategies tend to be most effective when learners are actively engaged in the learning process.

5.3.3. Descriptive Statistics for Items of Rubric 03:

Table 12: Descriptive Analysis of Rubric 03

Rubric three: Domain of Professional Development		
Items	**Mean**	**Std. Deviation**
Item 07: With higher motivation, a teacher evaluates his teaching thoroughly to improve his/her quality of teaching (as self-evaluation or inspector's observation)	3,84	1,07
Item 08: Higher motivation of EFL students encourages teachers to attend more professional development trainings set by the ministry (eg: seminars, online courses, reading periodic to develop their teaching competences0	4,01	0,85
Item 09: Low motivation in EFL learning demotivates teachers to take any voluntary trainings to enhance their teaching	3,69	1,04
Overall Mean Score = 3,85	**Overall Std. Deviation= 0,83**	

Table N°.12 shows the descriptive statistics of rubric 03. A new statistical variable (Compute variable) is employed for computing the three (03) means of items of rubric three, and to calculate the overall arithmetic mean testing where agreement or disagreement refers to.

The overall mean value of (Mean=3.85) represents 77 % of the respondents **who agreed** on the items which is related to the domain of professional development standards. Descriptively, the value of the standard deviation for the whole items is (STD= 0.83) and this reveals that the responses are not scattered but are shared in common.

By explaining the statements of this rubric, teachers are positively agree that higher learning boosts a higher professional development. Motivated learners do not only let the teacher

developing his competencies, they make them continuously evaluate themselves and work on their weaknesses. With passive learners, a teacher are demotivated neither to improve nor to change any of his teaching practices.

5.3.4. Descriptive Statistics for Items of Rubric 04:

Table 13: Descriptive Analysis of Rubric 04

Rubric four: Domain of Assessment and Evaluation		
Items	**Mean**	**Std. Deviation**
Item 10: Motivation reflects teacher efforts through good students grades	3,97	0,85
Item 11: Motivation in EFL class helps teachers to assess his/her teaching by changing and adapting in the teaching methods and practices	3,90	0,97
Item 12: Absence of motivation reflects on students 'achievement and consequently it results in a weak teaching performance	3,90	1,05
Overall Mean Score = 3,92	**Overall Std. Deviation= 0,76**	

Table 13 presents the descriptive statistics for Rubric 04. To calculate the overall mean for the three items, a computed variable was used to determine the level of agreement or disagreement. The overall mean value of 3.92 indicates that 78.4% of respondents agreed with items related to assessment and evaluation standards. The standard deviation for this section is 0.76, suggesting that responses are relatively close to the mean, indicating low variability.

Regarding specific items, teachers generally agree that they can assess the effectiveness of their teaching through objective evaluations of student learning. This feedback helps teachers understand their current performance and identify areas for improvement. Indeed, student grades provide valuable insights into teacher effectiveness. However, passive learners offer limited feedback that can guide teachers in self-evaluation and professional development.

5.3.5. Descriptive Statistics for Items of Rubric 05:

Table 14: Descriptive Statistics of Rubric 05

Rubric five: Domain of Class and Time Management		
Items	**Mean**	**Std. Deviation**
Item 13: In motivated EFL class, teacher easily manages class and solve problems	4,03	0,83
Item 14: Motivation of EFL students helps teacher establish more comfortable learning environment	3,84	0,97
Item 15: A teacher has more control on time in classes with high motivation	3,97	0,99
Item 16: A teacher usually establishes a good rapport and relationship with students in class with motivated students more than classes with weak motivation	4,08	0,87
Item 17: Unmotivated learners distract a teacher to focus on teaching and the lesson goals	4,31	0,84
Overall Mean Score = 4,01	**Overall Std. Deviation= 0.83**	

Table 14 presents the descriptive statistics for Rubric 05. A computed variable was used to aggregate the five items in the rubric, calculate the overall mean, and determine the source of agreement or disagreement. The overall mean value of 4.01 indicates that 80.2% of respondents agree with items related to classroom and time management standards. The standard deviation of 0.67 suggests that responses are close to the mean, indicating low variability.

In general, teachers express that their competency in effective classroom management is closely linked to learner motivation. They believe that when students are genuinely interested in learning, they remain focused, making it easier for teachers to handle unexpected distractions and build positive rapport with motivated learners. In contrast, teachers report difficulty managing disruptive students, as such distractions prevent the achievement of lesson objectives. Even when passive learners are quiet, teachers may feel frustrated or bored when engagement is limited to just a few active students.

5.3.6. Descriptive Statistics for Items of Rubric 06:

Table 15: Descriptive Analysis of Rubric 06

Rubric six: Domain of Instructional Planning		
Items	**Mean**	**Std. Deviation**
Item 18: Teachers usually achieve the target objectives of the lesson plan in class with higher motivation	4,23	0,87
Item 19: with class motivation, teachers can succeed to teach all the language objectives and content proposed in the curriculum	4,17	0,97
Item 20: motivated learners help a teacher to be more flexible in explaining the lesson	4,19	1,08
Item 21: Teachers may well fail to achieve all the target linguistic goals planned for in the absence of motivation	4,26	0,83
Overall Mean Score = 4,21	**Overall Std. Deviation= 0,71**	

Table 15 shows the descriptive statistics of rubric 06. It measure the statistical (Compute variable) that is used to collect the four (04) items of this rubric to calculate the overall arithmetic mean to examine where its agreement or disagreement comes from.

The overall mean value is (Mean=4.21), representing 84.2% of the respondents who **strongly agree** with the items included in the domain of instructional planning standard. Further, the value of the standard deviation for this section is (Std= 0.71) and this reveals that the responses are not scattered and were somewhat close.

From the table, it is revealed that teachers strongly about the effect of EFL learning motivation on their instructional planning. Statements explain that the more students showing the likelihood toward EFL learning, the more the lessons objectives can be achieved. The failure of learners to accomplish all the linguistic and knowledge content which were set on curriculum is considered as a failure for the teacher, therefore. In motivated classes, teachers can be creative and knowledgeable about learners' need. So, they willingly plan for it before coming to class. In

the same process, getting their needs met, learners become more motivated and that is, simply, a higher performance.

5.4. Bi-Correlation Analysis:

Table 16: Pearson's Bi-Correlation between Variables

		Rubric1 : Domain of language proficiency and knowledge	Rubric2 : Domain of teaching performance in instructional strategies	Rubric3 : Domain of professional development standards	Rubric4 : Domain of assessment and evaluation standards	Rubric5 : Domain of class and time management standards	Rubric6 : Doman of instructional planning standard
Rubric1 : Domain of language proficiency and knowledge	**Pearon Correlation**	**1**	**,561****	**,550****	**,440****	**,536****	**,464****
	Sig	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**
	N	106	106	106	106	106	106
Rubric2 : Domain of teaching performance in instructional Strategies	**Pearon Correlation**	**,561****	**1**	**,801****	**,422****	**,735****	**,608****
	Sig	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**
	N	106	106	106	106	106	106
Rubric3 : Domain of professional development standards	**Pearon Correlation**	**,550****	**,801****	**1**	**,394****	**,591****	**,500****
	Sig	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**
	N	106	106	106	106	106	106
Rubric4 : Domain of assessment and evaluation standards	**Pearon Correlation**	**,440****	**,422****	**,394****	**1**	**,544****	**,506****
	Sig	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**
	N	106	106	106	106	106	106
Rubric5 : Domain of class and time management stand ards	**Pearon Correlation**	**,536****	**,735****	**,591****	**,544****	**1**	**,595****
	Sig	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**
	N	106	106	106	106	106	106
Rubric6 : Domain of instructional planning standard	**Pearon Correlation**	**,464****	**,608****	**,500****	**,506****	**,595****	**1**
	Sig	**.000**	**.000**	**.000**	**.000**	**.000**	**.000**

	N	106	106	106	106	106	106
** The correlation is significant at the 0.01 level							

Table 16 above presents the correlation matrix between the study variables. It shows that most of the correlations between variables are positive and strong, with statistical significance at the 0.01 level. The correlation coefficients range from 0.394 to 0.810, indicating that an increase in the level of one variable tends to correspond with an increase in the level of another. These results highlight a positive influence and relationship between the variables.

5.4.1. Correlation between Items and the Overall Measure:

5.4.1.1. Correlation between items of Rubric One and the Overall scale:

Table 17: Correlation between Items of Rubric Rubric 01

Rubric one: Domain of language Proficiency and knowledge		
Items	**Correlation**	**Overall Scale**
Item 01: Motivation of students encourages teacher to improve his knowledge in English	Pearson Correlation	**,641****
	Sig.(bilateral)	**.000**
	N	106
Item 02: Motivation of students helps teacher to succeed in transmitting his knowledge of English (grammar , voc, writing) to learners	Pearson Correlation	**,677****
	Sig.(bilateral)	**.000**
	N	106
Item 03: Unmotivated EFL learners do not help a teacher to demonstrate all his knowledge of language content	Pearson Correlation	**,459****
	Sig.(bilateral)	**.000**
	N	106
** The correlation is significant at the 0.01 level		

Regarding the correlation between the items within the domain of language proficiency and knowledge and the overall scale, the results in Table 17 indicate that the linear correlation (r) for all items in this rubric is moderate, as it falls within the range 0<r<0.70 < r < 0.70<r<0.7.

The correlation coefficient is statistically significant at the 0.01 level (1%), which is below the 0.05 threshold. Meeting these two statistical criteria confirms that each item is related to the others and is directly connected to the overall questionnaire.

5.4.1.2. Correlation between Items of Rubric two and the Overall Scale

Table 18: Correlation between Items of Rubric 02

Rubric two: Domain of Teaching Performance in Instructional Strategies		
Items	**Correlation**	**Overall scale**
Item 04: EFL motivated students help teachers to innovate in their teaching strategies and styles	Pearson Correlation	**,720****
	Sig.(bilateral)	**.000**
	N	106
Item 05: Motivation of learners helps the teacher to effectively engage learners by choosing learner-centered activities and useful materials	Pearson Correlation	**,820****
	Sig.(bilateral)	**.000**
	N	106
Item 06: With a lack of motivation, teachers are not encouraged to plan activities that develop creativity of an autonomous learner	Pearson Correlation	**,795****
	Sig.(bilateral)	**.000**
	N	106
**** The correlation is significant at the 0.01 level**		

Based on the correlation between the items within the domain of instructional strategies and the overall scale, the results in Table 18 show that the linear correlation (r) for all items in Rubric 2 is strong ($r > 0.7$) and statistically significant at the 0.01 level (1%). The conditions—having $r>0.7r > 0.7r>0.7$ and $p<0.05p < 0.05p<0.05$—are met, indicating that all statements within the instructional strategies rubric are logical and closely interrelated.

5.4.1.3. Correlation between items of Rubric Three and the Overall Scale:

Table 19: Correlation Between Items of Rubric 03

Rubric three: Domain of Professional Development Correlations		
Items	**Correlation**	**Overall Scale**
Item 07: With higher motivation, a teacher evaluates his teaching thoroughly to improve his/her quality of teaching (as self-evaluation or inspector's observation)	Pearson Correlation	**,681****
	Sig.(bilateral)	**.000**
	N	106
Item 08: Higher motivation of EFL students encourages teachers to attend more professional development trainings set by the ministry (eg: seminars, online courses, reading periodical journals) to develop their teaching competences	Pearson Correlation	**,765****
	Sig.(bilateral)	**.000**
	N	106
Item 09: Low motivation in EFL learning demotivates teachers to take any voluntary trainings to enhance their teaching	Pearson Correlation	**,585****
	Sig.(bilateral)	**.000**
	N	106
**** The correlation is significant at the 0.01 level**		

Regarding the correlation between items within the domain of professional development standards and the overall scale, the results in Table 19 show that the linear correlation (r) for item 08 is strong (r > 0.7), while items 07 and 09 have moderate correlations, all significant at the 0.01 level (1%). These findings indicate that while each statement related to teacher professional performance is somewhat connected to the overall questionnaire scale, they are not all strongly correlated with it but are partially related.

5.4.1.4 Correlation between Items of Rubric Four and the Overall Scale:

Table 20: Correlation between Items of Rubric 04

Rubric four: Domain of Assessment and Evaluation		
Items	**Correlation**	**Overall scale**
Item 10: Motivation reflects teacher efforts through good students grades	Pearson Correlation	**,620****

	Sig.(bilateral)	**.000**
	N	106
Item 11: Motivation in EFL class helps teachers to assess his/her teaching by changing and adapting in the teaching methods and practices	Pearson Correlation	**,554****
	Sig.(bilateral)	**.000**
	N	106
Item 12: Absence of motivation reflects on students achievement and consequently it results in a weak teaching performance	Pearson Correlation	**,472****
	Sig.(bilateral)	**.000**
	N	106
**** The correlation is significant at the 0.01 level**		

To test the correlation between items within the domain of assessment and evaluation standards and the overall scale, the results in Table 20 indicate that the linear correlation (r) for items in this rubric is moderate, with a significant correlation at the 0.01 level (1%). Meeting these conditions suggests that these statements are reliable indicators for evaluating overall teacher performance.

5.4.1.5. Correlation between items of rubric five according to the overall measure:

Table 21: Correlation between Items of Rubric 05

Rubric five: Domain of Class and Time Management		
Items	**Correlation**	**Overall Scale**
Item 13: In motivated EFL class, teacher easily manages class and solve problems	Pearson Correlation	**,731****
	Sig.(bilateral)	**.000**
	N	106
Item 14: Motivation of EFL students helps teacher establish more comfortable learning environment	Pearson Correlation	**,699****
	Sig.(bilateral)	**.000**
	N	106

Item 15: A teacher has more control on time in classes with high motivation	Pearson Correlation	**,654****
	Sig.(bilateral)	**.000**
	N	106
Item 16: A teacher usually establishes a good rapport and relationship with students in class with motivated students more than classes with weak motivation	Pearson Correlation	**,592****
	Sig.(bilateral)	**.000**
	N	106
Item 17: Unmotivated learners distract a teacher to focus on teaching and the lesson goals	Pearson Correlation	**,520****
	Sig.(bilateral)	**.000**
	N	106
**** The correlation is significant at the 0.01 level**		

To test the correlation between items related to class and time management standards and the overall scale, the results in Table 21 indicate that the linear correlation (r) for item 13 is **strong** (r > 0.7). In contrast, items 14, 15, 16, and 17 show **moderate correlations**, which are significant at the 0.01 level (1%). This suggests that these latter items are associated with teaching performance evaluation. Notably, item 13, which states, "In a motivated EFL class, the teacher easily manages the class and solves problems," is highly relevant and reliable for assessing teaching performance.

5.4.1.5. Correlation between Items of Rubric Five and the Overall Scale:

Table 22: Correlation between Items of Rubric 06

Rubric six: Domain of Instructional Planning		
Items	**Correlation**	**Overall Scale**
Item 18: Teachers usually achieve the target objectives of the lesson plan in class with higher motivation	Pearson Correlation	**,648****
	Sig.(bilateral)	**.000**
	N	106

Item 19: with class motivation, teachers can succeed to teach all the language objectives and content proposed in the curriculum	Pearson Correlation	**,578****
	Sig.(bilateral)	**.000**
	N	106
Item 20: motivated learners help a teacher to be more flexible in explaining the lesson	Pearson Correlation	**,546****
	Sig.(bilateral)	**.000**
	N	106
Item 21: Teachers may well fail to achieve all the target linguistic goals planned for in the absence of motivation	Pearson Correlation	**,607****
	Sig.(bilateral)	**.000**
	N	106
**** The correlation is significant at the 0.01 level**		

To test the correlation between items related to the instructional planning standard and the overall scale, the results in Table N°22 indicate that the linear correlation (r) for all items in this rubric is **moderate**, yet statistically **significant** at the 0.01 level (1%). These two conditions suggest that the items within the instructional planning rubric are representative and meaningfully connected to the assessment of overall teaching performance.

5.5. Testing the Hypotheses

The linear regression model is used to examine the impact of the independent variable on the dependent variable. This model involves calculating the **R^2 (coefficient of determination**), the significance of the ANOVA test, and the regression coefficient. The goal is to determine the extent of the effect that the independent variable has on the dependent variable.

H1: The learners' language proficiency and knowledge has a significant positive effect on teachers' professional development.

Independent variable	Dependent variable
teachers' language proficiency and knowledge	Teachers' professional development

The linear regression model for this hypothesis reveals the following results:

Table 23: Model 1 Overview of H1

Model	R	R^2	R^2 adjusted	Error standard of deviation
1	0,550	**0,302**	0,295	0,698

Table 24: Significance Test of R^2 of H1

ANOVA			
	Sum of squares	**DDL**	**Sig.**
Regression	21,957	1	**0,000**
Residual	50,727	104	/
Total	72,684	105	/

Table 25: Regression Coefficients of H1

	Unstandardized Coefficients	**Standardized Coefficients**	**Sig.**
Constant (β_{01})	1,710	/	**0,000**
Learners' language proficiency and knowledge (β_1)	**0,568**	0,550	**0,000**

The results of the sample linear regression for model (1) (Table 23) indicate that teachers' language proficiency and knowledge account for a portion of the variance in teachers' professional development. The predictive value of the model, represented by R^2 (which tests the relationship between variables), is moderate at 30.2% ($R^2 = 0.302$). Additionally, the regression coefficient (β_1) is 0.568, with a significance value of Sig = 0.000 (< 0.05). This β_1 value of 0.568 suggests that for every 100% increase in teachers' language proficiency and knowledge, teachers' professional development increases by 56.8%, indicating a positive relationship.

Furthermore, the Pearson correlation coefficient (R) between the variables is 0.550, showing a moderate correlation of 55%. Therefore, hypothesis H1 is confirmed, supporting the conclusion that teachers' language proficiency and knowledge have a significant positive effect on teachers' professional development.

Finally, the relationship between teachers' language proficiency and knowledge and Teachers' professional development is calculated by this model using the unstandardized coefficients: (Y= Constant + $\boldsymbol{\beta_1}$*X) results in :

TPD =1,710+(0,568*TLPK)

H2 : The teaching performance in instructional strategies has a significant positive effect on assessment and evaluation standards.

Independent variable	Dependent variable
Teaching performance in instructional strategies **(TPIS)**	Assessment and evaluation standards(**AES**)

The linear regression model for this hypothesis results in the following findings:

Table 26: Model 1 Overview of H2

Model	R	R^2	R^2 adjusted	Error standard of deviation
1	0,422	**0,178**	0,170	0,696

Table 27: Significance Test of R^2 of H2

ANOVA			
	Sum of squares	**DDL**	**Sig.**
Regression	10,939	1	**0,000**
Residual	50,517	104	/
Total	61,456	105	/

Table 28: Regression Coefficients of H2

	Unstandardized Coefficients	**Standardized Coefficients**	**Sig.**
Constant (β_{02})	2,352	/	**0,000**
Teaching performance in instructional strategies (β_2)	**0,385**	0,422	**0,000**

The results of the sample linear regression for model (1) (Table N°.26) indicate that teaching performance in instructional strategies accounts for some of the variance in assessment and evaluation standards. Specifically, the predictive value of the model, represented by R^2, is **relatively low** at 17.8% ($R^2 = 0.178$). Additionally, the regression coefficient (β_2) is 0.385, with a significance value of Sig = 0.000 (< 0.05). This β_2 value of 0.385 suggests that when teaching

performance in instructional strategies **increases** by **100**%, the assessment and evaluation of learning **improves** by **38.5%,** indicating a moderate effect.

Furthermore, the Pearson correlation coefficient (R) between the variables is 0.422, reflecting an average correlation of 42.2%. Thus, hypothesis H2 is confirmed, supporting the conclusion that teaching performance in instructional strategies has a significant positive effect on assessment and evaluation standards. The relationship between instructional strategies and assessment/evaluation, using unstandardized coefficients, is computed as follows:

AES =2,352+(0,385*TPIS)

H3: The class and time management standards has a significant positive effect on instructional planning standard.

Independent variable	Dependent variable
The class and time management standards (**CTMS**)	Instructional planning standard (**IPS**)

The linear regression model for this hypothesis results in the following findings:

Table 29: Model 1 Overview of H3

Model	R	R^2	R^2 adjusted	Error standard of deviation
1	0,595	**0,354**	0,348	0,574

Table 30: Significance Test of R^2 of H3

ANOVA

	Sum of squares	DDL	Sig.
Regression	18,845	1	**0,000**
Residual	34,380	104	/
Total	53,224	105	/

Table 31: Regression Coefficients of H3

	Unstandardized Coefficients	Standardized Coefficients	Sig.
Constant (β_{03})	1,684	/	**0,000**
The class and time management standards (β_3)	**0,630**	0,595	**0,000**

The results of the sample linear regression analysis for Model 1 (Table No. 29) indicate that class and time management contribute to variance in the instructional planning standard. The model's predictive value, represented by R^2, is 35.4% ($R^2 = 0.354$), suggesting that class and time management explain 35.4% of the variability in instructional planning. Additionally, the regression coefficient (β_3) is 0.630, with a significance level of Sig = 0.000 ($p < 0.05$). This coefficient ($\beta_3 = 0.630$) implies that a 100% improvement in class and time management corresponds to a 63% **increase** in instructional planning effectiveness, indicating a positive impact.

Furthermore, the Pearson correlation coefficient (R) between the variables is 0.595, showing an average correlation of 55%, which further supports this relationship. Therefore, hypothesis H3 is accepted, concluding that class and time management standards have a significant positive effect on instructional planning.

The relationship between class and time management standards and instructional planning, based on unstandardized coefficients, is calculated as follows:

IPS =1,684+(0,630*CTMS)

5.2. Learners' Questionnaire Analysis

The student questionnaire aims to investigate EFL learning motivation in rural middle and high schools in Adrar. Given the vast and dispersed nature of Adrar, it was challenging to cover all schools; however, a representative sample was drawn from each area. The areas are grouped as follows: (1) Area 1 (Timokton/Akebli/Tit), (2) Area 2 (Sali/Tamest/Inzegmir), (3) Area 3 (Boufadi/Tamentit), and (4) Area 4 (Tililan/Bouda/Sbaa/Tsabit). Students were selected randomly, with a total sample size of 257. To note it, the respondents are EFL learners, so the questionnaire was presented in Modern Standard Arabic to ensure comprehension and avoid ambiguity.

In addition to demographic information, students were asked to respond to thirteen questions. Most questions use a 3-point Likert scale, while a few (questions 1, 2, 4, 8, and 13) are presented in a binary "Yes" or "No" format. The content of the questions includes:

1. Attitude toward English
2. Parents encouragement
3. Reinforcement courses
4. Financial supply
5. Using technologies
6. Language skills
7. Doing in home tasks
8. Time adequacy for EFL learning

9. Attitudes toward EFL learning
10. Enthusiasm for English class
11. Attitude toward teacher
12. Autonomy
13. Classroom behavior

5.2.1. Demographic Analysis of learners:

Table 32: Demographic Characteristics of the Learners

Variable			
Gender	**Gender**	**Frequency**	**Percentage**
	Male	92	35,8%
	Female	165	64,2%
	Total	**257**	**100%**
Age	**Range**	**Frequency**	**Percentage**
	11-16	145	56,5%
	17-20	106	41,2%
	More than 20	06	02,3%
	Total	**257**	**100%**
Level	**Level**	**Frequency**	**Percentage**
	Middle school	95	37%
	Secondary school	162	63%
	Total	**257**	**100%**
Secondary School Specialty	**Specialty**	**Frequency**	**Percentage**
	Literature	57	35,2%
	Scientific	105	64,8%
	Total	**162**	**100%**
Area	**Area**	**Frequency**	**Percentage**
	Timokton/Akebli / Tit	76	29,6%
	Sali Tamest /Inzegmir	12	04,7%
	Boufadi / Tmantit	60	23,3%
	Wlad-hmed Timi / Tililan/ Bouda / Sbaa/ Tsabit	109	42,4%
	Total	**257**	**100%**

Table N°32 presents the demographic characteristics of the respondents. It shows that females make up 64.2% of the respondents, while 35.8% are males, indicating a higher participation rate among female learners.

The age distribution reveals that the majority, 56.5%, are within the 11-16 age range. Respondents aged 17-20 years constitute 41.2%, and only 2.3% are over 20 years old. Additionally, 63% of the respondents are secondary school students, while 37% attend middle school, meaning the majority are in secondary education. Among secondary school students, 64.8% are enrolled in scientific streams, and 35.2% are in literature.

The geographic distribution of respondents shows that 42.4% are from Area 4 (Wlad-hmed Timi, Tililan, Bouda, Sbaa, Tsabit), making it the most represented region. Area 1 (Timokton, Akebli, Tit) accounts for 29.6% of respondents, followed by Area 3 (Fonoghil, Tmantit) with 23.6%, and Area 2 (Sali, Tamest, Inzegmir) with 4.7%.

5.2.2. Graphical Representations of Demographic Characteristics:

Figure 12: Learners' Gender

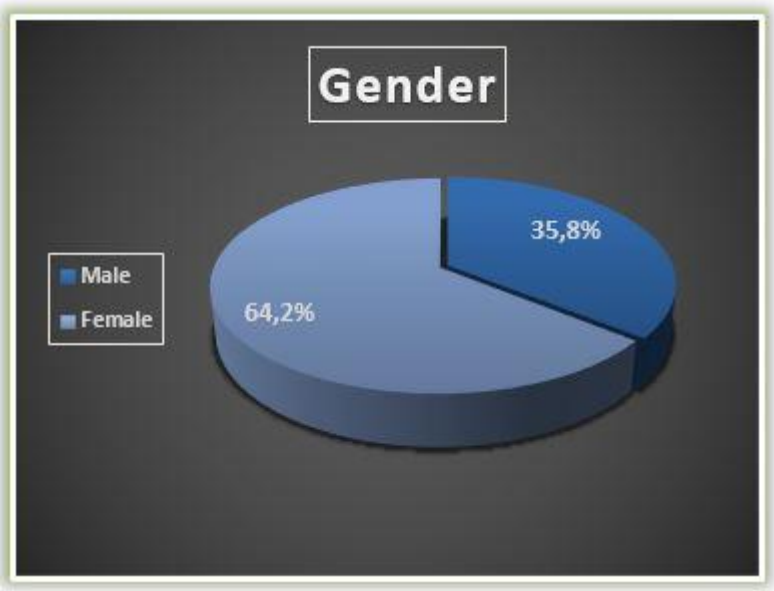


Figure 13: Learners Age

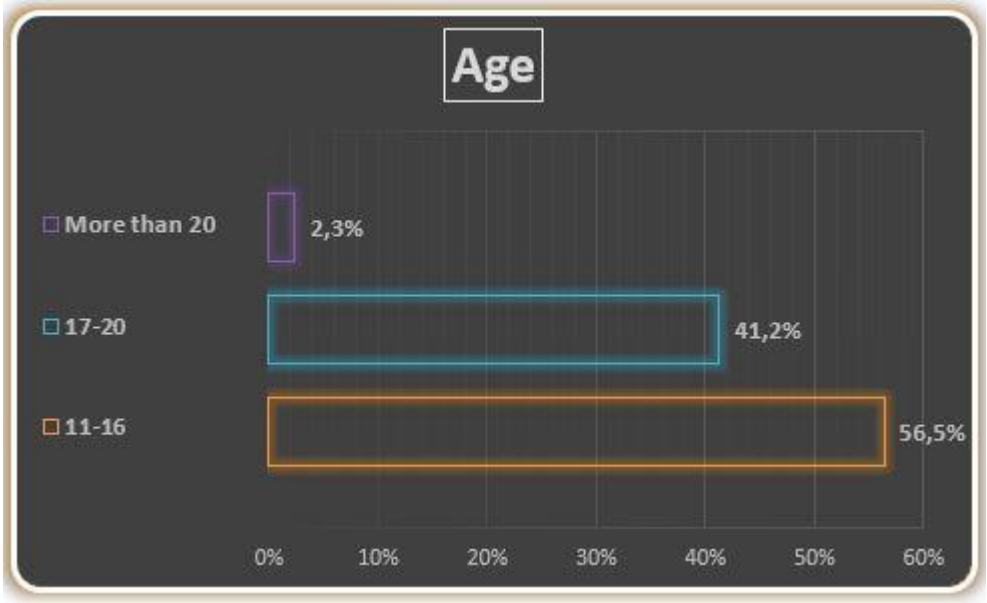


Figure 14. Academic Level

:

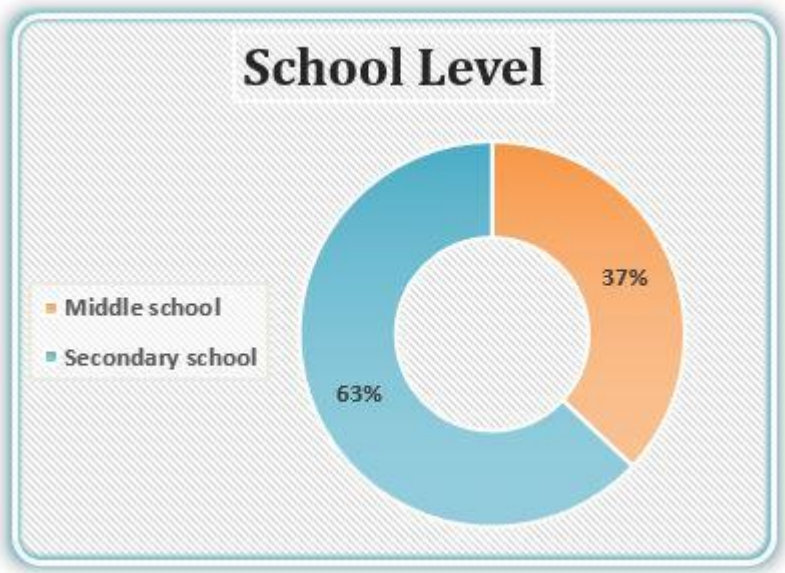


Figure 15: the Learning Stream (Specialty)

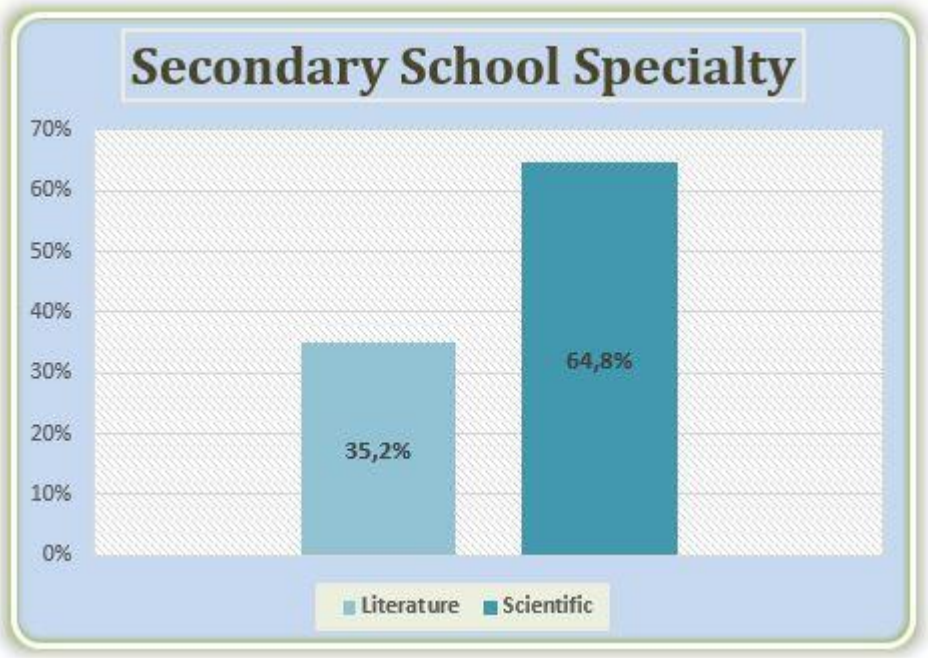
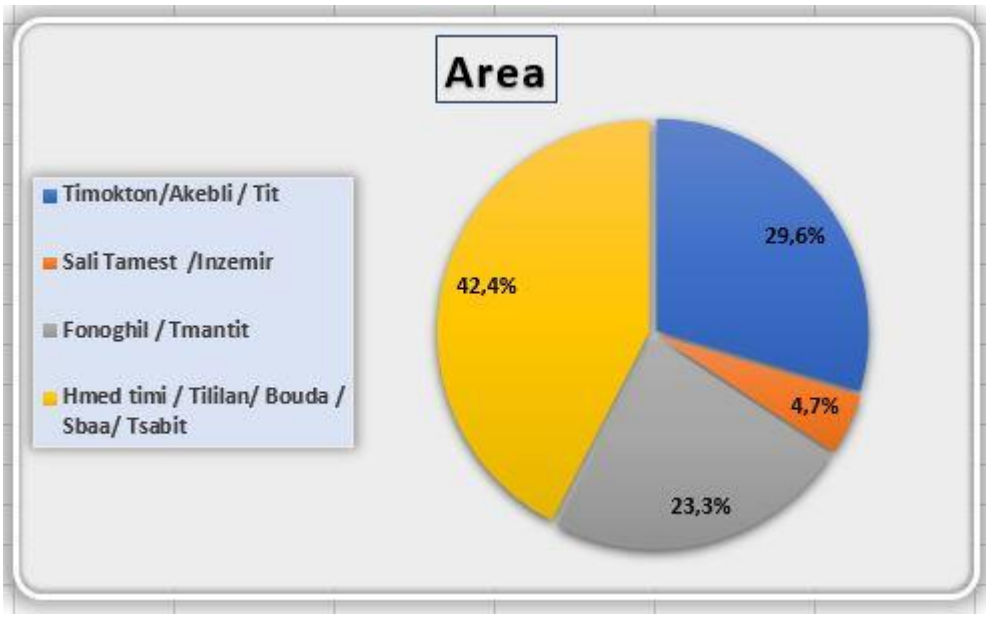


Figure 16: Learners Living Area



5.2.3.- Frequency and Descriptive Statistical Analysis of the Statements:

5.2.3.1. Statement 1:

" I believe that learning English is important and I like it "

Table 33: Frequency Statistics of the Statement 1

	Response	Frequency	Percentage
I believe that learning English is important and I like it	**Yes**	217	84,4%
	No	40	15,6%
	Total	**257**	**100%**

The table above (Table No. 33) shows that most participants believe learning English is important and express a positive attitude toward it, with 84.4% in agreement. Conversely, 15.6% of participants (40 individuals) do not believe learning English is important. This finding suggests that the majority of learners recognize the significance of English in both their current education and future opportunities. Notably, despite the challenges faced in EFL learning, rural learners show a genuine interest in English, primarily for career advancement or international communication (instrumental motivation). They also express a preference for English over French.

5.2.3.2. Statement 2:

" My parents encourage me to learn English "

Table 34: Frequency Statistics of the Statement 2

	Response	Frequency	Percentage
My parents encourage me to learn English	**Yes**	138	53,7%
	No	119	46,3%
	Total	**257**	**100%**

Table No. 34 shows that approximately half of the participants (53.7%, or 138 students) report that their parents encourage them to learn English, while 46.3% (119 students) do not receive such encouragement. These two percentages are relatively close, suggesting that although many rural learners receive psychological or moral support from their parents to study English, they may lack material or financial support. This lack of tangible encouragement could be attributed to factors such as poverty or limited awareness of the potential benefits of learning English.

5.2.3.3. Statement 3:

"I take additional and reinforcement courses to improve my English"

Table 35: Descriptive Statistics of the Statement 3

	Response	Frequency	Percentage
I take additional and reinforcement courses to improve my English	**Often**	52	20,2%
	Sometimes	135	52,5%
	Rarely	70	27,3%
	Total	**257**	**100%**
	MEAN= 2,07	**Std = 0,68**	

As shown in Table No. 34, 52.5% of participants (138 individuals) "sometimes" attend reinforcement courses to improve their English (Mean = 2.07, SD = 0.68), while 27.3% (70 individuals) "rarely" participate in such courses. Additionally, 20.2% (52 individuals) "often" take additional reinforcement courses to enhance their English skills.

5.2.3.4. Statement 4:

"I devote an amount of money to buy resources for learning English (Dictionary...)"

Table 36: Frequency Statistics of the Statement 4

	Response	Frequency	Percentage
I devote an amount of money to buy resources for learning English (Dictionary.)	**Yes**	71	27,6%
	No	186	72,4%
	Total	**257**	**100%**

In Table Nº35, the majority of the participants 72.4% (186 participants) do not allocate any budget of money for EFL learning (to buy documents, resources). On the other hand, 27.6% (71 participants) receive money from their parents to buy documents or to take courses to improve their English.

5.2.3.5. Statement5:

" I use technology to enhance my English (internet-YouTube- applications – videos..)

Table N°36: Frequency & Descriptive Statistics of the Statement 5

	Response	Frequency	Percentage
I use technology to enhance my English (internet-YouTube- applications – videos..)"	**Often**	92	35,8%
	Sometimes	125	48,6%
	Never	40	15,6%
	Total	**257**	**100%**
	MEAN= 1,80	**Std = 0,68**	

From Table No. 36, it can be observed that 48.6% of participants (125 individuals) "sometimes" use technological tools to enhance their English (Mean = 1.80, SD = 0.68), while 35.8% (92 participants) "often" use such tools. A smaller percentage, 15.6% (40 participants), "never" use any technology for this purpose. The frequent "sometimes" response suggests that many learners lack access to the latest and most effective tools for improving their English skills.

5.2.3.6. Statement 6:

"The most skill(s) I use to learn English"

Table 37: Frequency Statistics of the Statement

	Response	Frequency	Percentage
The most skill(s) I use to learn English	**Reading**	63	24,5%
	Writing	55	21,4%
	Listening	71	27,6%
	All previous skills	68	26,5%
	Total	**257**	**100%**

Table No. 37 shows that 27.6% of participants (71 individuals) prefer "listening" as their primary skill for learning English, while 26.5% (68 participants) prefer practicing all skills—"reading, writing, and listening." Additionally, 24.5% (63 participants) favor "reading," and 21.4% (55 participants) focus on "writing" as their preferred skill for learning English.

5.2.3.7. Statement 7:

"I **am interested in doing my homework regularly to pass exam"**

Table 38: Frequency and Descriptive Statistics of the Statement 7

	Response	Frequency	Percentage
I am interested in doing my homework regularly to pass exam	**Well interested**	74	28,8%
	moderately interested	134	53,3%
	poorly interested	46	17,9%
	Total	**257**	**100%**
	MEAN= 1,89	**Std= 0,67**	

Table No. 38 shows that 53.3% of participants (134 individuals) are "moderately interested" in regularly doing homework to pass exams (Mean = 1.89, SD = 0.67), while 28.8% (74 participants) are "well interested" in completing their homework. Only 17.9% (46 participants) show "poor interest" in doing homework regularly. Engaging in homework and lesson revision reflects learners' motivation and interest in EFL learning.

5.2.3.8. Statement 8:

" I do not give adequate time and efforts to learn English "

Table 39: Frequency Statistics of the Statement 8

	Response	Frequency	Percentage
I do not give adequate time and efforts to learn English	**Yes**	115	44,7%
	No	142	55,3%
	Total	**257**	**100%**

Table No. 39 illustrates that more than half of the participants, 55.3% (142 individuals), dedicate adequate time and effort to learning English outside of class—a relatively high percentage. Conversely, 44.7% (115 participants) do not invest time or effort in learning English. This suggests that rural learners may feel less motivated in EFL classes, partly due to the perception that learning a foreign language is challenging.

5.2.3.9. Statement 9:

"My **beliefs and attitudes toward EFL learning is"**

Table 40: Frequency and Descriptive Statistics of the Statement 9

	Response	Frequency	Percentage

My beliefs and attitudes toward EFL learning are	**Positive**	157	61,1%
	Neutral	80	31,1%
	Negative	20	07,8%
	Total	**257**	**100%**
	MEAN= 1,47	**Std = 0,63**	

Table Nº40 reveals that 61.1% of participants (157 individuals) have a "positive" attitude and beliefs toward EFL learning (Mean = 1.47, SD = 0.63). Meanwhile, 31.1% (80 participants) hold "neutral" beliefs, and 7.8% (20 participants) have a "negative" attitude toward EFL learning.

5.2.3.10. Statement 10:

"I attend the lesson enthusiastically and concentrate with my teacher

Table N°40: Frequency and Descriptive Statistics of the Statement 10

	Response	Frequency	Percentage
I attend the lesson enthusiastically and concentrate with my teacher	**Always**	119	46,3%
	Sometimes	117	45,5%
	Rarely	21	08,2%
	Total	257	100%
	MEAN= 1,62	**Std = 0,63**	

The data in Table No. 40 shows that 46.3% of participants (119 individuals) "always" attend their EFL classes enthusiastically and focus on the teacher (Mean = 1.62, SD = 0.63). Another 45.5% (117 participants) "sometimes" attend with enthusiasm and concentration, while only 8.2% (21 participants) display "rare" enthusiasm in English lessons. This high percentage of "always" responses indicates that many learners possess a positive attitude toward EFL learning.

5.2.3.11. Statement 11:

"My **attitude toward the teacher and toward his way of teaching is "**

Table 41: Frequency and Statistics of the Statement 11

	Response	Frequency	Percentage
My attitude toward the teacher and toward his way of teaching is	**Positive**	122	47,5%
	Neutral	125	48,6%

	Negative	10	03,9%
	Total	**257**	**100%**
	MEAN= 1,56	**Std = 0,57**	

Table Nº41 shows that 48.6% of participants (125 individuals) have "neutral" attitudes toward their teacher and teaching methods (Mean = 1.56, SD = 0.57), while 47.5% (122 participants) hold "positive" attitudes. Only 3.9% (10 participants) have a "negative" attitude toward their teacher and teaching strategies, indicating that very few learners view their teacher negatively. This suggests that these students may be able to evaluate their teacher's effectiveness or are accustomed to their teacher’s style.

5.2.3.12. Statement 12:

"I **rely on my colleagues to solve the difficulties facing me in my homework or class tasks"**

Table 42: Frequency Statistics of the Statement 12

	Response	Frequency	Percentage
I rely on my colleagues to solve the difficulties facing me in my homework or class tasks	**Always**	67	26,1%
	Sometimes	154	59,9%
	Rarely	36	14%
	Total	**257**	**100%**
	MEAN= 1,88	**Std = 0,62**	

Results in Table Nº42 show that the majority of participants, 59.9% (154 individuals), "sometimes" rely on their classmates to help them with difficulties in homework or class tasks. Additionally, 26.1% (67 participants) "always" depend on their peers, while a smaller group, 14% (36 participants), "rarely" seek assistance from classmates. These findings suggest that the majority, 59.9%, do not make independent efforts to solve challenges. This reliance implies that rural learners may lack the motivation to develop as autonomous learners.

5.2.3.13. Statement 13:

"My **behavior in class disturbs the teacher and my classmates during the lesson"**

Table 43: Frequency Statistics of the Statement 13

	Response	Frequency	Percentage
My behavior in class disturbs the teacher and my classmates during the lesson	**Yes**	ya80	31,1%
	No	177	68,9%
	Total	**257**	**100%**

Table Nº14 clearly shows that the majority of participants, 68.9% (177 individuals), do not exhibit disruptive behavior in EFL classes. In contrast, 31.1% (80 participants) tend to display distracting behaviors during English lessons, which may imply a lack of motivation. This suggests that most rural students maintain positive behavior in class, though their engagement might be driven more by teacher and school authority than by a genuine interest in learning.

5.3. Hypothesis Testing Analysis:

5.3.1. Hypothesis A:

"There is a relationship between the students' gender and their level of motivation"

In order to understand the relationship between students' level of motivation in learning English and gender variables, T-Test is applied and the result is shown in Table N°15

Table 44: The Relationship between the Learners' Gender and their Level of Motivation

	For	Gender	N	Mean	SD	T	P	Explanation
beliefs about English language learning is important		Female	92	1,22	0,415	2,048	**.000**	P<0.05 Significant
		Male	165	1,12	0,327			

Note: P (significant value) =0.000 (the value is not zero, the value is approximate on SPSS)

Table N°15 shows that female students' belief in the importance of English learning is (M=1.22, SD=0.415) which is higher than male students' are (M=0.12, SD= 0.327). Moreover, the results show that **there is a significant difference** between female and male students motivation in English language learning (t=2.048, P<0.05). In addition, the significant difference is in favor of female students.

As a result, this concludes that there is a relationship between the students' gender and their level of motivation. Female learners are more motivated than male.

5.3.2. Testing Hypothesis B:

"There is a Relationship between the Rural Area and Students' Motivation in EFL Learning"

To determine whether there is a relationship between the rural area and students' level of motivation, the Chi-Square Test for independence was conducted. Two hypotheses were tested: the null hypothesis, which states that there is no relationship, and the alternative hypothesis, which asserts the opposite.

- **Null hypothesis:**

H_{0b} : There is no significant relationship between the rural area and students' motivation in EFL learning.

- **Alternative hypothesis:**

H_{1b} : There is a significant relationship between the rural area and students' motivation in EFL learning.

The Chi-Square Test of this hypothesis results on the following findings

Table 45: Cross Table

("My attitude toward the teacher and toward his way of teaching is") with (" Learner's living Area (attitude toward teacher across the area")

Cross Table" My attitude toward the teacher and toward his way of teaching is" / Learner's living Area					
	Learner living area				Total
	Timokton/Akebli/Tit (Area 1)	Sali/Tamest/ Inzegmir. (area 2)	Tmantit (area 3)	Wlad-hmed Timi/Tililan/ Bouda/Sbaa/Tsabit (area 4)	

Positive	frequency	49	11	18	44	122
	%	40,2%	9%	14,8%	36,1%	100%
Neutral	frequency	26	1	36	62	125
	%	20,8%	0,8%	28,8%	49,6%	100%
Negative	frequency	1	0	6	3	10
	%	10%	0%	60%	30%	100%
Total	frequency	76	12	60	109	257
	%	29,6%	4,7%	23,3%	42,4%	100,0%

Actually, table Nº16 reveals that 60% (06 participants) who are from **area 3** have a negative attitude toward their English teachers and their ways of teaching; 49.6% (62 participants), who are from **area 4,** possess a neutral attitude toward their English teachers and their teaching strategies. 40.2% (49 participants) from **area 1** and 36.1% (44 participants) from **area 4** have a positive attitude. So, learners of **area 1** have more positive attitude than other areas**,** but the area which holds the highest negative attitudes is area

Table 46: Chi-Square Test of Hypothesis Ha

Chi-Square Test "H_B"			
	Value	**DF**	**Signification P**
Pearson Chi-square	32,838	6	**,000**
N of valid population	257		

Table N°46 shows that The **P value** for the Chi-square statistic is **0.000,** which is **smaller** than the Alpha significant level of 0.05 (5%). Then, The **Chi- square** value of 32.838 is much **bigger than** the critical value 12.59 (From Chi-square Distribution Table below) on the associated degrees of freedom **6**. Therefore, the null hypothesis can be rejected. And, the alternative hypothesis is accepted that there is a significant relationship between the rural area and students' motivation in EFL learning.

Conclusion

In light of the findings, it is concluded that rural learners exhibit moderate attitudes and motivation toward EFL learning, as shown by the analyzed data from the student questionnaire. Reasons for lower motivation levels were further explored in the interview section, where one of the primary issues identified was the social environment. This environment strongly shapes learners' beliefs and orientations from an early age, often discouraging foreign language learning. For example, rural communities tend to hold traditional views inherited from the colonial period, such as "foreign languages are the language of enemies," "Arabic is the only language worth learning as it is the language of the Quran," and "English is difficult to learn." These negative beliefs contribute to low motivation and, consequently, low achievement.

Despite students generally displaying neutral or somewhat positive attitudes toward EFL learning, their academic performance does not reflect this attitude. While most respondents acknowledge the importance of English in the globalized world and for future careers, they face numerous learning challenges. One primary obstacle is related to self-efficacy and self-confidence; learners with higher self-efficacy are more likely to develop positive attitudes, which can later translate into academic success.

Parental encouragement in rural areas is minimal. Although around half of the participants claim to receive parental support, their responses to other questions reveal that parents rarely invest financially in EFL learning, such as paying for English courses or assisting with homework. This lack of support is unsurprising given that many rural parents are illiterate or financially constrained and therefore unable to provide such resources.

Additionally, this chapter highlights that rural learners may have positive attitudes but lack strong motivation. For example, they generally do not take reinforcement courses, use ICT or the internet for EFL learning at home, or complete home tasks and revisions to improve their English.

In other words, rural learners are not autonomous and tend to rely on their teachers and classmates for learning. Thus, teachers play a crucial role in boosting EFL motivation, promoting autonomy, and building students' self-efficacy.

One tested hypothesis confirms a significant relationship between rural area and motivation. Students in Area 1 are notably more motivated in EFL learning, displaying positive orientations toward English and other subjects. In contrast, students in Area 3 exhibit the highest levels of negative attitudes toward EFL learning and their teachers. Additionally, the analysis reveals a significant relationship between gender and motivation level. Female learners are generally more motivated than males. While male students often show greater interest in engineering and scientific fields, female students view language learning as a prestigious field, one they consider well-suited for women (Saddi, 2024).

5.3. Analyzing Exam Results

5.3.1. The Three Terms Grades

This section is dedicated to analyzing learners' grades to examine gender differences in EFL motivation and achievement. Four classes were selected from each school, with two classes at the same level. Specifically, two fourth-grade classes were chosen from El-Maghili Middle School in Timokton, and two first-grade classes from Akebli Middle School. This grade analysis aims to demonstrate EFL learning achievement across each term.

Using a statistical test (T-Test), the analysis will identify which gender demonstrates higher achievement in EFL learning.

5.3.1.1. Akebli Middle School (2020/2021)

5.3.1.1.1. Class MS 1 G1:

The one-sample T-test, used to compare the benchmark average of 10 with the learners' averages, was applied to the first-grade middle school class N1 (**1MS 1 G1).** Two hypotheses were tested: the null hypothesis, which assumes no difference between the learners' average and the benchmark, and the alternative hypothesis, which assumes a difference. One of these hypotheses will be accepted, and the other rejected.

-Null hypothesis: there is **no difference** between the term mean and test value **10** on class **MS 1 G1.**

-Alternative hypothesis: there is **a difference** between the term mean and test value **10** on class **MS 1 G1.**

Table 47: One Simple T-test for the Class MS 1 G1

N=27 Students	**Class MS 1 G1 (El Maghili School)**								
	Test Value = 10								
	T	**df**	***P* Sig. (bilateral)**	**Overall Mean**	**Signification**	**Mean Difference**	**Gender**	**N**	**Mean**
First term	4,742	26	0.000	7,80	Significant	2,20	Male	14	6,56
							Female	13	9,14
Second term	6,693	26	0.000	7,87	Significant	2,63	Male	14	7,27
							Female	13	8,53
Third term	11,036	26	0.000	6,76	Significant	3,24	Male	14	6,35
							Female	13	7,20

The *t*-values (4.742 for the first term, 6.693 for the second term, and 11.036 for the third term) are significantly higher than the critical value of 2.056 (from the T-table for a 2-tailed

significance) with 26 degrees of freedom (see the One-Sample Test table in the appendix). The standard alpha level of 0.05 for all three terms, with actual significance values of 0.000 ($p < 0.05$), leads to the rejection of the null hypothesis, which posits no relationship between the term means and the test value of 10 in class MS 1 G1. Thus, a statistically significant relationship exists between the term means and the test value, favoring female students, as their mean scores are higher than those of male students.

In summary, these results demonstrate that EFL achievement among rural learners remains consistently low. The teacher's verbal observations in the interview are statistically validated in this section, with the data confirming a negative perception of EFL learning and low motivation overall. However, female students show comparatively higher motivation than male students, who generally exhibit less interest in academics and particularly in EFL learning.

5.3.1.1.2. Class 1MG3:

One simple T-test for the class **1MG3**:

Null hypothesis: there is **no difference** between our mean trimesters and test value 10 on class **1MG3**.

Alternative hypothesis: there is **a difference** between our mean trimesters and test value 10 on class **1MG3.**

Table 48: One Simple T-test for the Class 1MG3

N=21 Students	**Class 1MG3 (Akebli Middle School)**								
	Test Value = 10								
	T	**ddl**	***P* Sig. (bilateral)**	**Overall Mean**	**Signification**	**Mean Difference**	**Gender**	**N**	**Mean**
First term	1,885	20	0.074	11,97	Not Significant	+1,97	Male	12	9,62
							Female	09	15,11
Second term	0,971	20	0.343	11,15	Not Significant	+1,15	Male	12	8,25
							Female	09	15,01

Third term	1,152	20	0.263	11,34	Not Significant	+1,34	Male	12	8,66
							Female	09	14,91

This table presents the analysis of the second first-grade class (1MS3) over three terms. The standard alpha level is set at 0.05, and the significance values for the three terms (0.074, 0.343, and 0.263) all exceed this threshold. Thus, the null hypothesis, which posits no difference between each term's mean and the test value of 10, **is accepted** for class 1MS3. This indicates that class 1MS3 has achieved better outcomes in EFL learning than class 1G1, possibly due to higher motivation and more positive attitudes toward English.

Additionally, the mean score of female students is higher than that of males, suggesting that female learners are generally more motivated in EFL learning. Unlike their male counterparts, female students tend to show strong interest across all subjects. Moreover, EFL learning is often perceived as a more "feminine" field. In contrast, male students appear more attracted to careers in fields like the military, agriculture, and business—sectors that currently appeal to many rural males.

5.3.1.2. Al-Maghili Middle School

5.3.1.2.1. Class 4 MS2 Grades:

The one-sample T-test for class 4 MS2 is used to test the validity of the null or alternative hypothesis. The null hypothesis states that there is no significant difference between the mean of the term scores and the test value of 10 for class 4 MS2. In contrast, the alternative hypothesis suggests that there is a significant difference between the term mean and the test value of 10. To interpret the results, the 2-tailed significance value from the T-table must be consulted to determine if the observed *t*-value aligns with the critical value.

Table 49: One Simple T-test for the Class 4 MS2

N=20 Students	Class 4 MS2 (El Maghili School)								
	Test Value = 10								
	T	**Df**	***P* Sig. (bilateral)**	**Overall Mean**	**Signification**	**Mean Diffrence**	**Gender**	**N**	**Mean**
First term	2,097	19	0.049	8.55	Significant	-1,45	Male	16	8,20
							Female	04	9,97
Second term	3,664	19	0.002	7.73	Significant	-2,27	Male	16	7,55
							Female	04	8,45
Third term	7,220	19	0.000	6.90	Significant	-3.10	Male	16	6,90
							Female	04	6,90

The calculated t-values (2.097 for the first term, 3.664 for the second term, and 7.220 for the third term) are much higher than the critical value of 2.093 (based on the two-tailed significance value from the T-Table) for the associated degrees of freedom (df = 19) at the standard alpha level of 0.05. Additionally, the p-values (0.000) are smaller than 0.05, leading us to reject the null hypothesis, which posits no difference between the trimester means and the test value of 10 in class 4 MS2. This finding indicates a significant difference between the means of each term and the test value of 10 for this class.

Furthermore, a downward trend is observed in the mean scores from the first term to the third term. The significant difference favors female students, as the mean scores achieved by females are higher than those of males. This explanation aligns with observations from higher classes regarding male EFL learning achievement.

5.3.1.2.2. Class 4 MS1.G2 Grades:

A One Sample T-test was also conducted for **Class 4 MS1 G2** to test two hypotheses. The first is the alternative hypothesis, which states, "There is a difference between the term mean and

the test value of 10 in Class 4 MS1 G2." In contrast, the null hypothesis asserts "There is no difference between the term mean and the test value of 10 in **Class 4 MS1 G2**

Table 50: One Simple T-test for the Class 4 MS1 G2

N=15 Students	**Class MS1 G2 (Maghili Middle School)**								
	Test Value = 10								
	T	**df**	***P* Sig. (bilateral)**	**Overall Mean**	**Signification**	**Mean Difference**	**Gender**	**N**	**Mean**
First term	2.867	14	0.000	8.70	Significant	1.30	Male	10	8.64
							Female	05	8.84
Second term	4.424	14	0.000	8.12	Significant	1.88	Male	10	8.07
							Female	05	8.22
Third term	3.877	14	0.000	7.99	Significant	2.01	Male	10	8.30
							Female	05	7.38

The t-values (2.867 for the first term, 4.424 for the second term, and 3.877 for the third term) exceed the critical value of 2.14 (based on the two-tailed significance value from the T-Table) at the corresponding degrees of freedom (df = 14). Given the standard alpha level of 0.05, the calculated p-value (0.000) is significantly smaller than 0.05. Consequently, the null hypothesis—stating that there is no difference between the term means and the test value of 10 in Class 4 MS1 G2—is rejected. Therefore, it is concluded that a significant difference exists between the means of the three terms and the test value of 10 in Class 4 MS1 G2, supporting the alternative hypothesis.

Additionally, there is an observable downward trend in the mean scores from the first to the third term. This significant difference is generally in favor of female students, with females achieving higher mean scores than males, except in the third term, where the mean score for males is higher than that of females.

5.3.2. Revisiting BEM Results

In this section, the researcher aims to validate the previous grade analysis and interpretation in relation to national official examination standards. This approach will first reveal the ranking trends of certain rural schools over recent school years, specifically examining whether these schools consistently rank among the top ten in the Adrar BEM school results.

5.3.2.1. The First Ten Ranks in BEM Exam (2021 and 2023)

Table 51: The First Tenth Middle School English BEM Exam Results in Adrar in 2022 and 2023

	The BEM Exam School Ranks in 2022	**Success rate**	**The BEM Exam School Ranks in 2023**	**Success rate**
1st	Mohamed Khalfa Ali (**Tit)**	54.55	Othman ben Affan (**Adrar CC**)	35.16
2nd	Shibani Mohamed (**Enzegmir**)	36.51	Abi-Zar Alghafari (**Adrar CC**)	29.46
3rd	Othman ben Affan (**Adrar CC**)	28.37	Omar-ben-abdelaziz (**Adrar CC)**	21.78
4th	Salah-dine Ayoubi (**Reggan**)	25.32	Shahid ben-Arousi **(Sbaa**)	21.74
5th	Omar-ben-abdelaziz (**Adrar CC)**	24.85	Ali-ben abi Taleb (**Adrar** CC)	21.72
6th	Hibaoui Abderrahman (**Adrar CC)**	23.66	Modjahid Hibaoui Molay-Abderahman (**Adrar CC)**	18.45
7th	Abderahman Thaalibi (**Tamest**)	22.3	Shahid Hachemi-shrif (**Adrar** CC)	17.37
8th	Merabti Mohamed-Barka (**Zaouite Konta**)	22.58	Shikh Salem ben-Brahim (**Adrar CC)**	17.35
9th	Hachmi-Maamar (**Adrar CC**)	21.60	Mojahid Farajallah –Ben dine (**Adrar** CC)	16.97
10th	Ali-ben abi Taleb (**Adrar CC**)	20.21	Shikh Hakoumi Kadour ben-Allal (**Adrar CC**)	13.94

This table shows that, overall, the success rate in Adrar is below average. The highest percentages are 54% at Tit Middle School (2022) and 35% at Othman Ben Affan, Adrar CC (2023). Urban schools consistently achieve the best rates, likely due to the more favorable social, economic, and living conditions available to urban students compared to their rural counterparts.

The Covid-19 pandemic brought significant changes, particularly affecting schooling conditions. For instance, the time allocated to English instruction was reduced across all grades. In fourth-grade middle school, for example, English class time was halved from four hours to two. This reduction limited the language content that could be covered, disadvantaging rural students who lacked supplementary learning resources. In contrast, urban students had access to alternative resources at home, such as YouTube, Google Meets, and family support.

This disparity is reflected in the table, where certain schools—such as Ali Ben Abi Taleb, Omar Ben Abdelaziz, Othman Ben Affan, and Hibaoui Abderrahman—frequently appear among the top ten. Although internet access is generally available throughout Adrar, many rural parents hesitate to use digital resources, fearing negative influences on their children. Others may lack familiarity with these technologies or proficiency in English. Nonetheless, some rural schools, including Tit Middle School, Shahid Ben Arousi (Sbaa), and Abderrahman Thaalibi (Tamest), have managed to rank highly.

5.3.2.2. The Progress of English BEM Results in the Rural Schools Sample

Table 52: English BEM Exam Results in the Rural School Samples in 2018

	2018	**2019**	**2020**	**2021**	**2022**	**2023**
Bouhamdi-ahmadou MS **(Akebli)**	2.23	9.89	/	16.88	14.56	1.90
Al-Maghili MS **(Timokton)**	4.44	13.81	/	17.02	4.44	5.38
Benomar MS **(Sali)**	6.90	10.47	/	22.76	5.65	11.94

Barish MS-**Sali**	9.90	10	/	15	2.5	1.79
M.Lmktar Konti **MS (Tamest)**	5.74	5.68	/	4.8	15.9	8.51
Boufadi MS**(Tmantit)**	16.67	9.30	/	23.52	13.84	7.69
Laghmara MS **(Bouda)**	16.18	11.24	/	5.49	13.84	8.14
Brinkan M**S (Tsabit)**	3.23	1.85	/	17.41	9.18	4.8

This table illustrates the final official exam of BEM for a random schools' success rate, how was the progress throughout the final five years. It is obviously that students did not pass the exam in 2020. Back to that date, due to the Covid-19 virus, they had the choice not to pass the EEM.

The overall remark is that the general rates are low. None of the schools in the table had overpass 25 % during the five years. This is an indication for the lack of interest in English. It reflects also the social context that does not support EFL learning. Even before the Epidemic, the BEM achievements was poor.

It is observed also a decline in success rate as: 1) in Akebli MS, it went down from 16 (2021) to 1.90 (2023). 2) In Berish MS, 15 (2021) to 1.90 (2023) and 3) from 33 (2021) to 7 (2019) in Boufadi.

What is revealed is that those results are perturbed process in some schools. In Brinkane MS, it went down from 2018 to 2013 as follow: 3% then 1% to 17 % then back to 4. Similarly, in Almagili MS, it declined from 4(2018) to 13(2019) to 17 (2021) and sooner went down to 5 and 4 in the last two years ago. This means that there is no positive progress throughout years. If there were any, it would be rare. For instance, from 4% to 13% in Almagili (2018 to 2019); and from 6 % in 2018 up to 10% (2019) in Benoumer MS (Sali).

In overall, the success rates in most rural middle schools are below the average. To some extent, the learning circumstances might affect the learning achievement in 2021 and 2022.

Nevertheless, that may not be the most relevant reason. By examining rates of 2018 and 2019, identically, learners had the same grades.

5.3.2.3. Gender Difference in BEM Results (2018- 2023)

Table 53: Gender Difference in BEM Success Rates

	2018		2019		2020		2021		2022		2023	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Bouhamdi-ahmadou MS (Akebli)	15		3	6	/	/	2	11	2	13	1	2
Al-Maghili MS (Timokton)	2	2	6	4	/	/	4	4	3	1	1	4
Benomar MS (Sali)	2	4	4	5	/	/	9	19	4	12	7	9
Barish MS-Sali	0	3	3	4	/	/	0	6	0	2	1	0
M.Lmktar Konti MS (Tamest)	0	7	1	4	/	/	2	2	4	8	4	4
Boufadi MS(Tmantit)	3	5	1	3	/	/	4	13	0	7	0	2
Laghmara MS (Bouda)	2	9	1	11	/	/	2	5	1	11	1	6
Brinkan MS (Tsabit)	2	2	1	2	/	/	0	4	6	11	1	5

This table shows gender differences in BEM exam results between male and female learners from 2018 to 2023. The data indicates that female students are generally more motivated in EFL learning, which is reflected in their exam achievements. For example, there are significant gaps in success rates between male and female students in Akebli (M: 2 – F: 11), Benoumer (M:

4 – F: 12), and Bouda (M: 1 – F: 11). Rarely do male students perform on par with female students.

In summary, the higher success rates among female students in the BEM exam reflect their stronger interest in EFL learning. As supported by grade analyses, foreign language learning is often perceived as a feminine pursuit (Saddi, 2024). Conversely, boys tend to focus on other fields. According to two interviewed teachers, even when some boys show interest in EFL learning, they risk being mocked for exhibiting a “female-like” interest.

Overall, the low success rates in the BEM English exam negatively impact the overall academic achievement and success rates of rural schools. Therefore, to improve overall outcomes, a strong emphasis on enhancing motivation and achievement in EFL is essential.

Conclusion

To conclude, this section of the study aims to validate or refute common assumptions regarding EFL learning achievement among rural school learners. Although the findings are based on data from just four classes, they can likely be generalized to many rural middle schools.

This statistical analysis highlights two main conclusions. First, female students show significantly higher motivation for EFL learning compared to their male classmates. Consistent with earlier observations, rural male learners often favor professional paths over academic pursuits. Many boys view studying as less beneficial than entering part-time jobs, the military, or agricultural work, particularly when financial needs compel them to support their families from a young age. Female students, on the other hand, tend to show greater persistence and commitment to EFL learning. In rural areas, cultural norms often encourage girls to focus on education, with many aspiring to attend university and become teachers. Some female learners also perceive that proficiency in a foreign language can enhance their social status.

The second major conclusion is that EFL achievement remains low in rural middle schools. The data clearly indicates a need for increased motivation among these learners, as enhanced motivation could improve their academic outcomes. Motivation can be strengthened through fostering positive beliefs and attitudes toward English, as well as through nurturing learners' self-efficacy and confidence in both themselves and their teachers. These factors are crucial in driving individuals toward better performance.

5.4. Teacher Interview

Interviewing is adopted in this study to explore the teachers' perceptions, views and attitudes toward the situation of EFL learning motivation in rural schools, the difficulties and how that influences their teaching practices. About 34 teachers are interviewed and their answers are recorded using a mobile in order to be analyzed. Some questions are closed-ended (Q1, Q2, Q3, and Q4). The rest three questions are open-closed form in which teachers can express all possible details they find, and have not been counted by the researcher. Some rural learners have worse learning conditions than others. Furthermore, it aims to enable teachers to be more free in expressing their attitudes and ideas.

The close-ended questions are quantitatively analyzed, using percentages. Each question is interpreted individually:

5.4.1. Question 1:

Do you think that learners' motivation in EFL learning is …?

(High - average - weak)

Table 54: EFL Learning Motivation

	High	**Average**	**Weak**
Frequency	0	20	14
Percentage	0	58.82 %	41.17 %

The table reveals that none of the teachers say that motivation of their students is high. 58.82 % of interviewees comment that motivation in EFL learning is '***average***' in their schools. In comparison, 41% think that motivation is weak. Though most of teachers express their dissatisfaction on their learners' achievements. When the teacher was asked for clarification, he replied that only 10 % have good grades, 40% can get average grades, but all the rest are below the average. The thing is that despite of their neutral attitudes in EFL classes, most learners lack the enough motivation and the adequate effort to succeed in their English exams.

It is declared that motivation decreases as a learner move toward the next grade. Teacher B explains *that "motivation varies from one learning grade to the second. In the first grade of middle school, students come with high motivation to learn English. Unfortunately, in the second, the third and the fourth grades, they gradually lose their enthusiasm".*

This statement explains that the first grade learners are highly motivated to learn English for two main reasons. The first one is *curiosity* to know about a new language. The second reason is because the language content for the first grade is easier. Of course, this will generate more positive attitudes toward English and that will reflect on the good achievement. As an illustration, grades of Akebli 1st grade learners (in table 48) show that the overall mean for the three terms is 11.00 out of 20, which is very acceptable for a foreign language result. On the contrary, results of 4th grade learners reveal somehow lower achievement (see table 47)

5.4.2. Question 2:

To what extent are satisfied about learners' in EFL achievement in your school?

(Well-satisfied - moderately satisfied – not satisfied)

Table 55: Teacher Attitudes toward EFL learning Motivation

	Well satisfied	**Moderately satisfied**	**Not satisfied**
Frequency	0	10	24
Percentage	0	29 %	70%

Learner performance can profoundly affect teacher job satisfaction. The above table reveals that most of EFL teachers are ***not satisfied*** on their students' learning and achievements. Teacher C protests, *"Although I do many efforts in lesson preparation and explanation lessons, I get shocked after each test or exam. All what we do go in vein."* This explains teacher dissatisfaction on EFL learning performance, which influences his/her motivation to do better performance in class. Kumari and Kumar (2023) assure that a motivated teacher will attempt to accomplish his goal and complete interim task, arguing that motivation invests a direct and indirect impact on the educational quality. Herzberg theory already has proved the role of motivating the employee in job satisfaction. Among other factors, feeling frustrated, as claimed by teacher D "*I am not satisfied at all, our students' results in the BEM exam are the worst, I feel frustrated because of this*".

Teacher E says that "*I get sick because my students fail and their marks are not up to my expectations"*.

From these statements, one conclude that teachers not only complain that students' marks do not reflect the efforts they perform in class, they, rather, feel responsible and negatively affected for that. Therefore, most teachers become frustrated and gradually become demotivated in their teaching.

5.4.3. Question 3*:*

Compared to female learners, are EFL male learners…?

(Higher motivation –equal motivation - less motivated)

Table 56: Gender Difference in EFL Motivation

	Higher	**Equal**	**Less**
Frequency	30	4	0
Percentage	88.23%	1.76 %	0

In rural schools, there is remarkable difference between male and female EFL motivation. As revealed in the table above, most of the interviewees reply that EFL female learners have **highe**r motivation than males (only 4 out of 34 agree that male and female have the same motivation level. Teachers cited two major causes: interests' differences and female psychology.

Teacher F says that "*female are highly motivated because they attached to globalization and to international cultures, males are not"*.

Teacher G adds that "*a female learner tends to be more influenced by social media that is why they use English"*.

Teacher H complains, "*Boys are not interested in learning at all, they look for working instead"*.

Obviously, the failure of male students in EFL learning is because they are motivated in other issues rather than studying. In most rural areas, male students have a part time job after school to get money. Some of them escape schools repeatedly and when they are vanished, they can head to work as army soldiers or police officers.

In some ksors, as teacher I says: "many *boys tend are bullied by their classmates for having interest in studying as a girl. Even those good ones are mocked at, they become demotivated to work"*. The school and social environment seem to have great influence on male and female motivation, too.

However, that is not all cases. A teacher J in Bouda secondary school claimed that "*here, most female students are not motivated in studying, they are prevented to go to university even they pass the BAC exam. "*

5.4.4. Question 4:

What factors do influence EFL learners' motivation in this school?

By categorizing interviewee's answers, the factors are different: (social, psychological and even economic). In many situations, the three factors are recorded; in different areas, some of them are only met.

5.4.4.1. Social factors:

Agreed with many teachers, teacher k says that *"the problem in EFL learning is that their parents do not encourage their children to learn*". For this, parental encouragement is necessary for motivating students. Parents play the role of the primary trainers of the child and the ones who contribute in shaping their attitudes and their personalities.

In these rural areas, parents may be ignorant or not aware enough about their roles in taking part in the learning and performance of kids through providing the cognitive and emotional support (He et al, 2015). According to Palavatche-Ilie and Tiridia (2014), parental educational involvement must include maintaining communication with a child, offering help in doing homework, talking about learning progress and school issues. In a word, parents have to play a vital role in enhancing children's social and psychological environment. Therefore, the cultural and social attitudes toward the target language has a great importance in EFL motivation.

Teacher L says that "*most people in this region believe that English and French are the language of the non-Muslim, thus they are not interested to learn it".*

Teacher M says*: "there is no social support for these learners to practice or to learn English".*

Simply, children can naturally acquire the language he/she hears in the society, Keumala et al (2019) argues:

> Learners' social background contributes to the determination of learners' success in learning EFL and impacts to their academic performance which then causes significant social, cultural and academic success (p.70).

To sum up, like parents, society plays the secondary role of constructing learners' orientations toward EFL learning language based on its cultural or historical background.

5.4.4.2. The Psychological Factors

Individuals are human beings who experience different feelings. Their behaviors are controlled by their psychology and cognitive state.

- .Learning a FL may cause an anxiety. This leads to un-motivation to learn it. Teacher N replies that "*most pupils have fear of learning a language*".
- Learners may experience lack of self-confidence and self-efficacy to learn a FL.
- Negative attitudes: a teacher O says, "*These beliefs about difficulty of English and so… do not allow learners to improve their EFL learning"*. Gardner and Lambert (1972) demonstrate that learners with positive attitudes will likely integrate with the target language and actively motivate themselves to achieve their goal in language learning.

5.4.4.3. The Economic Factors

Indeed, few teachers who highlighted the economical reason affecting EFL motivation. However, teacher P says, "w*eak motivation is the consequence of parents do not afford money to their kids to attend private or reinforcement's lessons or even to buy dictionaries."*

In his study, Munoz (2008) reveals that there is a strong links between socio-economic status and achievement. His argument is that students from different social backgrounds have access to different types of schools (public vs. private) and to varying degrees of extracurricular exposure to the target language (e.g. private tuition, learning resources, study abroad etc.). This means that, unlike poor and middle class parents, upper class or rich parents may well fund their kids to learn or improve language learning. Accordingly, socio-economic status does not only affect final language learning outcomes, rather, it has an influence on motivation to learn, self-regulation and students' self-related beliefs (Fan, 2011).

5.4.5. Question 5:

How does EFL learner's motivation influence your teaching performance?

Again, the question aims to investigate the teachers' views about motivation of EFL learning and its impact on their teaching performance in class. Many interviewees share some common effects for EFL learning. They are mentioned as follow:

- ✓ **Boosting job satisfaction to teach**.

Teacher Q says that "*high motivated students make their teacher loves to work, and this motivates learner to love learning and then to achieve better*"

Teacher R says, "*For me, the most important thing in FL teaching is motivation. It makes the teacher feels relaxed doing his/her work*"

Teacher S comments that *"highly motivated EFL learners are the heart of what makes the teacher performance in continuing improvement and allow teacher to feels so satisfied in class".*

Teacher T says: *"I believe that motivation affects positively and significantly teacher job satisfaction. but it does not affect teaching performance, as we teachers should not ignore the positive impact of motivated learners for being inspirational most of the time"*

Here, job satisfaction is a result of teacher feeling pleased about the learning motivation.

- ✓ **Enhancing teaching instructional strategies thoroughly** :

Teacher U says "*motivation means greater achievement and productivity, this is what encourages teacher to invest more efforts to meet learners' needs*". '

Teacher V says that "for *me, high motivation plays a great role in my teaching settings: first, high motivation helps me to use different approaches and techniques. Second, it makes my lessons enjoyable and interesting. Moreover, it leads me to take my teaching career to the best level."*

Keller (1979) announces that motivation is the "heart" of our understanding of how to design of instruction (as cited in Bomia et al, 1997).

Another teacher says, *"There are plenty of ways to motivate EFL learner. First, teacher should know what your learners need, find creative way of teaching. Nowadays, learners need to be engaged through fun activities and technology games and outside activities."*

Teacher W says that "motivation *in class encourages me to do my best in the class and search outside. Flash cards, songs, videos help me to work easily to improve my teaching strategies and techniques"*

However, still, improvement in teaching is based on the class conditions he/she works in, starting from type of learners, their numbers and their age.

- ✓ **Achieving the Learning Goals**

The third effect of EFL learning motivation, that some interviewees demonstrated, is facilitating teaching so that the lessons' objectives can achieved.

Teacher X believes that "*high motivation for EFL learning may help us achieve all the goals of any lesson (grammar, listening, reading, and writing).*

Teacher Y says that "*high motivation for EFL learning and influences our teaching positively and increase performance of the teacher in class. The lesson objectives can be achieved in efficient way"*

In the fourth place, a number of teachers consider that motivation in EFL class energize them to do better, so what results in high self-belief and self-confidence.

For instance, teacher 9 declares that "*in such classes, this gives me much a sense of confidence. Plus, it encourages me to look deeply for new teaching styles and methods"*

Teacher Z says that "*in my opinion, a teacher whose learners are highly motivated is lucky teacher, they affect his morals as well as decision*"

Interviewee listed the outcomes of lack of motivation in EFL classes: boredom, tiredness, frustration, teacher demotivation.

To sum up, motivated learners makes motivated teacher. As stated by teacher "it *helps me doing my job well, build more effective class interaction, facilitates my tasks, and helps to achieve the objectives. It motivates me to do my best, to feel good results and good level*."

5.4.6. Question 6:

How do you think can EFL learners' motivation in EFL learning be enhanced?

The interviewed teacher gave many elements that can improve language learning. Some of the motivational strategies are:

- ✓ Design supportive classes and comfortable learning environment.
- ✓ Raising awareness of parents to their duties in kids' learning.
- ✓ Affording more learning materials
- ✓ Implementing Collaborative learning
- ✓ Regular assessment
- ✓ Increase the English subject coefficient
- ✓ Improve teaching job satisfaction
- ✓ Innovate the teaching styles and strategies
- ✓ Connect the lesson to the students' daily lives
- ✓ Establishing good rapport with students
- ✓ Use prizing and rewarding
- ✓ Re-designing the textbook
- ✓ Lighten the load of the national curriculum in each grade

Conclusion

To conclude, the present interview has answered many of the research questions. It reveals the major problems, faced in rural schools. It summarizes all the social, psychological and

economic variables which are related to learners' failure. Fear, negative beliefs, lack of parental encouragement, lack of self-confidences are the biggest demotivating ones.

In the open-ended questions, teachers expressed how their performance is negatively impacted in lower motivated classes. Some common effects are shared as frustration, absence of goals accomplishment and job dissatisfaction. In their perspectives, teachers recommended some ideas that should be implemented to improve rural EFL learning motivation, and therefore, to enhance its achievements.

As a summary, this interview is a useful method, which could uncover the actual learning hurdles in rural schools. Teachers shared many answers that indicate that similar difficulties are recorded in most rural schools. Additionally, it offers some keys for increasing EFL motivation.

5.5. EFL Class Observation

By using this qualitative method, the researcher aims to observe the teacher behavior and performance in class, and his/her students at the same time. Observation took place mainly at the list of middle and secondary schools in the following table.

Table 57: The Settings for Research Observation

teacher	School	Date	Level	Lesson
Teacher Hassoui	Jbaili secondary school	Jan 2nd	1 lit stream	Pronunciation
Teacher Benkadi	Imam Malek middle school-Aoulef	Jan 6th , 2022	4MS	Grammar Present simple
Teacher Tigan	Imam Malek	Jan 6th	3MS	Listening
Teacher Bleila	Imam Malek	Jan 6th	2MS	Grammar : plural
Teacher Debbagh	Jbaili secondary school	Jan 9th	3 FL	Listen and consider

Teacher Boukar	Jbaili secondary school	Jan 9th	3rd Math	Grammar : Passive voice

As a simple general observation, the following elements are planned to be observed in all classes. Both teachers are considered in observing *how they behave*, *what* they *do* and *how good*.

- Classroom management
- Using appropriate teaching materials and strategies
- The role of the teacher
- Teacher creativity
- Teacher-learner relationship
- Professional knowledge and competence
- Learners engagement

Although the teacher had already been informed that he/she is going to be observed, their practices and instruction revealed the way of their usual teaching performance. Here, the following practices and characteristics were observed in almost all EFL classes. They were the most common between teachers who are listed in the above table:

5.5.1. The General Observed Practices in EFL Classes

Limited participation

In fact, learners were engaged in tasks in few classes. The majority of students were just attendants. Teachers seem to be coped with that. One of the possible causes is that they are not well motivated for EFL learning, neither intrinsically nor extrinsically.

Passive Learning

Nowadays, teaching tend to be more attractive which so-called Active Learning is. Learners are living in the digital and technological world so that they expect to find the same atmosphere in their classes. Notwithstanding to that, unfortunately, teachers were still using the traditional way of learning (not using the CBLT approach). Classes were structured in rows, one

learner sits behind the other. This what could cause in the absence of interactive, peer or collaborative learning. Consequently, learners are prone to be bored and shy in most classes.

- **Authoritative Role of the Teacher and teacher-centeredness**

The teacher's role that is settled by the competency-based approach (CBA) was approximately absent. The teacher should only be the facilitator and monitor. In most classes, teachers dominated the class (teacher-centered class). Some teachers claimed that learners have poor proficiency in English. That is why the CBLT approach is not useful with their learners. it is far beyond their capabilities. Traditional methods are more used in teaching at most rural classes, accordingly.

- **Limited Motivational Teaching Materials**

Teaching materials encompasses to all the resources the teacher can use to demonstrate the lesson and to help learners understand the instruction better. They involve worksheets, video scripts, pictures …etc. Of course, these materials should be contextualized to the curriculum which they are intended to address (Kafi & Motallebzadeh, 2015).

For achieving the lesson's objective, teachers plan to use the most appropriate materials whereby they attract the students' attention or illustrate the target learning content. For this regard, learners have different learning styles that the teacher should address them while instructing; he must employ the kinetic, the auditory, and the visual types of illustrative materials. In rural contexts, most teachers were observed using the simple materials as pictures or handouts in their lessons' presentation. In most cases, teachers relied on the board. Therefore, few

- **Controlled and Guided Instructions**

Under the CBLT method, teaching is meant to prepare learners for real life situations. Moreover, it is aimed to have more personalization. Despite of that, teachers in those schools were still using guided and controlled activities. To great extents, these traditional instructing tasks are one of the non-motivational strategies.

To sum up, tackling the observation in this research is not counted as a main method. For a simple reason, it would not show a great reliability and credibility of the finding. Teachers and learners might behave in unusual way when they were observed.

As the researcher conducted these observation sessions, she attempted to summarize the major practices shared by most observed teachers. The traditional approaches, teacher-centeredness and passive (linear) learning were the highest reported observations. However, in some classes as the 3rd grade of foreign languages, learners showed higher and positive motivation.

Therefore, though the low motivation can be due to learner unwillingness, teachers' strategies, which were not innovative, may well, result in that low EFL achievement. Repeatedly, all the observed elements reflect the teacher effectiveness which necessitates to be motivating and satisfying for the learners' needs.

Conclusion

This chapter is an extensive presentation for the general research findings. It addresses clear and scientific answers for the research questions. The data collected from the three methods are analyzed and interpreted from the perspective of the researcher. The quantitative results have been proved with high reliability rate. Similarly, the qualitative analysis takes the equate arguments to support what has been presumed in interpreting teacher interview responses. In addition, this chapter endeavors to help the reader understand the EFL situation in Adrar rural schools with sound evidence.

Starting with the learners' questionnaire, findings reveals that yet rural learners do not have firm negative attitudes, they do not show high positive perceptions and achievement toward EFL learning. To a great level, they are impacted by the social attitudes toward foreign

languages. Parental encouragement is very limited in many rural families. If there is any, these learners receive only the psychological support.

The teachers' questionnaire, furthermore, demonstrates a great agreement that EFL learning motivation affect their performance. This questionnaire is based on the international model for evaluation teacher performance. It is constituted of seven standards: professional knowledge, instructional strategies, instructional planning, class management, professional development, and learning assessment. Teachers approve that each of these aspect can be influenced by the degree their learners are motivated and have willingness to learn. Additionally, findings proved that each aspect of performance has an influence on the other. Thus, when the knowledge content improves, the professional development increases, accordingly.

In order to examine the influence of motivation on EFL achievement, the researcher analyzes the learners' exam grades of different classes. In fact, the tested hypotheses show that there is difference between learners' achievement and the success value **10**. Once again, yet the general averages were poor, male and female learners have variance in their learning achievement. Female students are more motivated so that they have better grades each term

What is more, the study gathers the national official exam results. It aims to examine these students achievement at the light of the national standards. Indeed, the results were consistently poor in the last BEM's three years results. What is important is that these poor grades lead to the general failure of many rural schools. It is worthy to mention that these schools have rarely ranked among the first twenty middle schools in English BEM exam results.

In the third method, the interview, the researcher interpret the teachers' responses attentively. Those responses came to some major conclusions about EFL learning/teaching in their schools. For instance, EFL learning motivation is low and not satisfying at all. Teachers feel that their efforts go in vein. They claim that the hard work they do is incomparable with the results that learns obtain in their exams. This frustrating fact puts a great pressure and negative

effects on their teaching performance. To enhance the situation, teachers recommended a bunch of ideas and changes which must be taken into consideration, not only by learners' parents but also by the ministry of the national education stakeholders.

The research, however, hears from teachers, he deliberately chooses to observe some schools. It was purposeful to view the EFL learning and teaching processes in order to be more objective while interpreting the former findings. Observation summarizes that there is much work which must be done to ameliorate teaching, and thus to enhance learning.

In summary, all that is obtained regarding rural EFL situation display that there is a remarkable relationship between teachers' performance and learners' motivation. Unlike Adrar city center students, rural school learners have much challenges they need to overcome. Social attitude, psychological barriers, lack of resources and absence of parental encouragement are commonly reported problems. In overall, these learners would achieve better success rate teachers, parents and educators collaborate to find solutions and to put them in practice.

Chapter Six:

Discussion and Recommendations

6.1. Interpretation of the Findings

6.1.1. EFL Learner Motivation

From the findings presented in the previous chapter, it was consistently revealed that English is negatively perceived by most rural learners. For a couple of reasons, one will understand why English is perceived negatively by rural learners.

Most learners have low motivation yet they express some neutrality some questions. It reveals certain contradiction in their answers why they pretend that they like English but they do not take any efforts to improve their competencies. Rural learners' parents show lack of encouragement to their kids for EFL learning. Parents, themselves, believe that FL learning is difficult. So they do not bother and cannot motivate others. They have some beliefs that language of enemies are not worthy for learning. Lack of financial support to buy English documents is another examples of the absence of parental encouragement.

Furthermore, rural learners' motivation is hindered by the lack of self-confidence and self-reliance. Majority of respondents show that they do not devote enough time and efforts for EFL learning outside class. Nevertheless, today there are free numerous learning material on the internet, most rural school learners reluctant to use them for improving their English. However, they some who receive a good parental enragement have done a good achievement.

Majority of respondents show neutral attitudes toward EFL learning, however, this does not mean a positive orientation. One possible interpretation is that these learners felt ashamed if they express their negative attitudes. Meanwhile, some middle school learners may not be clearly conscious about their attitudes.

Briefly, rural school learners' poor motivation is influenced by their negative beliefs and negative attitudes which they inherited from their social environment. Beside to that, learners encounter huge economical and psychological drawbacks. Few learners who have more positive

orientation regarding FL learning succeed in EFL learning, too. Autonomy, persistence are the major elements to confront the negative social effect and to overcome the learning difficulties.

6.1.2. Gender Difference and EFL Learning

By analyzing data, findings throughout the entire work reveal that female learners are better in EFL learning than males. Teachers provided the causes behind male failure, when they were interviewed.

On the other hand, female learners have more commitment toward learning in general. Females differ in their psychological and ideological orientations. For example, in their nature, girls are trained to be more persistent. This fosters more self-confidence and autonomous learners. Moreover, EFL learning requires a continuous commitment. Notwithstanding that learners may have the same cognitive abilities or better in other subjects, they demonstrate much resistance to FL learning. "female students are far more likely to excel in virtually all the verbal and linguistic abilities than the corresponding male group" (Benattabou, 2021, p.84)

It is noticeable that statistically in many cases that females outnumber male students. In the Census of population report that schooling female outnumber male learners. Some male students leave schools at early stages in rural areas. The social conditions and difficult life may lead to this.

To couple with, males' interests differ from females'. Addition to that, rural families tend to put more restrictions and control on girls instead of boys. They still have think that female have to stay home if she does not succeed in her studies. On the other hand, boys have more tendencies to prefer army, free business affairs or any technical professions for their future careers. Girls, instead, tend to choose smooth jobs as teaching, translations, and office secretaries. Insistently, female' FEL success is the consequence of multiple social and personal circumstances.

6.1.3. EFL Learning Achievements

The statistical analysis for learners' grades during the whole school year and in the final official exam evidently illustrates the poor achievement of rural school learners, compared to Adrar city center.

Furthermore, there are two main factors behind the EFL poor achievement. First, learners have language anxiety and less confidence. High self-efficacious learners will have better motivation and better achievement. Most rural learners have poor EFL achievement because they have lower self-efficacy and lower self-confidence. It was proved in numerous studies that high levels of self-efficacy are correlated with positive performance in language learning tasks, in different language domains (Rahimi & Abedini, 2009). In the same respect, language anxiety exerts a negative effect on language learning. Learners who get embarrassed when making mistakes tend to quit trying and making mistakes, especially if a teacher feedback toward learners' mistake is negative.

The second reason for EFL low performance is teacher attitudes. As shown in the findings, most teachers hold the belief that their performance is correlated to the learning motivation. That is why, the low exam grades reflect the teacher low performance in many rural schools. Being an effective teacher, teachers should have always positive thinking, creative strategies and good interaction with learners, regardless to the types of their learners.

Basturkmen et al. (2004 cited in Esmaeili , 2013), describe teachers' beliefs as a thinking activity in which they shape their personal workable premises of teaching. They add that when teachers recognize these aspects and how they can take advantages from them, it can be easier to strengthen their performance and improve their own teaching experiences on a daily basis. Understandably, the teacher beliefs and attitudes are double-edged. They can result in higher positive teaching and learning as long as they are implemented positively.

6.1.4. EFL Teaching Performance and Learner Motivation.

Under the CBLT approach, a teacher is a facilitator of learning. However, Bouhania (2020) proves that teachers in Adrar have some negative attitudes toward applying it. They view it as a "nightmare". On their opinions, this method is not useable in teaching their passive and weak Adrar EFL learners. As a Consequence, to this negative attitudes, teachers, achievement of numerous learners is proved so poor.

Teacher agreements about motivation effect on their performance is highly scored in this study. All the aspects of teaching performance have a strong relationship to EFL learner willingness. Take the professional knowledge as an example, teachers who have a good professional knowledge and good language proficiency are expected to be competent teachers.

Secondly, teachers' professional development, moreover, is related to EFL motivation. Motivated learners encourage teachers to improve his teaching skills and language knowledge. For this purpose, teachers attend courses, training workshops, read books…etc. satisfying a learner needs will be a strong motive.

Instructional strategies is the third tearing performance which can be influenced by the learning motivation. Undoubtedly, teachers should improve their teaching strategies throughout the teaching experiences. However, this would be hard if learners are passive and demotivating. Teacher changes, modify, innovate and delete in some of his/her strategies when seem to be unworkable.

The other influenced domain is the class management. Indeed, unmotivated learner can be a disruptive person in class. Therefore, the teacher need to be effective in class management. Some teachers who cannot control their classes have poor performance. On the other hand, higher motivated learners will focus on their learning. Similarly, motivated learners can insight their teachers on what must improve through the assessment of the learning.

The last domain of teaching performance deals with the instructional planning. Teachers agree that planning the lesson is related to how motivated learners are. The better motivated they are, the better the lesson' objectives can be achieved. In parallel, even though teacher plan for good instruction, these objectives are rarely obtained.

It is trustworthy mentioning that all those aspects of teaching interrelated to each other, and influence each other. The test of hypotheses assures that whenever the professional knowledge improves, the professional development enhances, respectively. Moreover, it is displayed that if instructional strategies improve with 100%, the assessment increases in 38%. The class management has an influence on instructional planning as well. Furthermore, this illustrates that a good command for the class motivates teachers design for more effective and motivational lessons.

6.2. Recommendations for Effective EFL Teaching

❖ Fostering Positive Attitudes Toward Foreign Language Learning

It has been proved that most learners are influenced by the social environment. Learners inherit the beliefs and the attitudes that parents and the surrounding people hold. As their parents, rural school learners do not have positive attitudes regarding EFL learning. Therefore, that is not a motivating social and cultural environment to learn any foreign language

To change such negative beliefs, parents and teachers need to foster some positive orientations toward English learning as:

1- *Self-confidence beliefs*: learners should have a good level of self-belief so that they can overcome the language learning anxiety and difficulties.

2- *Autonomy and self-reliance*: learners should be enabled to be self-reliant in learning. They must be independent learners outside the classroom.

3- *Embrace big as well as small past success of the learner*: children like to be encouraged on their little achievement. This will boost their motivation and self-confidence toward greater success.

4- Raising the awareness toward the role of English in the current global world: English is the language of the international communication, language of science and a key for future potentials.

❖ **Parental Encouragement for EFL Learning**

Parents are the first source of inspiration for their children from early days of their lives. For this, these parents must play their role in motivating the learner to learn foreign languages. As Gardner (1975) points out, parental encouragement is as a unitary construct toward learning English, and it has a significant role in shaping their children's attitudes. He says:

> [R]relationships between parents' attitudes and students' orientations suggest that students' orientation grows out of a family-wide orientation and consequently… the degree of skill which the student attains in a second language will be dependent upon the attitudinal atmosphere in the home (p. 239)

In this passage, Gardner shortly demonstrates the positive relationship between children's attitudes and motivation toward EFL learning. He thinks that without acquiring positive beliefs and attitudes from their social environment, children will develop a negative orientation toward the target language. Consequently, it is time for rural families to change their beliefs and attitudes, specifically, toward English and all foreign languages in general. Unless this happens, it will be hard to make positive changes in EFL achievement. In practice, parental encouragement should include:

1- Devoting a budget for English courses, English resources and for supplying the internet network

2- Providing support for English home tasks and revisions

3- Encouraging kids for practicing English at home (for example, by listening to English audios and reading stories).

4- Showing positive feedback on children low achievements. Unlike negative feedback on children failure, negative reactions will cause frustration and demotivation.

❖ **Teacher Role in Enhancing EFL Learning Motivation**

From the findings demonstrated in the previous chapter, most participants have agreed that EFL motivation is as low as achievement. Therefore, the teacher should take an integral part in motivating learners. William and Burden (1997) have concluded that in recent years, as education has put a great focus on accountability and on a careful analysis of factors which affect educational outcomes, it has been proven time and again that the teacher is the most influential school-related force in student achievement. As a result, researches begun to direct intention to the processes and qualities developed by the most effective teachers.

Furthermore, EFL teacher can develop many *strategies and techniques* for motivating learners as:

- *Making learning* relevant to the learners' interests, lives, and future goals; and incorporating real life example, current events to make the learning experience very relevant and engaging
- *Constructive feedback*: teachers should not show negative comments on learners' mistakes. Positive feedback will make them feel safe and less embarrassed. Praises and incentives are more useful than punishment.
- *Incorporating technologies (ICTs*): having living in the technological world, learners need to be taught with technology means (as projectors, videos, and computers.
- *Conducting more collaborative and active learning*: this strategy will boost learners' motivation and increase pair-share learning.

- *Collaborating with parents*: teachers should find ways to share learners' parents in the process.

Cirocki et al., (2019) propose some strategies as:

- Creating a friendly classroom atmosphere
- Displaying appropriate teacher behaviors
- Promoting learner autonomy
- Encouraging positive self-evaluation

❖ **Enhancing Teacher Performance**

Generally, EFL teacher performance is the outcome of his/her attitudes. To achieve higher teaching performance, the following implications might broaden teachers' horizons on how to become more professional and more effective in teaching:

- *Continuous professional development*: this involves regular training sessions, workshop, seminars which keep teachers updated to the latest teaching strategies, methodologies and knowledge.
- *Peer evaluation*: teachers should implement ways in which they observe and provide feedback to their colleagues. These techniques help in identifying the strengths and weaknesses that need improvement.
- *Mentorship program*: means to pair new teachers with experienced ones who can provide guidance and supports.
- *Use of data*: teachers can use students' performance data to identify his/her areas needing improvement.
- *Collaborative planning*: teachers should share their experiences, develop and innovate in their teaching through promoting collaborative planning sessions.

❖ **Pedagogical Policies Toward Improving EFL Learning Motivation and Enhancing Teacher Performance**

Language learning motivation is a responsibility of the education stakeholders at the first place. Many procedures are not at the hand of the teacher; they relate to the upper authorities. Among policies the education policies should take decisions regarding EFL teaching and learning are numerous:

- *High quality training*: teachers should receive high quality of training which reflects on higher performance.
- *Increase English coefficient*: compared to other subjects, English has the lowest coefficient (in middle school). Without giving English more importance in the curriculum, learners will not be find it worthy to learn.
- Collaborate with teachers and parents:
- Allocate extra budget for EFL resources and equipment.
- *Teacher recognition*: school directors and pedagogy officials should award effective teachers for their hard efforts and achievements. This can motivate teachers to excel.
- *Work life balance*: teachers should be provided with adequate facilities to maintain a healthy work-life balance. Burnout, rather, affects teacher performance negatively.
- *Adopt the curriculum* to students' level in rural areas:
- *Provide rural schools with spaces* where English can be practiced with much entertainment. Foreign language clubs. EFL laboratories can be attractive spaces at school.
- *Feedback mechanism*: there must be channels for teachers to express their feedback on school policies, curriculum and professional development challenges. Studying these issues is a commitment to a progressive improvement.

General Conclusion

In the scope as a human study, the ultimate goal of the present study was a search for the answer to the question of whether there is a relationship between EFL learning motivation and teaching performance. Other sub-questions lead the researcher to divide the study into six main chapters.

The Algerian Ministry of Education took on their responsibility to take the Algerian society toward the advancement to be adaptable to the global world requirements. Reforms of 2001, 2003 and the latest of 2023 are evident endeavor toward EFL learning improvement. Nevertheless, some regions are still struggling to be at the perspectives of those reforms. In a far deep area of Adrar rural schools, learners are not well motivated to learn English. This what makes teacher always complain about the poor achievement of these learners, despite of their hard working performance. To unravel the complexity of this situation, this study is an attempt to bridge this gap between EFL learning and EFL teaching. It sought to explore the relationship between the two parts and clarify which is effecting which.

In reviewing the literature, the researcher brings into the light all the theoretical frameworks needed to understand the major conceptions addressed in this study. The first chapter is devoted to the attitudes and motivation. Then the general theories in attitude and motivation are meant to facilitate understanding them in the EFL context. Both attitude and motivation, though related to the psyche, they play a crucial role in learning and teaching. As theories state, these two variables are decisive in the success or the failure of any conscious behavior or actions.

Succinctly, the second chapter dealt with the learner and the learning. Addressing the different perspectives of the learning theories elucidate the mental process that individual follow while learning. Accordingly, the reader in this work will comprehend how EFL learning is approached. Learning is the social theory perspective varies from the world view of the cognitivism or the behaviorism. Moreover, the language teaching approaches, which have

evolved throughout the course of time, are deliberately demonstrated. It is purposeful to illustrate which methods were tackled or still being used in EFL teaching. Even more, introducing the language skills and the way teachers bother to I prove his learners' proficiency in each skill: reading, writing, speaking and listening. As the study is concerned, importantly, there have been an alarming call to identify the scope of the study. It was inescapable to define the notion of rurality. Although to adjust the term definition was hard, the study settles on the most relevant one which serves the ultimate objectives of the current project. In fact, the difficulty lies in that rural term is defined in each field of science from its perspective. For example, demographically is defined in terms of number of the population, while it can be identified in terms of the economical facilities in the field of economy. What is more is that it is essential at this step to designate the borders of rural areas of Adrar.

EFL teacher and effective teaching performance is the main them, emphasized in the third chapter. Performance, as opposed to competence, highlights the actual and the fruitful practices. In the field of teaching, scholars design models for evaluating the teacher effectiveness in the light of reliable standards. Furthermore, the characteristics and qualities of effective teacher are elaborated in scrutiny. The aim behind this is to prepare teachers for good theorized criteria to be effective in their EFL performance. Actually, teachers play the pivot role in EFL school achievement, regardless they are conscious of that or not.

The collection of data has taken into account the reliability to answer the research questions. This is introduced in the methodology chapter. The research methodology tackles the how, why and where the research is conducted. As any research, this study is based on the triangulation of methods. First, the teacher questionnaire is addressed for teachers to uncover their attitudes regarding learning motivation. Those teachers agreed that learner do negatively affect their teaching outcomes. On the other side, the leaners' questionnaire aims to investigate the level of Adrar rural school learner' attitudes and motivation toward EFL learning.

Additionally, interviewing teachers and analyzing students' exam grades could prove the low motivation in those schools.

However, the fifth chapter is a detailed presentation for the analysis of data. In the case of EFL learning motivation, rural students show a low motivation and a very weak exam achievement. This fact could reflect many causes which might not be found in urban places. Among these factors, the social and the parental attitudes toward foreign languages worsen the EFL learning, accordingly. Equally, these learners are not well trained to have high self-confidence and autonomy to utilize all resources, which can help them to improve their language proficiency outside classes. On the other hand, EFL teachers are less effective in their teaching. Students' grades and BEM exam low are taken as a sign in the teaching performance evaluation standards. Despite the fact that teachers might be striving to do great work, the low learning achievement seem to be questionable. Certainly, a teacher feeling of frustration is quietly justifiable in such cases. However, many of the old teaching practices must be revisited. Some creativity in teaching will be contributive in enhancing EFL teaching, and therefore, the learning motivation and learning achievements will be boosted.

Addressing the problem requires finding the solutions. Essentially, the hurdles and obstacles in rural EFL learning can diminish gradually, provided there is a great commitment from the part of the learner, the teacher and the educational stakeholders. In this respect, the current study provides a number of recommendations that help teachers to do more effective performance in teaching. Consequently, learners will start willing to learn any foreign language.

One has to notice that as being a human work, this study cannot be free of limitations. Truthfully, Adrar is a vast town with numerous and dispersed rural areas. For this, it was hard to include all the schools, all the teachers and all the learners. Still, the researcher had invested much time and effort, tackling those schools through a representative sampling. For higher reliability,

future researches should be conducted on each narrow area (eg: area 4); and it should select only one learning level (e.g.: middle or secondary).

Further Research

Whence achieving this step, the researcher has come to many considerations. First, these vast and scattered areas cannot be studied as whole. It, rather, should be taken as sub-areas, as small cities or as schools. As second, since learners at high school choose literary or scientific stream, future researchers have to focus on either the EFL learning at middle schools or EFL learning at secondary schools. This will specify the influence of learners' inclination at most.

The third recommendation is fixed on the EFL learner beliefs and attitudes. Certainly, individual are driven by their conscious and unconscious beliefs. In this token, there must be studies tackling the effect of EFL learners' attitudes and beliefs on their motivation and their achievement. Based on aforementioned results, a future study must put an interest in gender difference in EFL learning. It must explore the causes why female are motivated than male. Fourth, regardless of their learners, EFL teachers must have the outlook to be effective teachers. Therefore, the coming studies should bridge the gap between EFL teacher effectiveness and rural learners' living conditions.

To sum up, this study endeavors to come up with the true picture of EFL learning and EFL teaching in rural schools. Despite of the fact that it came to a good part of the goal, this research stumbles at many details that must be taken into account by future researchers.

References

References

Abdu Bichi, A. (2017). Evaluation of Teacher Performance in Schools: Implication for Sustainable Development Goals. *Northwest Journal of Educational Studies*, 108-112.

Agcam, R., & Babanoglu, M. (2016). An Investigation on EFL Teachers' Attitude toward Teaching Profession. *Higher Education Studies*, 21-31.

Aimah , S., & Purwanto, B. (157-170). Evaluating Teachers' Performance: A Need for Effective Teaching. *A Journal of Culture, English Language Teaching & Literature*, 2019.

Ajzen, I. (1993). Attitude theory and the attitude-behavior relation. In I. Ajzen, D. Krebs, & P. Schmidt (Eds.), *New Direction in Attitudes Measurement* (p. 41_57). New York: Walter de Gruyter.

Akhter, S., Haidov, R., Rana, A., & Qureshi, A. (2020). Exploring the Significance of Speakimg Skill For EFL Learners. *Palarch's Journal Of Archaeology Of Egypt/Egyptology*, 6020-6030.

Akomolafe, O. (2022). Assessing the Relationship among Teachers' Attitudes toward the Teaching Profession, Teaching Effectiveness, and Gender in Ekiti State Secondary Schools, Nigeria. *International Journal of Academic Pedagogical Research (IJAPR, 6*(9), 120-128.

Al Harthy , S., Jamaluddin, S., & Abedalaziz, N. (2013). Teachers' Attitudes and Performance: an Analysis of Effects Due to Teaching Experience. *International Interdisciplinary Journal of Education, 2*(9), 888-893.

Al-Hoorie, A. (2018). The L2 motivational self system: A meta-analysis. *Studies in Second Language Learning and Teaching*, . 721-754.

Alizadeh, M. (2016). The Impact of Motivation on English Language Learning. *International Journal of Research in English Education*, 11-15.

Anwar, R., Zaki, S., Memon, N., & Thurasamy, R. (2021). Exploring the Interplay of Trait Emotional Intelligence and ESL Teacher Effectiveness: Is Self-Efficacy the Mechanism Linking Them. *Original Research*, 1-19. doi:https://doi.org/10.1177/21582440211061

Aspuri, N., Samad, I., Fitriani, F., & Abdul Samad, N. (2019). The Role of Instrumental Motivation among EFL Students in Language. *Journal of English Education*, 48-53.

Augusto-Navarro, E.-N. (2015). THE Design of Teaching Materials as a Tool in EFL Teacher Education:. *Ilha do Desterro: A Journal of English Literatures in English and Cultural studies*, . 121-137.

Baghoussi, M., & El Ouchdi, I. (2019). The Implementation of the Project-Based Learning Approach in the Algerian EFL Context: Curriculum Designers' Expectations and

Teachers' Obstacles. *Arab World English Journal (AWEJ), 10*(1), .271-282. doi:DOI: https://dx.doi.org/10.24093/awej/vol10no1.23

Bakanauskas, A., Kondrot, E., & Puksas, A. (2020). The Theoretical Aspects of Attitude Formation Factors and Their Impact on Health Behaviour. *Management of Organizations: Systematic Research*, 15-36.

Barrette, C., Morton, E., & Tozcu , A. (1995). An Overvirw of Teachers Evaluation·. *SLAT Student Association*, 38-48.

Benadla, L. (2012). The Competency Based Language Teaching in the Algerian Middle School: From EFL. *Arab World English Journal*, 144 - 151.

Benattabou, D., Kanoubi, M., Bouih, A., Nadif, B., & Benhima, M. (2021). Male-Female Differences in EFL Learning and Achievement in Morocco: Evidence from Beni Mellal. *International Journal of Languageand Literary Studies*, 83-107.

Bhattacherjee, A. (2012). *Social Science Research: Principle, Methods and Practices* (2nd ed.). Florida: Creative Commons Attribution.

Boset, S., Asmawi, A., & Abedalaziz3, N. (2017). A Conceptual Analysis of the Factors Affecting EFL Teachers' Professional. *International Journal of Language Education and Applied Linguistics*,) 65-75.

Bowie, R., & Bond, C. (1994). Influencing teachers' attitudes towards Black English: are we making a difference? *journal of of Teacher Education 45,*, 112-118.

BRADLEY, C. (2010). Exploring Relationships Between EFL Teacher Motivation, Meaningful Content, and Learner Motivation. *Journal of the Faculty of Global Communication,, 11*.

Brown, H. (2007). *Teaching By Principles An Interactive Approach To Language Pedagogy 3rd Edition.pdf.* NY: Pearson Education.

Chris, M. (2021, spring). *Methodology Section for Research Papers.* Retrieved from https://www.sjsu.edu/writingcenter/.

Creswell , J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Boston,MA: Boylston Street.

Criss, E. (2011). Dance All Night: Motivation in Education. *Music Educators Journal, 97*(3), 61-66.

Cuong, P. (2021). English Language Education in Rural Areas: Current Issues, Complexities and ways Forward. *VNU Journal of Science: Education Research*, 39-48.

Derseh, G., Ali Ahmed, S., & Warabu, R. (2023). Implementation of Competency-based Language Teaching. *Kamla-Raj IJES*, 30-39.

Djoub, Z. (2017). Assessment Literacy: Beyond Teacher. *econd Language Learning and Teaching*, 9_27. doi:DOI 10.1007/978-3-319-32601-6_2

Du, J. (2017). On the Application of Situational Language Teaching Method to Mongolian English Majors. *English Language and Literature Studies*, 98-103.

References

Ellis, E. (2010). The Invisible Multilingual Teacher: The Contribution of Language Background to Australian ESL Teachers' ProfessionalKnowledge and Beliefs. *International Journal of Multilingualism*, 90-108.

Esmaeili , M. (2013). EFL Teachers with Different Attitudes in One Educational System:. *European Online Journal of Natural and Social Sciences 2013;, 2*(2), 1-14.

F. Shawer, S. (2010). Classroom-level curriculum development: EFL teachers as curriculum-developers,curriculum-makers and curriculum-transmitters. *Teaching and Teacher Education*, 173–184.

Fajeri, S., Husin, muthoharoh , A., & bin Abdul Aziz, A. (2022). Application of the Total Physical Response Methods in Arabic Learning to Improve Understanding in Children Early. *The International Conference on Education, Social, Sciences and Technology (ICESST)*, 11_19.

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention and behavior: An introduction to theory and research.* MA: Addison Wesley.

Florecz, M. (1999). Adult English Language Learners' speaking skills. *Van Duzer*.

Forey, G. (2015). Parental involvement in foreign language learning: The case of Hong Kong. *n Journal of Early Childhood Literacy*, 1-30.

Genc, G., kuluşaklı, E., & Aydın, S. (2016). Exploring Prospective EFL Teachers' Perceived Self-efficacy and Beliefs on English Language Learning. *Australian Journal of Teacher Education*, :53-68.

Gholami, R., Abd Rahman, S., & Mustapha, G. (2012). Social Context as an Indirect Trigger in EFL Contexts: Issues and solution. *English Language Teaching, 5*(3), 73-82.

Gómez, L., & Valdés, M. (2019). The Evaluation of Teacher Performance in Higher Education. *Propósitos y Representaciones,, 7*(2), 479-515.

González Otero, R. (2016). Innovative resources based on ICTs and authentic materials to improve EFL students' communicative needs. In C. C.-M.-A. . Pareja-Lora, *New perspectives on teaching and working with languages in the digital era* (pp. 83-93). Dublin: Research-publishing.net.

Habibi, K. (2018). Effectiveness of Lesson Planning in Teaching EFL (English Foreign Language). *International Journal of Science and Research (IJSR)*, 999 _1000.

Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*.

HERIHIRI , W. (2021). Investigating Novice Teachers' Attitudes towards the Teacher Training Case Study Secondary School Teachers. University Djilali Liabes –Sidi Bel-Abbès, Algeria.

Kafi, Z., & Motallebzadeh, K. (2015). Effective Teaching and Language Learning Motivation a Study on the Interconnection. *Indonesian EFL Journal*, 137-145.

References

KARAVAS, E. (2010). How Satisfied are Greek EFL Teachers with their Work? Investigating the Motivation and Job Satisfaction Levels of Greek EFL Teachers. *VÍCTOR PAVÓN Y F*, 59-78.

Keumala, M., Samad, S., Samad, I., & Rachmawaty, N. (219). The Influence of Sociocultural and Educational Background on EFL Learners' Motivation. *Indonesian TESOL Journal*, 67-77.

Kiatkheeree, P. (2018). Learning Environment for Second Language Acquisition: Through the Eyes of English Teachers in Thailand. *International Journal of Information and Education Technology, 8*(5).

Kralova, Z., Tomsik, R., Kovacikova, E., & Hartanska, J. (2022). Motivation to Become an EFL Teacher and Academic Achievement. *Slavonic Pedagogical Studies Journal*, 1-19.

Kubanyiova, M. (2006). Developing a Motivational Teaching Practice in EFL Teachers in Slovakia:. *Teaching English as a Second or Foriegn Language*.

Kusuma, I. (2022). EFL Teachers' Online Teaching in Rural Schools during the COVID-19 Pandemic: stories from Indonesia. *Studies in English Language and Education,, 9*(1), 203-221.

Kusuma, I. (2022). EFL Teachers' Online Teaching in Rural Schools during the COVID-19 Pandemic: Stories from Indonesia. *Studies in English Language and Education*, 203-221.

Lawes, S. (2021). Title: Foreign languages. In A. S. Alka Sehgal Cuthbert (Ed.), *What Should Schools Teach?* Retrieved from https://www.jstor.org/stable/j.ctv14t475s.1

Linda, E. (2008). Professionalism, Professionality and the Development of Education. *British Journal of Educational Studies*, 20-38.

Mansory, M. (2019). The Meaning and Practice of Professionalism of EFL Teachers in the. *Canadian Center of Science and Education*, 194_195.

Martin, C. (2019). Modern Foreign Language Learning: The impact of parental orientations on student. *The European Conference on Language Learning 2019.* United Kingdom: University of Wolverhampton.

McInerney, D. (2022). *Helping Kids Achieve Their Best Understanding and using motivation in the classroom.* London: Routledge.

Morales, S. (2017). Relationship between Social Context and L2 Learning of EFL Students in Tertiary Level. *English Language Teaching;, 10*(10).

Moskowitz, S., & Dewaele, J.-M. (2020). Through the looking glass of student perception: How foreign language students see teacher trait emotional intelligence and why it matters. *Studies in Second Language Learning and Teaching, 10*(2), 239-256.

Mosquera, L., & Castillo, L. (2019). Assessment of English Learning in a Language Teacher Education Program. *Gist Education and Learning Research Journal*, 193-214.

References

Motevalli, S., Perveen, A., & Tresa, M. (2020). Motivating Students to Learn: An Overview of Literature in Educational. *International Journal of Academic Research in Progressive Education and Development*, 63–74.

Neuman, W. (2014). *Social Research Methods:Qualitative and Quantitative Approaches.* Harlow: Pearson Education Limited.

Penjak, A., & Karninčić, H. (2015). Attitudes, Motivation and Parental Encouragement in Learning English as a Foreign Language: the Croatian Context. *Journal of Foreign Languages, Cultures and Civilizations*, 17-23.

Petsche, A. (2009). Factors that influence student motivation. *Graduate Research Papers*, 1-76.

Pınar Salı, G. (2013). The essentials of the foreign language learning environment: the eyes of the pre-service EFL teachers. *3rd World Conference on Learning, Teaching and Educational Leadership (*, (pp. 1121 – 1125).

Putri, A. (2016). EFL Teachers' Understanding in Developing Lesson Plan. *Indonesian EFL Journal*.

Qutob, M. (2018). The Relationship Between EFL Learners' Satisfaction Within the. *English Language Teaching*.

Rajagopalan, I. (2019). Concept of Teaching. *" Shanlax International Journal of Education*, 5-8.

Rambe, S. (2017). Communicative Language Teaching. *English Education English Journal for Teaching and Learning*, 54-66.

Rezaee, A., Khoshsima, H., Zare-Bahtash, E., & Sarani, A. (2018). A Mixed Method Study of the Relationship between EFL Teachers' Job Satisfaction and Job Performance in Iran. *International Journal of Instruction*, 391-408.

Richards , j., & Rodgers, , T. (2001). Approaches and Methods in Language Teaching,. Cambridge University Press, Cambridge.

Ryan, R., & Deci , E. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation Social Development, and Well-Being. *he American Psychological Associatio*, 69-78.

Salehi, H., Taghavi, E., & Md Yunus, M. (2015). Relationship between Teachers' Job Satisfaction and Their Attitudes. *English Language Teaching*, 46-61.

Si Merabet, M. (2016). The Development Of Pragmatic Competence In A Middle School Context. *الصورة والاتصال*, 697-732.

Sri Widiastuti, I. (2021). Assessment and feedback practices in the EFL classroom. *(Research and Evaluation in Education)*, 13-22.

Tevdovska, E. (2017). The Impqct of Emotional Intelligence in the Context of Language Learning and Teaching. *De Guyter Open*, 125_134.

References

Thonus, T. (1993). utors as Teachers: Assisting ESL/EFL Students in the Writing Center. *The Writing Center Journal*, 13-26.

THORNDIKE, E. (1906). *The Principles of Teaching Bqsed on Psychology*. new york: A. G. SEILER.

Tiles, D. (2004). what rvery Teacher Should Know about Students.

Tuckman, B. (2013). Assessing effective teaching. *Peabody Journal of Education*, 127-138.

Turabik, T., & Baskan, G. (2015). The Importance of Motivation Theories in Terms Of Education System. *Social and Behavioral Sciences*, 1055 – 1063.

Vahdany, F., Sabouri, N., & Ghafarnian, S. (2015). The Relationship among EFL Teachers, Students'. *Theory and Practice in Language Studies*, 2625-2630.

Vasbieva , D., Sokolova, N., . Masalimova, A., Shinkaruk, V., & Kiva-Khamzina, Y. (2018). Exploring EFL teacher's role in a smart learning environment – review. *XLinguae, 11*, 265_273. doi:DOI: 10.18355/XL.2018.11.02.21

Wardoyo, C., Herdiani, A., & Sulikah. (2017). Teacher Professionalism: Analysis of Professionalism Phases. *International Education Studies*, 90_94.

Wardoyo, C., Herdiani1 , A., & Sulikah. (2017). Teacher Professionalism: Analysis of Professionalism Phases. *Canadian Center of Science and Education*, 90_92.

Weiner, B. (1990). History of Motivational Research in Education. *Journal of Educational Psycholog, 82*(4), 616-622.

Yıldırım, A., & Mutlu, G. (2019). Learning Environment Perceptions. *SAGE Open*, 1–17.

Yu Zhenyou. (1992). *(1992). Asher's View on second language acquisition and its Teaching method.* Shanghai: Foreign language.

Abdelaziz , M. (2015). EFL Effective Factors: Anxiety and Motivation and their Effect on Saudi College Student's. *Arab World English Journal (AWEJ*, 201 – 218.

Agcam, R., & Babanoglu, M. (2016). An Investigation on EFL Teachers' Attitude toward Teaching. *Higher Education Studies*, 21_31.

Aghabarar, M., & Rahimi, M. (2020). EFL Teachers' Conceptions of Professional Development during the Practicum: Retrospective Perceptions and Prospective Insight. *Asian-Pacific Journal of Second and Foreign Language Education*, 3_5.

Ajzen , I. (2012). *The theory of planned behavior*. New York: Lawrence Erlbaum Associates.

Akbari,, R., Kiany, G., ,ImaniNaeeni,, M., & KarimiAllvar,, N. (2008). Teachers' teachingstyles,senseofefficacyandreflectivityascorrelatesof students achievementoutcomes. *Iran.J.Appl.Ling. 11*, 1-28.

Akhter, S., Haidov,, R., Rana, A., & Qureshi, A. (2020). Exploring The Significance of Speaking Skill for EFL Learners. *PJAEE*, 6019-6029.

References

Alaga, N. (2019). Motivation and Attitude of Students towards Learning English Language . *International Conference on Research in Social Sciences Humanities and Education.* Cebu: Phollipine.

Alemi, M., & Tavakoli, E. (2016). Audiolingual Method. *3rd international conference on Applied research in Language Study.* Iran: niversity o Tehran.

Aljohani, M. (2017). . Principles of ’constructivism’ in foreign language teaching. *Journal of Literature and Art Studies, 7*(1), 97–107.

Alshenqeeti, H. (2018). Motivation and Foreign Language Learning: Exploring the Rise of Motivation Strategies in the. *International Journal of Applied Linguistics & English Literature, 7*(7), 1-8.

Angelides, P. (2008). Patterns of inclusive education through the practice of student. *International Journal of Inclusive Education,, 12*(3), 317-329.

Araromi, M., & Salman, A. (2020). Teachers’ attitude towards teaching and students’ performance in English grammar In. *European Journal of Foreign Language Teaching, V, 5*(1), 1-5.

Arifi, Q. (2017). Humanistic Approach in Teaching Foreign Language (from the Teacher Perspective). *European Scientific Journal*, 294-305.

Auerbach, E. (1986). Competency-based ESL: One step forward or two steps. *TESOL Quarterly*, 411-430.

Avila Daza, N., & Garavito, S. (2016). Parental involvement in English homework tasks: Bridging the gap between school and home. *Issues in Teachers' Professional Development*, 188-199.

Aziz, N. (2011). Retaining high quality teachers in rural primary. Harvard University:: Harvard Graduate School of Education.

Babiker, A. (2018). Improving Speaking Skills in EFL Classes through Collaborative Learning. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS), 44*(1), 137-154.

Bahremand, A. (2015). The concept of translation in different teaching approaches and methods. *UCT Journal of Social Sciences and Humanities Research*, 6_10.

Bakar , R. (2014). The effect of learning motivation on student’s productive competencies in vocational high school, west Sumatra. *International Journal of Asian Social sciences*, 722-732.

Bandura, A. (1977). *Social Learning Theory.* New York: General Learning Pree.

Baron, R., & Byrne, D. (1967). . *Social Psychology: Understanding Human Interaction.* Newton, MA: Allyn and Bacon.

Başaran, S., & Cabaroğlu, N. (2014). The Effect of Language Learning Podcasts on English Self-efficacy. International Journal of Language Academy. . *International Journal of Language Academy, 2*(2), 48-69.

References

Benadla, L. (2013). The Competency Based Language Teaching in the Algerian Middle School: From EFL. *Arab World English Journal*, 158 - 165.

Bernhardt, s. (1997). *Self-efficacy and second language learning.* The NCLRC Language Resource.

Berns,, M. (1990). *Second' and 'Foreign' in Second Language Acquisition/Foreign Language Second Language Acquisition-Foreign Language.* Philadelphia: Multilingual Matters, Ltd.

Bhattacherjee, A. (2012). *Social Science Research: Principles, Methods, and Practices.* Scholar Common: Florida.

Bomia, L., Beluzo, , L., Demeester, D., Elander, K., Johnson,, M., & Sheldon, B. (1997). The Impact of Teaching Strategies on Intrinsic Motivation.

Borg, S. (2018). *Teacher evaluation: Global perspectives and their implications for English language teaching A literature review.* London: 10 Spring Gardens.

Borg, S. (2018). Teacher evaluation: Global perspectives and their implications for English language teaching. *literature review.Delhi: British Council.*

Borich , G. (2000). *Observation skills for effective learning* (4th ed.). UK: Prentice Hall.

BOUCHAIR , z. (2018). The Place of Pronunciation in the Competency- based English Curricula at the Algerian Middle and Secondary School Level. University "Frères Mentouri", Constantine 1, Algeria.

Boudouaia, A. (2021). English as a foreign language teachers' perspectives on new curriculum reform at Algerian middle schools. *International Journal of Curriculum and Instruction*, 1193-1208.

Bouhania, B. (2020). Attitudes of EFL Teachers toward the Competency Based Language Teaching: The Case of South Algerian Secondary Schools in Adrar. *Arab World English Journal (AWEJ), 11*(3), 585-598.

Bouzar, S. (2021). EFL Writing Skills Development Through Literature. *Education and Linguistics Research*, 1-8.

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign Languag.* New York,: Routledge Education.

Brown, H., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices (Vol. 10):.* NY: Pearson Education White Plains.

Catano, V. M., & Harvey, S. (2011). Student Perception of Teaching Effectiveness: Development and Validation of the Evaluation of Teaching Competencies Scale (ETCS). *Assessment & Evaluation in Higher Education*, 701-717.

Celce-Murcia, M. (1991). *Teaching English as a second or foreign language (2nd ed.).* Boston,Massachusetts: Heinle & Heinle Publishers.

Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language (3rd ed.* New York: Heinle & Heinle.

References

Celik, B., & Yildiz, Y. (2019). The Role of Foreign Language Culture on Teaching the Language and Learner Motivation. *International Journal of Social Sciences and Educational Studies*, 150 - 161.

Cerezal Sierra, F. (n.d). Foreign Language Teaching Methods:. 112-130.

Chamber, G. N. (1999). *Motivating language learners.* Multinlingual Matters Ltd.

Cherry, K. (2022, May). *Extrinsic vs. Intrinsic Motivation: What's the Difference?* Retrieved from Verywell Mind: https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384

Chomsky, N. (1980). *A Review of B. F. Skinner's Verbal Behaviour. In N. Block (Ed.),*. Cambridge: Harvard University Press.

Chomsky, N. (1980). Rules and representations. *Behavioral and Brain Sciences*, 1-15.

Choudhury, R. (2014). The Role of Culture in Teaching AND Learning of English as a Foriegn Language. *Express, an International Journal of Multi Disciplinary Research*, 1-20.

Ciftcioglu, G. (2022). Foreign Language Teaching 101: Brief History of Foreign Language Teaching and Method Development. Retrieved 3 26, 2023

Cirocki, A., Soto, S., & Encalada, M. (2019). Motivational Strategies in the Secondary School EFL. *Electronic Journal of Foreign Language Teaching*, 250–265.

Clenchy, K. (2017). Teacher evaluation models: Compliance or growth (Doctoral dissertation). College of Professional Studies, Boston.

Comenius,, j. (2006). reat Didactics. Trans. Ren Zhongyin. Beijing: People’s Education Press.

Cooper, J. M., Lzarry, J., Lighton, M. S., Morine-Dersher, G., & sadker, D. (2011). *Classroom teaching skill.* Bemont, CA : Wadsworth: Cengage Learning.

Creswell, J., & Plano Clark, V. (2011). *Designing and Conducting Mixed Methods Research.* Sage Publications.Inc: California.

DANIEL, E. (2016). The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum. *Journal of Education and Practice, 7*(15), 91_100.

Danielson,, C., & McGreal, , T. (2000). .*Teacher evaluation to enhance professional practice.* Princeton, New Jersey:: Educational Testing Service.

Darancık, Y. (2018). Students’ Views on Language Skills in Foreign Language Teaching. *International Education Studies, 11*(7), 166-178.

Deci, E., & Ryan, R. (2015). Self-Determination Theory. *International Encyclopedia of the Social & Behavioral Sciences*, 486-485.

Dewaele, J.-M. (2019). The relationship between Trait emotional intelligence and experienced ESL/EFL teachers´ love of English, attitudes towards their students and institution,

self-reported classroom practices, enjoyment and creativity. *Chinese Journal of Applied Linguistics, 41*(4), 468-487.

Dixon, Q., Liew, J., Daraghmeh, A., & Smith, D. (2016). Pre-Service Teacher Attitudes Toward English Language Learners. *NABE Journal of Research and Practice*, 75-105.

Docking, , R. (1994). Competency-based curricula – the big pictur. *Competency-based curricula – the big pictur*, 8-17.

Dong , p., & Dai, F. (2009). Evaluation for teaching quality based on fuzzy neural network. *First International Workshop on Education Technology and Computer Science: IEEE*, 112-115.

Dorney , Z. (2007). *). Research Methods in Applied Linguistics: Quantitative, qualitative and.* Oxford: : Oxford University Press.

Dörnyei, Z. (2001). Motivation in second and foreign language learning. *Language teaching*, 117-135.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* UK: UK: Cambridge University Press.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differ-ences in second language acquisition.* London: UK: Lawrence Erlbaum.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, qualitative and.* Oxford: Oxford University Press.

Dörnyei, Z. (2009). The 2010s Communicative language teaching in the 21st century: The ‘principled communicative approach. *Perspectives*, 34-43.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching.* New York, NY: Longman.

Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research, 2*(3), 203-229.

Duatepe, A., & Akkuş-Çıkla,, O. (2004). The attitudes towards teaching professions of in-service and pre-service. *Pedagogika*, 61-65.

Duatepe, A., & Akkuş-Çıkla,, O. (2004). The attitudes towards teaching professions of in-service and pre-service primary school teachers. *Pedagogika*, , 61-65.

Duatepe, A., & Olyum, A. (2004). The attitudes towards teaching professions of in-service and pre-service primary school teachers. *Hacetap university*, 61-65.

Eisterhold, J. (1994). "Reading-Writing Connections: Toward a Description. Kroll.

Ellliot, A. J., & Covington, M. (2001). Approach and Avoidance Motivation. *Educational Psychology Review.*

Essberger, J., & Tefl.NET Team. (n.d.). *The Audiolingual Method".* Retrieved March 26, 2023, from Tefl.NET Website, Section "Tefl Teaching Ressources" and "Language Teaching Methods".

References

Estaji, M., & Shafaghi, M. (2018). Teacher Evaluation in EFL Context: Development and Validation of a Teacher Evaluation Questionnaire. *Issue in Language Teaching*, 147-187.

Fan, W. (2011). Social influences, school motivation and gender differences: An application of the expectancy-value theory. *Educational Psychology Review, 31*, 157–175.

Filgona, J., Sakiyo, J., . Gwany, D., & Okoronka, A. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 16-37.

Firman, F., Tersta, F., Riantoni, C., & sekonda, F. (2019). An analysis of English as a foreign language (EFL) teachers' pedagogical competence and readiness in maintaining the implementation of the 2013 curriculum. *Educational Research and Reviews, 14*(13), 474-483.

Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention and behavior: An introduction to theory and Research.* MA: Addison Wesley.

Gardner, , R., & MacIntyre, P. (1991). An Instrumental Motivation in Language Study: Who Says it isn't Effective. *Studies in Second Language Acquisition,*, 57-72.

Gardner, R. (1968). Attitudes and Motivation Their Role in Second-Language Acquisition. *TESOL quarterly*, 140-149.

Gardner, R. (1975). *Attitudes and motivation: their role in second language acquisition.* MA: Newbury House.

Gardner, R. (2000). Correlation, causation, motivation and second language acquisition. *Canadian Psychology,, 41*(1), 10-24.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning.* London: Arnold.

Gardner, R., & Lamber, w. (1972). *Attitudes and motivation in second language learning.* . Rowley, MA: Newbury.

GASMI, M. (2020). Educational Reforms and EFL Teaching at Algerian Middle and Secondary. *Social Sciences Journal*, 211 - 217.

Gattegno, C. (1972). *Teaching Foreign Languages in Schools: The Silent Way.* (2 ed.). New York: Educational Solutions.

Genç, G., Kuluşaklı, E., & Aydın, S. (2016). Exploring EFL Learners' Perceived Self-efficacy and Beliefs on English Language Learning. *Australian Journal of Teacher Education, 41*(2), 53_68.

Gilbert, D., Fiske, S., & Lindzey, G. (1954). *the Handbook of Social Psycholoy.* New York: Oxford University Pree.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than.* New York: Bantam Books.

Gower, R., Phillips , D., & Walters, S. (1995). *Teaching Practice : A handbook for tor Teachers in Training.* Oxford: A division of Macmillan.

References

Graddol, D. (2006). *English next.* London:: British Council.

Grider, C. (1993). *Foundations of Cognitive Theory: A Concise Review.* Eric.

Gultom, D. (2016). Assessment and Evaluation in EFL Teaching and Learning. *Proceedings of the Fourth International Seminar onEnglish Language and Teaching (ISELT-4,* (pp. 190-198).

Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles in practice 2nd ed.). New York: Routledge.* . New York: Routledge.

Harestad Bakke, M. (2010). Teaching reading in EFL-instruction. UNIVERSITETET I OSLO.

Hartley, J. (1998). *Learning and Studying.* Roiltedge.

Hayati, A., & Mohmedi, F. (2011). The effect of films with and without subtitles on listening. *British Journal of Educational Technology*, 181-192.

HECKHAUSEN, H. (1991). *Motivation and Action.* Berlin: Springer-Verlag.

HECKHAUSEN, H. (n.d.). *Motivation and Action* .

Hettiarachchi, S. (2013). English language teacher motivation in Sri Lankan public schools. *Journal of Language Teaching and Research, 4*(1), 1-11. doi: doi: 10.4304/jltr.4.1.1-1

History of foreign language education. (n.d.). Retrieved march 24, 2023, from K12 academics:file:///C:/Users/Zohra/Desktop/History%20of%20foreign%20language%20education%20_%20K12%20Academics.html

Horwitz, E. (1987). *Surveying student beliefs about language learning. In A. Wenden & J. Rubin (Eds.), Learner strategies in language learning,*. London: UK.

Hsieh,, P., Sullivan, J., & Guerra, N. (2007). closer look at college students: Self-efficacy and goal orientation. *Journal of Advanced*, 33-40.

Huangfu, W. (2012). Effects of EFL Teachers' Self-efficacy on Motivational Teaching. *Asian Social Science, 8*(15), 68-74.

IBINWANGI, O., CHIEKEZIE, O., & NGOZI COMFORT , C. (2016). Equity Theory of Motivation and Work Performance in Selected South East. *REIKO INTERNATIONAL JOURNAL OF BUSINESS AND FINANCE*.

Indriati, I. (2016). Parents' Involvement in Supporting Their Children Learn English. *Journal on English as a Foreign Language*, 145-170.

Issan,, S. Y., Al-Nabhani, H. Z., Kazem, A. M., & Al-Ani,, W. T. (2011). Omani teachers' attitudes towards. *Indian Journal of psychology & Education,*, 25-40.

Isti, M., & Istikharoh, L. (2019). EFL Students' Attitude Toward Learning English. *JSSH (Jurnal Sains Sosial dan Humaniora*, 95-105.

Jolly, D., & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson. *Materials development in language teaching*, 90–115.

References

Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 397-.

Kalay, D. (2018). What Makes an Effective EFL Teacher? Investigations on Student and Teacher. *Turkish Studies*, 427_429.

Kiatkheeree, P. (2018). Learning Environment for Second Language Acquisition:. *nternational Journal of Information and Education Technology*, 391-392.

Kocak, R. (2006). The Validity and Reliability of the Teachers' Performance Evaluation Scale,. *Educational Sciences: Theory&*, 799-808.

Kothari, C. (2004). *Research Methodology : Methods and Techniques.* Jaipur, India: New Age International (P) Ltd.

Kouicem, K. (2019). Exploring English in Education Policy in Algeria:. *Ichkalat journal*, 573 - 592).

kumar, J., & Kumar, J. (2023). Influence of motivation on teachers' job. *Humanities and Social Sciences Communications*, 1-11.

Lado, R. (1964). *Language Teaching: A Scientific Approach.* New York: McGraw-hill.

Lahmer, M. (2019). Fostering EFL Learners' Speaking Skills: Bridging the Gap between the Middle School and the Rural Society of Adrar. the African University Ahmed Draia of Adrar, Algeria.

Mahadi, T., & Jafari, S. (2021). Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science, 3*(24), 231-235.

Mashhadlou, H., & Izadpanah, S. (2021). Assessing Iranian EFL teachers' educational performance based on gender and years of teaching experience. *Language Testing in Asia*, 1-26.

Maslow, A. (1954). *Motivation and personality.* New York: Harper & Row.

McClelland , D. (1987). *Human motivation.* Cambridge: Cambridge University Press.

MERIANTI, N. (2019). The Influence of Parental Encouragment on Students' English Achievement (A Study at English Department of UIN Ar-Raniry). Education and Teacher Training / English Education.

Meshkat, M., & Hassani, M. (2012). Demotivating factors in learning English: The case of Iran. *Procedia-Social and Behavioral Sciences*, 745-749.

Mok, M., & Moore,, P. (2019). Teachersandself-efficacy. Educ.Psycho. *Educ.Psycho*, 1-3.

Monk, D. (2007). Recruiting and retaining high quality teachers in rural areas. The Future of Children. *The Future of Children*, 155-174.

Moreno Rubio, C. (2009). Effective Teachers –Professional and Personal Skills. *Ensayos Revista de la Facultad de Educación de Albacete*, (35-46).

Motevalli, S., Perveen, A., & Michael, M. (2020). Motivating Students to Learn: An Overview of Literature in Educational Psychology. *nternational Journal of Academic Research in Progressive, 9*(3), 63–74.

Motivation in second and foreign language learning. (n.d.).

Mouloud, S. (2023). Division of Areas of Adrar. *The list of Districts of Arar* .

Muñoz, C. (2008). Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning. *Applied Linguistics*, 578-96.

Nazara, S. (2011). Students' perception on EFL speaking skill development. *(Journal of English Teaching), 1*(1), 28-43.

Nazara, S. (2011). Students' perception on EFL speaking skill development. *JET (Journal of English Teaching), 1*(1), 28-43.

Nually, J. (1978). *Psychometric theory (2nd ed.).* New York: McGraw-Hill.

OECD. (2015). *Education at a glance.* Paris: OECD Publishing.

Ogolo, J. (2016). Equity Theory of Motivation AND Work Performance in Selected South East Universities. *Reiko International Journal of Bussiness and Finance*.

Olson, D. (1990). Towards a psychology of literacy: On the relations between speech. *Cognition*, 83-104.

Omidire,, F., Ebersöhn,, L., Leask, M., Konza, D., & du Plessis, A. B. (2018). a case study of teaching English as a second language in three rural primary classes. *Southern African Linguistics and Applied Language Studies, 36*(4), 277–290.

Peklaj, C., & Levpušček, M. (2006). Students' motivation and academic success in relation to the quality of individual and collaborative work during a course in educational psychology. *31st annual ATEE Conference* (pp. 147-161). Association of Teacher Education in Europe.

Pennington,, M., & Young,, A. (1989). Approaches to faculty evaluation for ESL. *TESOL Quarterly*, 619-646.

PERIĆ, B., & RADIĆ, V. (2021). The Importance of Attitudes in Foriegn Language. *RIThink*, 26-39.

Piattelli-Palmarini, M. (1980). . *Language and Learning: The Debate Between Jean Piaget and Noam Chomsky.* Cambridge, MA:: Harvard.

Podgursky, M., & Springer, M. (2007). Teacher Performance Pay: A Review. *Journal of Policy Analysis and Management*, 909-949.

Popham, W. J. (2013). *Classroom assessment: What teachers need to know (7th ed.).* Boston: Allyn and Bacon.

PRABHAVATHY, P., & MAHALAKSHMI, S. (2016). THE Development of Humanistic Approach in English Language. *Pune Research Journal in English* , 1-.

Rahimi, A., & Abedini, A. (2009). The interface between EFL learners' self-efficacy. *Novitas ROYAL, 3*(1), 14-28.

Rahman, F., Jumani, N., Ahter, Y., Chisthi, S., & Ajmal , M. (2011). Relationship between training of teachers and effectiveness teaching. *International Journal of Business and Social Science, 2*(4), 150–160.

Rajab, A., Roohbakhsh Far, a., & Etemadzadeh, A. (2012). The Relationship Between L2 Motivational Self-System and L2 Learning among TESL Students in Iran. - *Social and Behavioral Sciences 6*, 419-424.

Richard , F. (2001). Constructivism Examined. *Oxford Review of Education ,,* . 23-35.

Richard , J., & Lockhart , C. (1996). *Reflecyive Teaching in Second Languae Classrooms.* New York: cambridge university press.

Richard R., D. (1991). Models and the Knowledge Base of Second Language. *Educational Resources Information* , 5-13.

Richard, , J., Platt, J., & Weber, H. (1989). Longman dictionary of applied linguistics. .*Longman World Publishing*, 289-298.

Richards , J., & Rodgers , T. (1986). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Richards, , J., & Rodgers, T. (1986). *Approaches and Methods in Language Teaching: A description and analysis.* NY: Cambridge Language Teaching Library. Cambridge University Press.

Richards, J. C. (2001). *Curriculum Development in Language Teaching.* Cambridge: Cambridge University Press.

Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching (3rd ed.).* New York: Cambridge university Press.

Richards, J., & Theodore, S. (2000). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Richardson, V. (2003). Constructivist Pedagogy. *Teach College Record, 105*(9), 1623-1640.

Rinantanti, Y., & Bin Tahir, S. (2019). tthe Impact of EFL Senior High School Teachers'erformance in Papua, Indonesia Toward the Students' English Learning Achievement. *Asian EFL Journal Research Articles*, 431_447.

Rogers, C. (1983). *Freedom to learn for the 80s.* Columbus: OH: Charles Merrill.

Ryan , R., & Deci, E. (2009). *Promoting selfdetermined school engagement; motivation, learning and well-being. In Wentzel KR, Wigfield A. (Eds.). Handbookof motivation at school.* New York: Routledge.

Saddi, M. (2024, Feb 2). Interview about EFL Learning Difficulties in Rural Areas . (B. Zohra, Interviewer)

Schwarzer,, R., & Jerusalem, M. (1995). . Generalized self-efficacy scale. Measures in health psychology: A user's portfolio. *Causal and control beliefs, 1*(1), 35-37.

Selamat, N., Samsu, N. Z., & Kamalu, N. M. (2013). The impact of organizational climate on teachers job performance. *Educational Research, 2*(1).

SENOUSSI , N. (2012). Teaching EFL Grammar in the Algerian Secondary School (The Case of 3AS Classes). University of Abou Baker Belkaid- Tlemcen, Algeria.

Shaaban , K. (2007, 8 25). *Assessment of Young Learners.* Retrieved from English Teaching Forum Onlin: http://exchanges.state.gov/forum/vols/vol39/no4/p16.htm

Shi, T. (2018). A Study of the TPR Method in the Teaching of English to Primary School Students. *Theory and Practice in Language Studies, 8*(8), 1087-1093. doi:DOI: http://dx.doi.org/10.17507/tpls.0808.25

SHIRKHANI , S., & RDESHIR, D. (2013). Humanism in the Foreign Language Classroom. *-manager's Journal on English Language Teaching*.

Silberman, M. (2007). *The handbook of experiential learning. San Francisco:*. San Francisco:: Pfeiffer.

Simensen, A. (2007). *Teaching a Foreign Language - Principles and Procedures.* Oslo: Fagbokforlaget.

Slimani, S. (2016). Teaching English as a Foreign Language in Algeria. *Revue des Sciences Humaines – Université Mohamed Khider Biskra*, 33-44.

Smith, D. M. (1993). Pre-service elementary teachers' attitude toward Mathematics and the teaching of the Mathematics in a constructivist classroom. Oklahoma State University.

Soleimani, M., & Bolourchi, A. (2021). EFL Teachers' Job Satisfaction and Burnout in Iran. *PASAA*, 229_252.

Soureshjani, K., & Riahipour, P. (2012). Demotivating factors on English speaking skill: A study of EFL language learners and teachers' attitudes. *World Applied Sciences Journal,*, 327-339.

Spolsky, B. (1989). *Conditions for Second Language Learning: Introduction to a General Theory.* Oxford: university Press.

Springs, M., & Kritsonis,, W. (2007). National implications: Practical waysfor improving student self-concept through student achievement. *National Journal for Publishing and mentoring doctoral student research*, 1-5.

Stronge, J. (2006). . *Teacher evaluation and school improvement.* . Thousand Oaks, CA:: Corwin Press.

Stronge, J., & Tonneson, V. (2021). *Teacher.* Virginia: Stronge & Associates Educational Consulting, LLC .

Stronge, J., & Tucker , P. (2000). *Teacher Evaluation and Student Achievement. Student Assessment Series.* Washington, DC.: National Education Association of the United States.

References

Sulistiyo, U. (2016). English Language Teaching and EFL Teacher Competence in Indonesia *Proceedings of the Fourth International Seminar onEnglish Language and Teaching*, (pp. 396-406).

Sweet, H. (1899). *The Practical Study of Languages: A Guide for Teachers and Learners.* London : Dent.

SZABÓ, F., & CSÉPES, I. (2023). Constructivism in language pedagogy. *Hungarian Educational Research Journal, 13*(3), , 405–417.

Taggart, G., & Wilson, A. (1998). *Promoting Reflective Thinking in Teachers.* California: Corwin press.

Tawalbeh, T. (2019). EFL Instructors' Performance Evaluation at University Level: Prescriptive and Collaborative Approaches. *Theory and Practice in Language Studies, 9*(11), 1379-1387. doi: http://dx.doi.org/10.17507/tpls.0911.02

Terenzini, P., Rendon, L., Upcraft, M., Miller, S., Allison, K., Gregg,, O. L., & Jalomo, R. (1993). The transition to college: Diverse students, diverse stories. *Research in Higher Education*, 57-73.

The L2 Motivational Self System. (2005). In Z. DORNYEI, *Motivation, Language Identity and the L2 Sel.*

The National Office for Statistics . (2022). the Sixth General Census for the Population.

Tokan, M., & Imakulata, , M. (2019). The effect of motivation and learning behaviour on student achievement. *South African Journal of Education, 39*(1).

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. (1998). Teacher Efficacy: its Meaning and Measure . *Review of Educational Research, ,* 68, 202 248.

Tulkinovna, A., & Nuraliyevna, N. (2022). THE IMPORTANCE OF MOTIVATION IN FOREIGN LANGUAGE. *Multidisciplinary Scientific Journal*, 390-393.

Underhil, A. (198.9). Process in humanistic education. *ELT*, 250-260.

Ur, P. (2012). *A course in English Language Teaching.* Cambridge: Cambridge University Press.

UZUN, T., & ÖZDEM, G. (2017). The mediating role of job satisfaction on the relationship between teachers' perceptions of supervisor support and job performances. *international journal of educational Administration and Policy Studies*, 84-90.

Valdivieso-Arcos, G., & Argudo-Serrano, J. (2022). Improving EFL students' speaking skill through academic oral expression tasks at the high school level. *Revista Electrónica de Ciencias de la Educación, Humanidades, Artes y Bellas Artes*, 55-57.

Vandergrift,, L. (2003). *Listening: theory and practice in modern foreign language competence*. Retrieved from http://www.llas.ac.uk/resources/gpg/67

Virginia Board of Education. (2021). *Guidelines For Uniform Performance Standards and Evaluation Criteria for eachers.* Virginia School Boards Association.

References

Vivian Wu, W.-c., & Natalie Wu, P.-h. (2008). Creating an Authentic EFL Learning Environment to Enhance. *The Asian EFL Journal Quarterly* (pp. 211-226). Daen dong Busan: Dr. Roger Nunn & Darren Lingley.

Wah, N. (2019). Teaching Listening Skills to English as a Foreign anguage Students through Effective Strategies. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 383-388.

Wenden, A. (1991). *Learner strategies for learner autonomy.* Prentice Hall.

Williams, M., & Budrden, R. (1997). *Psychology for Language Teachers.* Cambridge: Cambridge University.

Williams, M., & Burden, R. (1997). *Psychology for language teachers.* Cambridge: Cambidge University Press.

Willing, K. (1988). *learning styles in Adault migrant Education.* Adelaide Australia: national curriculum resource centre.

Winsor, P., BURR, R., & REEVES, H. (1999). Portraying professional development in preserves teacher education: can portfolio do the job? *Journal of teachers and teaching: theory and practice, 5*(1), .p9-30.

Xue, Y. (2022). TheRoleofEFLTeachers' Self-EfficacyandEmotional ResilienceinAppraisalofLearners' Success. *FrontiersinPsychology*, 1-7.

Yahia Laamar, M., & Sadik Khoja, K. (2019). The Phenomenon of Urbanization in Algeria in Numbers. *Tadwin Journal*, 1_16.

Yahia Lamara, M., & Sadik Khodja , K. (2019). The Phenomenon of Urbanization. *Tadwin Jounal*, 1_16.

Yama, M. (2023, 9 May). Distribution and Nunber of Middle and Secondary Schools in Adrar. Directorate of Education of the Wilaya of Adrar, Algeria.

Yang, G., Shen, L., Jin, X., Hou, L., Shang, S., & Zhang, Y. (2018). Evaluating the quality of simulation teaching in Fundamental Nursing Curriculum: AHP-Fuzzy comprehensive evaluation. *Nurse education today*, 77-82.

Yilmaz, K. (2011). The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications. *The Clearing House, 84*(5), , pp. 204-212.

Zembylas, M., & Papanastasiou, E. (2004). Job Satisfaction among School Teachers in Cyprus. *Journal of Educational Administration*, 357-374.

Zimmerman, C. (1997). *Historical Trends in Second Language Vocabulary Instruction in J. Coady and T. Huckin (Eds).Second Language Vocabulary.* Cambridge University Press.

APPENDICES

Appendix 1: Teacher Questionnaire

Dear Fellow Teachers

This questionnaire aims to examine the relationship between EFL students' motivation and teacher performance. It aims to investigate the effect of motivation on each aspect of teaching. To express your attitudes and opinion, you are kindly asked to answer the following questions carefully. It should be noticed that these answers are needed for research purpose and that all responses will be anonymous.

Please, read the following statements and tick the appropriate choice **(√)** that suits your attitudes in teaching English. All questions must be answered so as to guarantee the validity and reliability of the study.

A:General information

Age: 1) 20-29 ☐ 2)30-39 ☐ 3) 40-49 ☐ 4) 50-60 ☐

Gender: 1) Male ☐ 2) Female ☐

Teaching experience: 1) 1 to 10years ☐ 2) 11-20 ☐ 3) 21 and more15 ☐

Degree of education: 1) BA ☐ 2) Master ☐ 3) Magister/ PHD ☐

Area : 1) Aoulef/Akebli/ Tit/ Timkton ☐ 2) Regan/ Sali/ Tamest/Inzemir/zaouit Konta ☐ 3) Fonoghil/Tmantit/ Awlad Ahmed Timi 4) Tililan /Bouda/ Sbaa/Tsabit ☐

Level taught: 1) Middle school ☐ 2) Secondary school ☐

N.B. tick the statement that best reflects your opinion

B) Standards for EFL teacher Performance Evaluation and its relationship to Learner Motivation

	Rubric one: **Domain of language Proficiency and knowledge**	**Strongly agree**	**agree**	**neutral**	**disagree**	**Strongly disagree**
1	Motivation of learners encourages teacher to improve his knowledge in English					
2	Motivation of students helps teacher to succeed in transmitting his knowledge of English (grammar , voc, writing) to learners					
3	unmotivated EFL learners do not help a teacher to demonstrate all his knowledge of language content					
	Rubric two: domain of teaching performance in Instructional Strategies	**Strongly agree**	**agree**	**neutral**	**disag**	**Strongly disagree**
4	EFL motivated students help teachers to innovate in their teaching strategies and styles					

5	Motivation of learners helps the teacher to effectively engage learners by choosing learner-centered activities and useful materials					
6	With a lack of motivation, teachers are not encouraged to plan activities that develop creativity of an autonomous learner.					
	Rubric three: Domain of Professional Development Standards	**Strongly agree**	**agree**	**neutral**	**disagree**	**Strongly disagree**
7	With highly motivated learners, a teacher evaluates his teaching thoroughly to improve his/her quality of teaching (as self-evaluation or inspector's observation)					
8	Higher motivation of EFL learners encourages teachers to attend more professional development trainings set by the ministry (eg: seminars, online courses, reading periodic..) to develop their teaching competences.					
9	Low motivation in EFL learning demotivates teachers to take any voluntary trainings to enhance their teaching.					
	Rubric four: Domain of Assessment and Evaluation Standards	**Strongly agree**	**agree**	**neutral**	**disagree**	**Strongly disagree**
10	Motivation reflects teacher efforts through good students grades					
11	Motivation in EFL class helps teachers to assess his/her teaching by changing and adapting in the teaching methods and practices					
12	Absence of motivation reflects on learners' achievement and consequently it results in a weak teaching performance					
	Rubric five: Domain of class and time management standards	**Strongly agree**	**agree**	**neutral**	**disagree**	**Strongly disagree**
13	In motivated EFL class, teacher easily manages class and solve problems.					
14	Motivation of EFL students helps teacher establish more comfortable learning environment					
15	A teacher has more control on time in classes with high motivation					
16	A teacher usually establishes a good rapport and relationship with students in class with motivated students more than classes with weak motivation					
17	Unmotivated learners distract a teacher to focus on teaching and the lesson goals					
	Rubric six: Domain of Instructional Planning standard	**Strongly agree**	**agree**	**neutral**	**disagree**	**Strongly disagree**
18	Teachers usually achieve the target objectives of the lesson plan in class with higher motivation					
19	with class motivation, teachers can succeed to teach all the language objectives and content proposed in the curriculum					
20	motivated learners help a teacher to be more flexible in explaining the lesson					
21	Teachers may well fail to achieve all the target linguistic goals planned for in the absence of motivation					

Appendix 2: Learner' Questionnaire

Dear student,

You are kindly asked to answer this questionnaire and fill it by ticking (√**)** the box that you think is appropriate to you.

We thank you for your valuable participation in conducting this research. Be sure that your answers are kept anonymous.

1) General Information

Ag: 1) 11-16 2) 16-18

Level: 1) middle school: 2) secondary school

Academic Specialty: 1) Literature 2) scientific

Gender: 1) male 2) female

Area: 1) Timokton/Akebli / Tit 2) Sali Tamest /Inzegmir/ 3) 3) Fonoghil / Tmantit 4) Awlad hmed Timi / Tililan/ Bouda / Sbaa/ Tsabit

1. I believe that learning English is important and I like it

Yes **No**

2. My parents encourage me to learn English

Yes **No**

3. I take additional and reinforcement courses to improve my English

Often **sometimes** **rarely**

4. I devote an amount of money to buy resources for learning English (eg: Dictionary**)**

Yes **No**

5. I use technology to enhance my English (internet-YouTube- applications – videos**..)**

Often **sometimes** **never**

6. the most skill (s) I use to learn English is/are:

Reading **writing** **listening** **all previous skills**

7. I am interested in doing my homework regularly to pass exam

Well interested **moderately interested** **poorly interested**

8. I do not give adequate time and efforts to learn English

Yes **No**

9. My beliefs and attitudes toward EFL learning is **..**

Positive **neutral** **Negative**

10. I attend the lesson enthusiastically and concentrate with my teacher

Always **sometimes** **rarely**

11. My attitude toward the teacher and toward his way of teaching is:

Positive **neutral** **negative**

12. I rely on my colleagues to solve the difficulties facing me in my homework or class tasks

Always **sometimes** **never**

13. My behavior in class disturbs the teacher and my classmates during the lesson

Yes **No**

Appendix 3: Teacher Interview

Question 1: Do you think learners motivation in EFL learning is … ?

(High - average - weak)

Question 2: To what extent are you satisfied on EFL learners' achievement?

(Well satisfied - moderately satisfied – not satisfied)

Question 3*:* Compared to female learners, are female learners…?

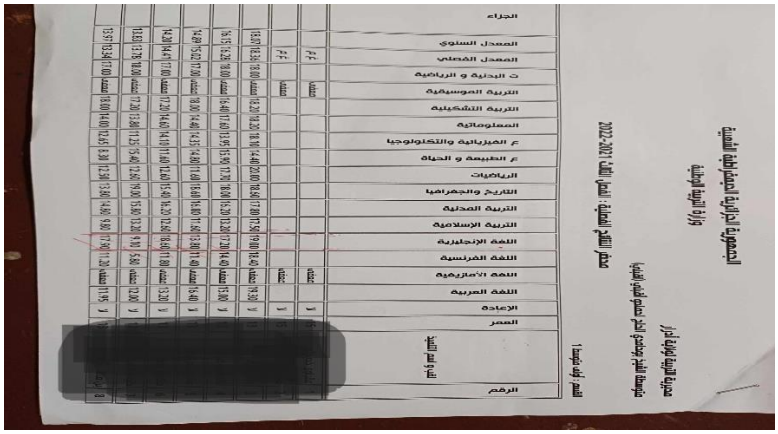
(Higher – equally – less)

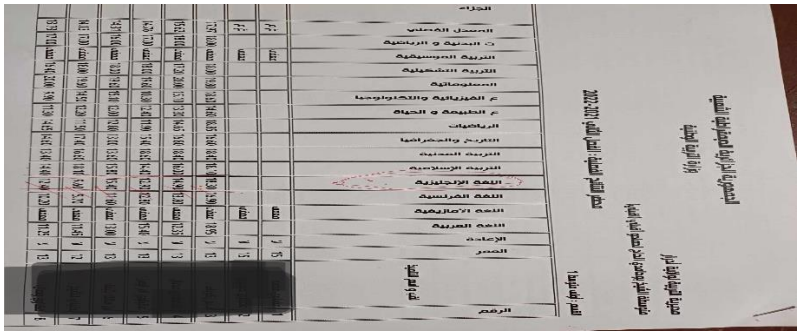
Question 4: What factors do influence EFL learners' motivation in this school?

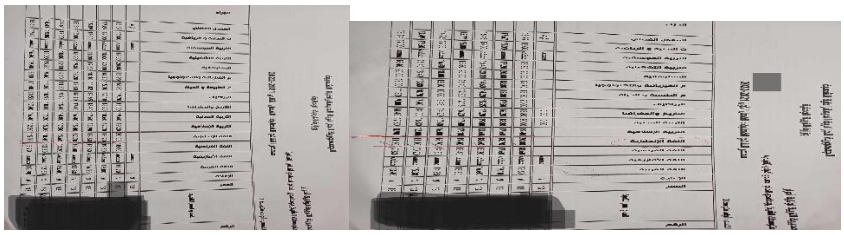
Question 5: How does EFL learner's motivation influence your teaching performance?

Question 6: How do you think can EFL learners' motivation in EFL learning be enhanced ?

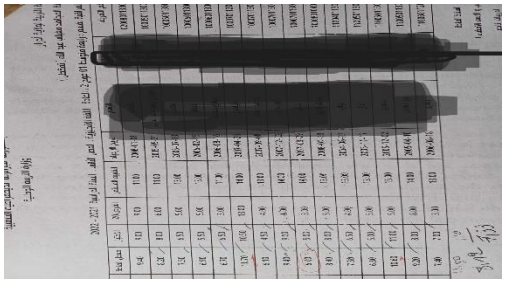
Appendix 4: Class 1 MS Students Grades of Akebli Middle School

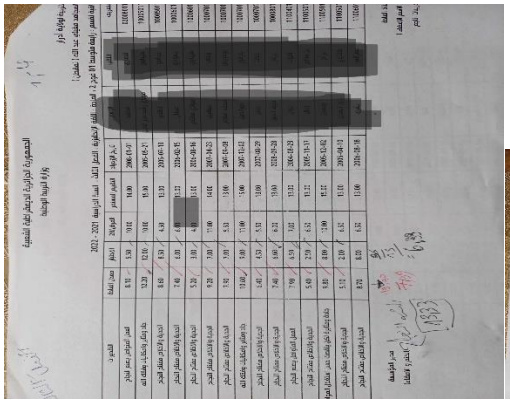


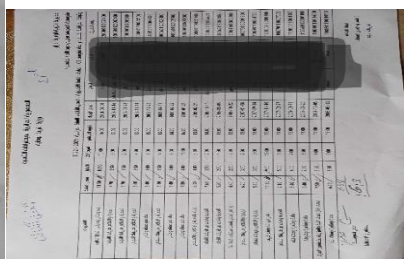


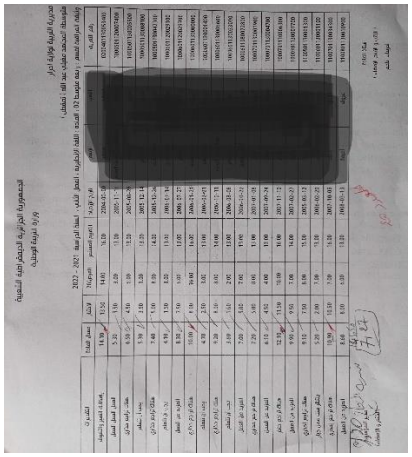


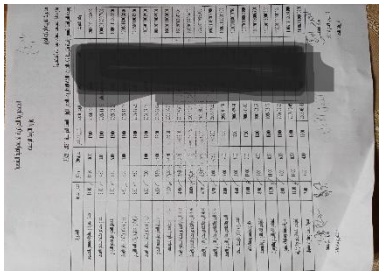
Appendix 5:4 M Learners' Grades of 4 MS Classes (Al-Maghili Middle School, 2021-2022)











Appendix 6: BEM English Exam Results 2018

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التربية لولاية أدرار
خلية الاعلام الآلي

أدرار يوم 29 جوان 2018

إحصائيات إمتحان شهادة التعليم المتوسط دورة 2018

الانجليزية

المعدل الولائي للمادة	5,51
أكبر معدل	19,50
عدد الحاضرين	8816
عدد الناجحين في المادة	883
النسبة الولائية للنجاح في المادة	10,02

الرقم	المتوسطة	عدد الحاضرين	ع الناجحين	معدل المادة	الناجحين ذكور	الناجحين إناث	مجموع الناجحين	نسبة النجاح
1	ش أمحمد عبد الرحمن العالمي أنجزمير	161	90	10,01	51	44	95	59,01
2	بلحبيب محمد بوانجي	78	34	8,77	16	16	32	41,03
3	هيباوي مولاي عبد الرحمان	133	66	7,51	13	31	44	33,08
4	علي بن ابي طالب	117	79	7,34	6	24	30	25,64
5	عبدالحميد بن باديس البرج	121	28	7,05	17	14	31	25,62
6	فرج الله محمد بن الدين	112	37	6,49	8	18	26	23,21
7	عمر بن عبد العزيز	223	95	6,87	20	29	49	21,97
8	بو خلـــفةعلـــــي تيـــط	41	19	7,45	2	7	9	21,95
9	برج باجي المختار الجديدة	108	14	5,92	16	6	22	20,37
10	الهاشمي معمر	143	54	5,80	8	20	28	19,58
11	عثمان بن عفان	121	47	6,00	11	11	22	18,18
12	محمد الصالح بن عبد الرحمن الميموني	65	34	6,28	7	4	11	16,92
13	بن الشيخ محمـــد بـــــوفادي	48	30	6,77	3	5	8	16,67
14	مولاي علـــــي الشريف أدغـــــا	102	40	5,82	7	9	16	15,69
15	ابي ذر الغفاري	96	32	6,29	4	11	15	15,63
16	13فراير 1960 رقان	74	29	6,44	2	9	11	14,86
17	محمد النواري	219	54	5,29	10	22	32	14,61
18	نا صري العيد فاتيس تدركوك	78	33	6,06	2	9	11	14,10
19	بوعلاقة محمد بن محمد المنصورية	64	28	6,85	3	6	9	14,06
20	تمـــام جلـــــول تيميمون	71	31	6,23	3	6	9	12,68
21	الشيخ سيد البكري تملطيط	112	37	5,94	1	13	14	12,50
22	محمد بوضياف	105	35	6,23	4	9	13	12,38
23	ابن خلدون	130	39	5,58	4	12	16	12,31
24	سماعيلـــي الشريف أولاد الحاج	143	92	6,64	9	8	17	11,89
25	سيدي علي بن جنيني زاقـــــلو	77	27	6,77	3	6	9	11,69
26	مزابطي محمد البـــــركة ز/كتة	69	30	6,43	1	7	8	11,59
27	حكـــــومـــي قدور بن علال	141	63	5,74	6	10	16	11,35
28	امـــــوبكر أحمد لغارة بودة	89	42	6,21	1	9	10	11,24
29	الشيخ محمد باي ز/حبنون	67	37	5,40	1	6	7	10,45
30	صلاح الدين الايوبي	90	45	5,80	3	6	9	10,00
31	العقيد عميروش	125	28	4,70	4	8	12	9,60
32	القـــوني عبد القادر أولـــف	87	44	5,54	2	6	8	9,20
33	شـــباني محمـــد تيلـــولين	56	41	6,10	2	3	5	8,93
34	بن عروس احمد أسدج	45	10	4,58	2	2	4	8,89

Page 1 de 2

35	مولاي أحمد لحس عزي فنوغـــــيل	48	27	4,90	1	3	4	8,33
36	مغـــــلي عبد الله تمقطن	52	19	5,43	2	2	4	7,69
37	الامام مالك	105	68	5,92	4	4	8	7,62
38	القا ريـــمي ناجم أقبـــــلي	83	30	5,54	1	5	6	7,23
39	الشيخ بن عومر	87	23	4,82	2	4	6	6,90
40	الشيخ الابراهيمي	119	26	4,35	2	6	8	6,72
41	أحمـــد بن علي المنـــــصور	76	42	6,34	1	4	5	6,58
42	دهبـــــي محمـــد توريرين	61	25	5,59	3	1	4	6,56
43	مولاي هيبة ايلر	109	46	5,25	2	5	7	6,42
44	الامير عبد القادر	126	21	4,72	1	7	8	6,35
45	محجـــوب محمد تيمـــادبين	79	48	5,59	1	4	5	6,33
46	مهداوي عبد السلام البركة دلدول	127	66	5,88	4	4	8	6,30
47	جعفر بن ابي طالب	168	30	4,63	4	6	10	5,95
48	رحمان بوفلجة	69	29	6,12	2	2	4	5,80
49	عيشاوي حمادة عين حمو	69	18	5,33	0	4	4	5,80
50	سيد المختار الكنتي	122	47	4,69	0	7	7	5,74
51	الشيخ سيدي محمد بلكبير تيمـــياوين	54	2	4,82	3	0	3	5,56
52	رمـــاني علـــــي قـــويا تيميمون	149	47	4,67	5	3	8	5,37
53	المغيلي اولاد سعيد	131	30	5,62	1	6	7	5,34
54	حنـــــاني علي القصـــــبة تيميمون	151	38	4,47	1	7	8	5,30
55	قندة بوعمامة قصر قدور	96	30	5,74	1	4	5	5,21
56	مفدي زكرياء	192	40	5,12	4	6	10	5,21
57	علال حاج براهيم أوقروت	80	33	5,31	2	2	4	5,00
58	عـــمر الفـــــاروق د لـــــدول	141	64	5,87	3	4	7	4,96
59	حمو صالح محمد تيطاف غرميلو	62	41	5,70	1	2	3	4,84
60	الصوفي محمد بن عبد العزيز حاج قلمان	64	31	5,93	0	3	3	4,69
61	الشيخ المغيلي	90	42	4,76	2	2	4	4,44
62	الهاشمي امحمد	74	26	5,30	2	1	3	4,05
63	لولاد أمـــــــحمد بريش ســـــالي	77	37	5,14	0	3	3	3,90
64	معـــــرف مبارك باعمـــــور	27	15	5,31	1	0	1	3,70
65	مولاي عبدالله الرقاني	108	45	5,29	1	3	4	3,70
66	رومـاني محمـــــد طلـــــمين	219	49	4,53	2	6	8	3,65
67	امعمر قويدر بن ناتا أولاد محمود	112	41	5,88	2	2	4	3,57
68	قميم أحمد ز/ سيدي عومر	85	35	5,31	1	2	3	3,53
69	دحماني حمـــــادي برينكان تسابيت	124	40	4,33	2	2	4	3,23
70	علي مـــلاح الجدير الغربي شروين	95	6	3,97	1	2	3	3,16
71	سعـــــيدي قادة أولاد عيـــــسى	128	50	4,86	3	1	4	3,13
72	العربي بن المهيدي الجدير	99	25	3,50	3	0	3	3,03
73	عيشاوي مسعود الساهلة المطارفة	100	23	5,13	1	2	3	3,00
74	جعفري العربي	67	30	4,68	0	2	2	2,99
75	عبد الله بن عـــومـــــر ســـــالي	112	51	4,48	2	1	3	2,68

Appendix 7: BEM English Exam Results 2019

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التربية لولاية أدرار
خلية الإعلام الآلي

أدرار يوم 03 جويلية 2019

إحصائيات إمتحان شهادة التعليم المتوسط دورة 2019

اللغة الانجليزية

المعدل الولائي للمادة	5.14
أكبر معدل	19.50
عدد الناجحين	8708
عدد الناجحين في المادة	1466
النسبة الولائية للنجاح في المادة	16.84

التلاميذ المتحصلين على أعلى معدل في المادة

اللقب والاسم	مكان الميلاد	المتوسطة	معدل المادة
أميلة سماح	تلان	متوسطة 13فيفري 1960 تلان	19.5/20
خيرالله ميلاد	أدرار	متوسطة عمر بن عبد العزيز	19.5/20
جاوي هبة الله	أدرار	متوسطة فرحات محمد بن الدين	19.5/20
بوشتي بسمة	تيميمون	متوسطة سيف الدين الزوري	19.5/20
بلحاج أنصار	تلان	متوسطة صلاح الدين الأيوبي	19.5/20
أحمدي سمية	تيميمون	متوسطة مولاي عبدالله الأيلي	19.5/20
ولد ثابت سلاف	تيمي	متوسطة عمر بن عبد العزيز	19.5/20
ولد ثابت سلاف	تيمي	متوسطة عمر بن عبد العزيز	19.5/20

الرقم	المتوسطة	عدد الناجحين	عدد الناجحين	معدل المادة	عدد الناجحين	عدد الناجحين	نسبة النجاح
1	متوسطة تلمي العلاقي الطيب	120	67	5.11	33	34	27.50
2	متوسطة شيخ الأزهر	73	33	5.69	23	24	32.88
3	متوسطة الشهيد بن بوشيبة	85	32	5.82	14	14	16.47
4	متوسطة الشهيد بن عيد	108	76	5.06	35	35	32.41
5	متوسطة الشهيد بن عيد	129	70	5.81	14	14	10.85
6	متوسطة الشهيد محمد بلقمر	82	13	5.83	15	15	18.29
7	متوسطة الشهيد بن الدين	121	50	7.43	14	15	12.40
8	متوسطة بوزيد عبدالله	82	40	7.00	10	10	12.20
9	متوسطة الشهيد بن عبد الرحمن	248	93	6.87	55	56	22.58
10	متوسطة عبد الله بن عبد رب البئر	91	49	7.13	14	15	16.48
11	متوسطة بلحاج بن عبد الله	100	43	7.41	20	20	20.00
12	متوسطة الشهيد بن بوشيبة	111	39	6.45	17	17	15.32
13	متوسطة الشهيد بن عبد الرحمن	133	71	7.14	25	25	18.80
14	متوسطة أبي جلول	121	48	6.63	19	19	15.70
15	متوسطة بلحاج بوزيان	78	42	7.69	17	17	21.79
16	متوسطة الشهيد بن دحو	61	32	7.53	15	15	24.59
17	متوسطة الشهيد بن عبد الله	139	67	6.48	32	32	23.02
18	متوسطة الشهيد بن عبد الله	90	43	6.74	20	20	22.22
19	متوسطة 13فيفري 1960 - تلمي	99	31	6.85	20	20	20.20
20	متوسطة الشهيد بن عبد الله الأبيض الشعباني	85	20	5.95	13	13	15.29

Page 1 de 3

الرقم	المتوسطة	عدد الناجحين	عدد الناجحين	معدل المادة	عدد الناجحين	عدد الناجحين	نسبة النجاح
21	متوسطة عمر الفاروق زاوية	136	52	6.62	25	25	18.38
22	متوسطة بلحسن بلحسن	70	28	6.35	13	13	18.57
23	متوسطة الشهيد بن عيد	118	49	6.43	31	31	26.27
24	متوسطة الشهيد بلحاج بن الصديق Bellhadj	71	31	6.43	13	13	18.31
25	متوسطة محمد بلقاسم محمد الطاهر العيساوي	91	30	6.05	12	12	13.19
26	متوسطة الشهيد بن دحو الشهيد بن عبد الله	80	28	6.20	15	15	18.75
27	متوسطة الشهيد بن عبد الله	103	58	6.11	15	15	14.56
28	متوسطة الأمير عبد القادر	35	28	6.31	8	8	22.86
29	متوسطة الشهيد بن عبد الله	97	28	6.31	8	8	8.25
30	متوسطة الشهيد بن عبد الله	109	54	6.21	15	15	13.76
31	متوسطة أحمد بلحاج وهران	68	33	6.61	9	9	13.24
32	متوسطة الشهيد بن عبد الله	90	41	6.88	10	10	11.11
33	متوسطة الشهيد بن عبد الله	125	52	6.61	11	11	8.80
34	متوسطة أحمد زبانة بن عطو	80	27	6.37	4	4	5.00
35	متوسطة بلحاج أحمد الشهير بن عبد الله	184	54	5.98	8	8	4.35
36	متوسطة أحمد بن عبد الله	131	69	6.41	10	10	7.63
37	متوسطة الشيخ أحمد بلحاج دار شاوش	75	31	6.41	3	3	4.00
38	متوسطة الشيخ بن سيسة	128	49	5.83	4	4	3.13
39	متوسطة الشيخ بن الطاهر بن القادر الحسني طاسين	80	18	5.57	3	3	3.75
40	متوسطة قادة بوكان بلعباس	109	38	5.83	3	3	2.75
41	متوسطة الشهيد بن عبد الله	85	28	5.92	2	2	2.35
42	متوسطة الشيخ بن عبد الله	100	37	5.98	1	1	1.00
43	متوسطة بوكان أحمد بن عبد الله	70	18	5.32	3	3	4.29
44	متوسطة بلحاج بن عبد الله	120	18	5.20	3	3	2.50
45	متوسطة الشهيد بن عبد الله	67	22	5.90	3	3	4.48
46	متوسطة الشهيد بن عبد الله	91	31	5.95	5	5	5.49
47	متوسطة أحمد بن عبد الله	58	29	6.19	8	8	13.79
48	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
49	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
50	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
51	متوسطة أبو بكر بن عبد الله	67	24	5.62	3	3	4.48
52	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
53	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
54	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
55	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80
56	متوسطة الشهيد بن عبد الله	59	23	5.38	3	3	5.08
57	متوسطة الشهيد بن عبد الله	73	17	5.00	2	2	2.74
58	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
59	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
60	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
61	متوسطة الشهيد بن عبد الله	67	24	5.62	3	3	4.48
62	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
63	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
64	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
65	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80
66	متوسطة الشهيد بن عبد الله	59	23	5.38	3	3	5.08
67	متوسطة الشهيد بن عبد الله	73	17	5.00	2	2	2.74
68	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
69	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
70	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
71	متوسطة الشهيد بن عبد الله	67	24	5.62	3	3	4.48
72	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
73	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
74	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
75	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80
76	متوسطة الشهيد بن عبد الله	59	23	5.38	3	3	5.08
77	متوسطة الشهيد بن عبد الله	73	17	5.00	2	2	2.74
78	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
79	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
80	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
81	متوسطة الشهيد بن عبد الله	67	24	5.62	3	3	4.48
82	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
83	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
84	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
85	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80

Page 2 de 3

الرقم	المتوسطة	عدد الناجحين	عدد الناجحين	معدل المادة	عدد الناجحين	عدد الناجحين	نسبة النجاح
86	متوسطة الشهيد بن عبد الله	59	23	5.38	3	3	5.08
87	متوسطة الشهيد بن عبد الله	73	17	5.00	2	2	2.74
88	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
89	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
90	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
91	متوسطة الشهيد بن عبد الله	67	24	5.62	3	3	4.48
92	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
93	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
94	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
95	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80
96	متوسطة الشهيد بن عبد الله	59	23	5.38	3	3	5.08
97	متوسطة الشهيد بن عبد الله	73	17	5.00	2	2	2.74
98	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
99	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
100	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
101	متوسطة الشهيد بن عبد الله	67	24	5.62	3	3	4.48
102	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
103	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
104	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
105	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80
106	متوسطة الشهيد بن عبد الله	59	23	5.38	3	3	5.08
107	متوسطة الشهيد بن عبد الله	73	17	5.00	2	2	2.74
108	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
109	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
110	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
111	متوسطة الشهيد بن عبد الله	67	24	5.62	3	3	4.48
112	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
113	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
114	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
115	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80
116	متوسطة الشهيد بن عبد الله	59	23	5.38	3	3	5.08
117	متوسطة الشهيد بن عبد الله	73	17	5.00	2	2	2.74
118	متوسطة الشهيد بن عبد الله	43	11	5.65	2	2	4.65
119	متوسطة الشهيد بن عبد الله	83	17	5.34	4	4	4.82
120	متوسطة الشهيد بن عبد الله	62	25	5.81	3	3	4.84
121	متوسطة الشهيد بن عبد الله	67	24	5.62	3	3	4.48
122	متوسطة الشهيد بن عبد الله	67	34	4.85	8	8	11.94
123	متوسطة الشهيد بن عبد الله	67	29	5.21	5	5	7.46
124	متوسطة أحمد بن عبد الله	59	29	5.32	4	4	6.78
125	متوسطة الشهيد بن عبد الله	79	31	4.95	3	3	3.80

Appendix 8: BEM English Exam Results 2021

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التربية لولاية أدرار

خلية الاعلام الآلي

أدرار يوم06 جويلية 2021

إمتحان شهادة التعليم المتوسط دورة 2021

إحصائيات نتائج مادة اللغة الإنجليزية

المعدل الولائي للمادة	7.42
أكبر معدل	20.00
عدد الحاضرين	7552
عدد الناجحين في المادة	1566
النسبة الولائية للنجاح في المادة	20.74

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
01	متوسطة برج باجي المختار الجديدة	68	64	12.01	41	16	57	83.82
02	متوسطة عبد الحميد بن باديس برج المختار	121	107	11.68	66	31	97	80.17
03	متوسطة الشيخ سيدي محمد بالكبير	43	27	10.55	22	04	26	60.47
04	متوسطة بن عروس امحمد اسبع	49	16	08.93	07	12	19	38.78
05	متوسطة الشيخ عبد الرحمان أمحمد العالمي	132	54	08.59	24	25	49	37.12
06	متوسطة شباني محمد تيلولين	68	41	08.59	07	18	25	36.76

احصائيات نتائج مادة اللغة الإنجليزية Page 1 de 6 احصائيات امتحان شهادة التعليم المتوسط 2021

07	متوسطة العلامة مولاي علي الشريف	72	25	08.65	09	17	26	36.11
08	متوسطة عثمان بن عفان	95	47	08.38	13	20	33	34.74
09	متوسطة رماني علي قوبا	82	40	08.43	09	19	28	34.15
10	متوسطة هيباوي مولاي عبد الرحمان ادرار	152	80	08.44	26	25	51	33.55
11	متوسطة رحمان بوفلجة تسابيت	51	37	08.93	04	13	17	33.33
12	متوسطة عمر بن عبد العزيز	199	84	08.42	20	45	65	32.66
13	متوسطة سيدي علي بن حنيني زاقلو	64	36	08.71	04	16	20	31.25
14	متوسطة علان الحاج ابراهيم اوقروت	55	36	08.36	04	13	17	30.91
15	متوسطة محمدالنواري بن امحمد تيميمون	137	72	07.86	12	28	40	29.20
16	متوسطة صلاح الدين الايوبي رقان	72	34	07.83	12	09	21	29.17
17	متوسطة فرج الله محمد بن الدين	139	60	07.81	15	25	40	28.78
18	متوسطة ابي ذر العفاري	90	42	07.74	08	16	24	26.67
19	متوسطة محجوب محمد تيمادنين	59	27	07.50	03	12	15	25.42
20	متوسطة المجاهد مرابطي محمد البركة	59	34	07.96	05	10	15	25.42
21	متوسطة محمد بوضياف تيميمون	91	51	07.77	09	14	23	25.27
22	متوسطة المرحوم قميم احمد	64	27	07.42	03	13	16	25.00
23	متوسطة المجاهد تمام جلول	110	72	07.80	09	17	26	23.64
24	متوسطة الشيخ الحاج عبد القادر بن ديدي	72	33	07.80	04	13	17	23.61
25	متوسطة بن الشيخ محمد بوفادي	51	27	07.69	02	10	12	23.53
26	متوسطة الامام مالك اولف	122	65	07.69	06	22	28	22.95

احصائيات نتائج مادة اللغة الإنجليزية Page 2 de 6 احصائيات امتحان شهادة التعليم المتوسط 2021

27	متوسطة عبد الله بن عومر سالي	123	60	07.82	09	19	28	22.76
28	متوسطة الشهيد الهاشمي معمر	144	83	07.95	11	21	32	22.22
29	متوسطة شيخ سيدي عبد القادربن عومر	75	28	07.83	04	12	16	21.33
30	متوسطة العقيد عميروش	71	19	07.34	06	09	15	21.13
31	متوسطة المجاهد مهداوي عبد السلام البركة	88	27	07.76	02	16	18	20.45
32	متوسطة تشنة امحمد العلوشية	64	17	07.20	03	10	13	20.31
33	متوسطة حناني علي القصبة	106	35	07.47	05	16	21	19.81
34	متوسطة محمد بن عبد الكريم المغيلي أولاد سعيد	86	28	07.77	02	15	17	19.77

34	متوسطة محمد بن عبد الكريم المغيلي أولاد سعيد	86	28	07.77	02	15	17	19.77
35	متوسطة اعطاالله احمد وجلان	114	59	07.07	01	21	22	19.30
36	متوسطة جعفر بن ابي طالب تيمي	120	49	07.38	03	20	23	19.17
37	متوسطة الامام محمد الغزالي اولاد راشد	38	13	08.16	01	06	07	18.42
38	متوسطة الشيخ محمد باي بالعالم	60	29	06.80	01	10	11	18.33
39	متوسطة بن لحبيب محمد بوانجي	71	28	07.68	04	09	13	18.31
40	متوسطة علي بن أبي طالب	121	79	07.74	09	13	22	18.18
41	متوسطة عمر الفاروق دلدول	132	42	07.42	05	19	24	18.18
42	متوسطة عيشاوي مسعود الساهلة	85	24	06.87	00	15	15	17.65
43	متوسطة 13 فبراير1960 رقان	103	36	07.42	02	16	18	17.48
44	متوسطة دحماني حمادي برينكان	132	48	06.90	06	17	23	17.42
45	متوسطة الشهيد كيال احمد تاورسيت	69	55	07.14	00	12	12	17.39
46	متوسطة مولاي عبد الله الرقاني رقان	139	44	07.46	05	19	24	17.27

انيات نتائج مادة اللغة الإنجليزية Page 3 de 6 احصائيات امتحان شهادة التعليم المتوسط 21

47	متوسطة المجاهد مغيلي عبد الله تمقطن	47	18	07.18	04	04	08	17.02
48	متوسطة الشيخ بوحامدي الحاج احمادو	77	25	07.16	02	11	13	16.88
49	متوسطة المجاهد ذهبي محمد	30	16	07.37	00	05	05	16.67
50	متوسطة قويدري احميدة باحو	72	24	07.05	03	09	12	16.67
51	متوسطة النوني عبد القادر اولف	61	31	06.98	02	08	10	16.39
52	متوسطة الصوفي محمد بن عبد العزيز	74	26	07.25	02	10	12	16.22
53	متوسطة باسيدي مبروك بن عبد الرحمن	74	20	06.91	02	10	12	16.22
54	متوسطة احمد بن علي المنصور	75	26	07.82	03	09	12	16.00
55	متوسطة الشيخ سيدي البكري تمنطيط	44	18	06.97	02	05	07	15.91
56	متوسطة عبد الرحمان الثعالبي	63	32	06.71	03	07	10	15.87
57	متوسطة م. الصالح ب.ع .الرحمان الميموني	46	21	07.12	04	03	07	15.22
58	متوسطة حكومي قدور بن علال	158	62	07.02	10	14	24	15.19
59	متوسطة المجاهد لولاد امحمد بريش	40	16	07.46	00	06	06	15.00
60	متوسطة الشيخ البشير الابراهيمي تيميمون	75	27	06.69	03	08	11	14.67
61	متوسطة الحاج محمد العالم بن محمد البكري	41	6	07.06	01	05	06	14.63
62	متوسطة معمر قويدر بن نانة اولاد محمود	55	22	06.77	00	08	08	14.55
63	متوسطة بوسعيد مسعود قنتور اولاد عيسى	69	24	07.17	00	10	10	14.49
64	متوسطة علي ملاح اجدير الغربي	79	31	07.32	04	07	11	13.92
65	متوسطة بوعلالة م.بن محمد المنصورية	66	21	06.86	04	05	09	13.64
66	متوسطة الشيخ محمدبن عبد الكريم المغيلي	52	19	06.83	03	04	07	13.46

انيات نتائج مادة اللغة الإنجليزية Page 4 de 6 احصائيات امتحان شهادة التعليم المتوسط 21

67	متوسطة سماعيلي الشريف اولاد الحاج	98	46	07.44	05	08	13	13.27
68	متوسطة خالفة علي تيط	31	22	07.52	02	02	04	12.90
69	متوسطة روماني محمد طلمين	174	30	06.90	02	20	22	12.64
70	متوسطة وايني حمو تيلولين	65	22	06.58	01	07	08	12.31
71	متوسطة ابن خلدون اوقروت	126	43	06.81	05	10	15	11.90
72	متوسطة الامير عبد القادر ادرار	87	23	06.37	00	10	10	11.49
73	متوسطة سعيدي قادة اولاد عيسى	123	55	06.65	03	11	14	11.38
74	متوسطة الهاشمي امحمد تنزكوك	71	20	06.13	03	05	08	11.27
75	متوسطة المجاهد لحسن احمد بن عبد القادر	154	31	06.50	06	11	17	11.04
76	متوسطة ناصري العيد فاتيس	73	39	07.25	02	06	08	10.96
77	متوسطة العلامة مولاي احمد بلحسن	46	13	05.78	00	05	05	10.87
78	متوسطة العربي بن مهيدي اجدير الشرقي	78	22	06.44	00	08	08	10.26
79	متوسطة قندا بوعمامة قصر قدور	63	10	06.30	01	05	06	09.52
80	متوسطة المجاهد المتوفي معرفي مبارك	25	7	06.66	01	01	02	08.00
81	متوسطة احمد زبانة بوعلي	78	20	06.03	03	03	06	07.69
82	متوسطة مولاي هيبة اينر تمقطن	81	20	06.04	00	06	06	07.41
83	متوسطة جعفري العربي بودة	56	24	06.20	00	04	04	07.14

Appendix 9: BEM English Exam 2022

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التربية لولاية أدرار
خلية الإعلام الآلي

أدرار يوم 26 جوان 2022

إمتحان شهادة التعليم المتوسط دورة 2022

إحصائيات نتائج مادة اللغة الإنجليزية

المعدل الولائي للمادة	5.86
أكبر معدل	19.50
عدد الحاضرين	5316
عدد الناجحين في المادة	790
النسبة الولائية للنجاح في المادة	14.86

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
01	متوسطة الشهيد خالفة علي - تيمط تيت	33	27	10.18	13	05	18	54.55
02	متوسطة الشهيد شباني محمد تيلولين - انجزمير إن زغمير	63	52	08.47	01	22	23	36.51
03	متوسطة عثمان بن عفان - أدرار أدرار	105	58	07.58	12	18	30	28.57
04	متوسطة صلاح الدين الأيوبي رقان رقان	79	48	07.20	05	15	20	25.32
05	متوسطة عمر بن عبد العزيز أدرار أدرار	213	112	07.05	19	34	53	24.88

احصائيات نتائج مادة اللغة الإنجليزية Page 1 de 5 احصائيات امتحان شهادة التعليم المتوسط 2022

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
06	متوسطة أحمد بن علي المنصور بودة بودة	71	39	06.92	05	12	17	23.94
07	متوسطة المجاهد هيباوي مولاي عبد الرحمن أدرار أدرار	186	93	06.60	16	28	44	23.66
08	متوسطة العلامة عبد الرحمان الثعالبي تيطاف غرمياتو تامست	66	47	06.48	03	12	15	22.73
09	متوسطة المجاهد مرابطي محمد البركة زاوية كنته زاوية كنتة	62	43	06.98	08	06	14	22.58
10	متوسطة الشهيد الباشحي محمد تيلملان أدرار أدرار	162	75	06.02	09	26	35	21.60
11	متوسطة علي بن أبي طالب - أدرار أدرار	193	104	06.58	11	28	39	20.21
12	متوسطة أبي ذر الغفاري - أدرار أدرار	124	45	06.04	10	14	24	19.35
13	متوسطة المجاهد فرج الله محمد بن الدين تيلملان - أدرار أدرار	152	51	06.14	09	20	29	19.08
14	متوسطة الشهيد الولي عبد القادرأولف أولف	72	41	06.68	03	10	13	18.06
15	متوسطة الشهيد بن عروس أمحمد - أسوق السبع	41	12	06.78	01	06	07	17.07
16	متوسطة العلامة مولاي علي الشريف أدغا أدرار أدرار	90	43	06.32	04	11	15	16.67
17	متوسطة العلامة الحاج عبد القادرين ديدي تمنطيط تامنطيط	78	37	06.90	00	13	13	16.67
18	متوسطة الشهيد قويدري حميدة باحو سالي سالي	72	32	06.12	03	09	12	16.67
19	متوسطة الإمام مالك - أولف أولف	109	68	06.24	04	14	18	16.51
20	متوسطة الشيخ عبد الرحمان أمحمد الحالي- أنجزمير إن زغمير	170	75	06.52	13	15	28	16.47
21	متوسطة الشيخ سيدي عبد القادر بن عومر فنوغيل فنوغيل	86	25	05.92	04	10	14	16.28

احصائيات نتائج مادة اللغة الإنجليزية Page 2 de 5 احصائيات امتحان شهادة التعليم المتوسط 2022

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
22	متوسطة سيدي علي بن حنيني زاقلو - زاوية كنتة زاوية كنتة	77	41	06.05	04	08	12	15.58
23	متوسطة الأمير عبد القادر أدرار أدرار	97	39	05.64	05	10	15	15.46
24	متوسطة الشهيد تشنة أمحمد العلوشية فنوغيل فنوغيل	86	27	06.06	05	08	13	15.12
25	متوسطة العلامة الشيخ محمد المختار الكنتي تامست تامست	106	59	05.90	04	12	16	15.09
26	متوسطة الشيخ بوحامدي الحاج احمادو أقبلي اقبلي	103	39	05.69	02	13	15	14.56
27	متوسطة المجاهد معرفي مبارك باعمور فنوغيل فنوغيل	28	15	06.61	02	02	04	14.29
28	متوسطة مولاي هيبة إبتر تيمقطن تيمقتن	70	26	05.69	02	08	10	14.29

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
22	متوسطة سيدي علي بن حنيني زاقلو - زاوية كنتة زاوية كنتة	77	41	06.05	04	08	12	15.58
23	متوسطة الأمير عبد القادر أدرار أدرار	97	39	05.64	05	10	15	15.46
24	متوسطة الشهيد تشنة أمحمد العلوشية فنوغيل فنوغيل	86	27	06.06	05	08	13	15.12
25	متوسطة العلامة الشيخ محمد المختار الكنتي تامست تامست	106	59	05.90	04	12	16	15.09
26	متوسطة الشيخ بوحامدي الحاج احمادو أقبلي اقبلي	103	39	05.69	02	13	15	14.56
27	متوسطة المجاهد معرفي مبارك باعمور فنوغيل فنوغيل	28	15	06.61	02	02	04	14.29
28	متوسطة مولاي هيبة إبتر تيمقطن تيمقتن	70	26	05.69	02	08	10	14.29

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
29	متوسطة الشيخ سيد البكري - تمنطيط تامنطيط	74	33	06.09	02	08	10	13.51
30	متوسطة المجاهد بوبكر أحمد لغمارة بودة بودة	89	49	06.39	01	11	12	13.48
31	متوسطة الشهيد بن الشيخ محمد بوفادي تمنطيط تامنطيط	52	17	05.95	00	07	07	13.46
32	متوسطة الشهيد رحمان بوفلجة بن طلحة - تسابيت تسابيت	60	42	06.24	03	05	08	13.33
33	متوسطة المجاهد وايي حمو تيلولين - أنجزمير إن زغمير	68	43	05.56	02	07	09	13.24
34	متوسطة المجاهد بوعلالة محمد بن محمد المنصورية تيجي أولاد	92	30	05.72	03	09	12	13.04
35	متوسطة مولاي عبد الله الرقاني رقان رقان	147	56	06.13	08	10	18	12.24
36	متوسطة المجاهد سماعيلي الشريف أولاد الحاج تيمقطن تيمق	135	53	06.07	03	13	16	11.85
37	متوسطة الشهيد بلحبيب محمد بوانجي - انجزمير إن زغمير	60	32	05.53	05	02	07	11.67

احصائيات امتحان شهادة التعليم المتوسط 2022 Page 3 de 5 احصائيات نتائج مادة اللغة الإنجليزية

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
38	متوسطة عبد الله بن عومر سالي سالي	143	61	05.65	04	12	16	11.19
39	متوسطة الشيخ محمد الصالح بن عبد الرحمن الميموني ميمون	64	22	05.45	01	06	07	10.94
40	متوسطة 13فبراير 1960 - رقان رقان	105	42	05.69	04	07	11	10.48
41	متوسطة الشهيد دحماني حمادي برينكان - تسابيت تسابيت	178	80	04.95	06	11	17	09.55
42	متوسطة العلامة محمد باي بلعالم زاوية حيثون - أولف أولف	98	48	05.00	00	09	09	09.18
43	متوسطة الشهيدعطاالله أحمد وجلان - تسابيت تسابيت	131	69	05.02	03	08	11	08.40
44	متوسطة المجاهد دهبي محمد توريرين - زاوية كنته زاوية كنتة	38	13	05.01	01	02	03	07.89
45	متوسطة الشهيد العقيد عميروش بريع أدرار أدرار	109	18	04.49	02	06	08	07.34
46	متوسطة الصحابي جعفر بن أبي طالب تيجي أولاد أحمد تيجي	123	52	04.99	03	06	09	07.32
47	متوسطة المجاهد مغيلي عبد الله تيمقطن تيم	62	32	05.06	03	01	04	06.45
48	متوسطة العلامة الحاج محمد العالم البكري زاوية سيد البكري	47	14	04.29	02	01	03	06.38
49	متوسطة الشهيد حكومي قدور بن علال 140 مسكن أدرار أدرار	162	50	04.56	04	06	10	06.17
50	متوسطة العلامة مولاي أحمد بلحسن عزي فنوغيل فنوغيل	51	25	04.87	00	03	03	05.88
51	متوسطة الشهيد محجوب محمد تيمادنون رقان رقان	71	33	04.81	01	03	04	05.63
52	متوسطة الشهيد أحمد زيانة بوعلي - زاوية كنته زاوية كنتة	112	34	03.84	01	05	06	05.36
53	متوسطة المجاهد لولاد أمحمد بريش - سالي سالي	80	36	04.42	00	02	02	02.50

احصائيات امتحان شهادة التعليم المتوسط 2022 Page 4 de 5 احصائيات نتائج مادة اللغة الإنجليزية

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
54	متوسطة الشهيد جعفري العربي بندراعو - بودة بودة	81	28	04.05	00	02	02	02.47
55	متوسطة الشيخ محمدبن عبد الكريم المغيلي زاوية كنتة	90	26	03.76	00	00	00	00.00

Appendix 10: Results of English Exam BEM 2023

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التربية لولاية أدرار — أدرار يوم 25 جوان 2023

خلية الاعلام الآلي

إمتحان شهادة التعليم المتوسط دورة 2023

إحصائيات نتائج مادة اللغة الإنجليزية

المعدل الولائي للمادة	5.62
أكبر نقطة	19.00
عدد الحاضرين	5626
عدد الناجحين في المادة	610
النسبة الولائية للنجاح في المادة	10.84

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
02	عثمان بن عفان - أدرار أدرار	128	80	08.17	17	28	45	35.16
15	أبي ذر الغفاري - أدرار أدرار	129	54	07.30	14	24	38	29.46
21	عمر بن عبد العزيز أدرار أدرار	225	85	06.55	19	30	49	21.78
36	الشهيد بن عروس أمحمد - أسبع السبع	46	14	06.86	04	06	10	21.74
16	علي بن أبي طالب - أدرار أدرار	198	88	06.57	17	26	43	21.72

حصائيات نتائج مادة اللغة الإنجليزية — Page 1 de 5 — احصائيات امتحان شهادة التعليم المتوسط 2023

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
19	المجاهد هيباوي مولاي عبد الرحمن أدرار أدرار	184	80	06.12	10	24	34	18.48
20	الشهيد الهاشمي معمر تيليلان أدرار أدرار	167	68	06.10	07	22	29	17.37
25	المجاهد الشيخ سالم بن ابراهيم	98	31	05.93	04	13	17	17.35
24	المجاهد فرج الله محمد بن الدين تيليلان - أدرار أدرار	165	59	06.25	08	20	28	16.97
48	الشهيد حكومي قدور بن علال 140 مسكن أدرار أدرار	208	44	05.55	10	19	29	13.94
45	الامير عبد القادر أدرار أدرار	123	35	05.75	05	11	16	13.01
26	العلامة مولاي علي الشريف أدغا أدرار أدرار	103	26	06.43	06	07	13	12.62
06	الشيخ محمد الصالح بن عبد الرحمن الميموني ميمون تيمي أولا	66	30	05.86	05	03	08	12.12
47	عبد الله بن عومر سالي سالي	134	39	05.48	07	09	16	11.94
12	المجاهد مرابطي محمد البركة زاوية كنته زاوية كنتة	80	38	05.96	04	05	09	11.25
17	الشيخ عبد الرحمان أمحمد العالمي- أنجزمير إن زغمير	154	55	06.23	08	09	17	11.04
05	الشهيد شباني محمد تيلولين - انجزمير إن زغمير	64	33	05.78	01	06	07	10.94
	الشهيد قويدري حميدة باحو سالي سالي	64	11	05.01	00	07	07	10.94
51	الإمام مالك - أولف أولف	111	24	05.93	03	09	12	10.81
28	الصحابي جعفر بن أبي طالب تيمي أولاد أحمد تيمي	145	43	05.08	02	13	15	10.34

حصائيات نتائج مادة اللغة الإنجليزية — Page 2 de 5 — احصائيات امتحان شهادة التعليم المتوسط 2023

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
09	العلامة مولاي أحمد بلحسن عزي فنوغيل فنوغيل	49	21	05.11	00	05	05	10.20
29	العلامة محمد باي بلعالم زاوية حينون - أولف أولف	101	35	05.90	03	07	10	09.90
40	المجاهد بوعلالة محمد بن محمد المنصورية تيمي أولاد أحمد تي	101	25	05.44	06	04	10	09.90
01	العلامة الشيخ محمد المختار الكنتي تامست تامست	94	54	04.88	04	04	08	08.51
03	المجاهد وايني حمو تيلولين - أنجزمير إن زغمير	48	26	05.25	00	04	04	08.33
30	صلاح الدين الأيوبي رقان رقان	84	30	05.53	04	03	07	08.33
13	المجاهد بوبكر أحمد لمغاية بودة بودة	86	37	05.21	01	06	07	08.14

30	صلاح الدين الأيوبي رقان رقان	84	30	05.53	04	03	07	08.33
13	المجاهد بوبكر أحمد لغمارة بودة بودة	86	37	05.21	01	06	07	08.14
07	الشهيد بن الشيخ محمد بوفادي تمنطيط تامنطيط	52	22	04.92	01	03	04	07.69
49	الشيخ سيدي عبد القادر بن عومر فنوغيل فنوغيل	92	23	05.15	02	05	07	07.61
27	الشهيد النوني عبد القادرأولف أولف	79	30	06.01	04	02	06	07.59
39	الشهيدعطاالله أحمد وجلان - تسابيت تسابيت	147	49	05.44	02	09	11	07.48
33	سيدي علي بن حنيني زاقلو - زاوية كنتة زاوية كنتة	94	28	05.74	02	05	07	07.45
38	13فبراير 1960 - رقان رقان	98	33	05.39	01	06	07	07.14
08	أحمد بن علي المنصور بودة بودة	74	30	05.30	00	05	05	06.76
04	الشهيد رحمان بوفلجة بن طلحة - تسابيت تسابيت	93	44	05.63	02	04	06	06.45

احصائيات نتائج مادة اللغة الإنجليزية Page 3 de 5 احصائيات امتحان شهادة التعليم المتوسط 023

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
42	المجاهد سماعيلي الشريف أولاد الحاج تيمقطن تيمقتن	129	37	05.43	04	04	08	06.20
44	المجاهد مغيلي عبد الله تيمقطن	93	29	05.56	01	04	05	05.38
43	الشيخ سيد البكري - تمنطيط تامنطيط	95	28	05.44	00	05	05	05.26
50	مولاي هيبة إينر تيمقطن تيمقتن	80	17	05.03	01	03	04	05.00
18	الشهيد خالفة علي - تيط تيت	42	16	05.51	00	02	02	04.76
10	المجاهد دهبي محمد توريرين - زاوية كنته زاوية كنتة	22	9	06.09	00	01	01	04.55
52	العلامة الحاج محمد العالم البكري زاوية سيد البكري تيعي أو	47	8	04.48	02	00	02	04.26
23	الشهيد دحماني حمادي برينكان - تسابيت تسابيت	147	56	05.22	01	05	06	04.08
41	مولاي عبد الله الرقاني رقان رقان	136	38	04.93	00	05	05	03.68
31	الشهيد تشنة أمحمد العلوشية فنوغيل فنوغيل	84	30	04.56	02	01	03	03.57
53	الشهيد العقيد عميروش بربع أدرار أدرار	117	22	03.91	02	02	04	03.42
35	الشهيد جعفري العربي بندراعو - بودة بودة	92	25	04.52	00	03	03	03.26
34	الشهيد أحمد زبانة بوعلي - زاوية كنته زاوية كنتة	94	27	04.99	01	02	03	03.19
55	العلامة الحاج عبد القادربن ديدي تمنطيط تامنطيط	63	11	04.85	00	02	02	03.17
22	الشهيد محجوب محمد تيمادنين رقان رقان	66	26	04.97	00	02	02	03.03

احصائيات نتائج مادة اللغة الإنجليزية Page 4 de 5 احصائيات امتحان شهادة التعليم المتوسط 023

الرقم	المتوسطة	عدد الحاضرين	عدد الناجحين ش ت م	معدل المادة	الناجحون ذكور	الناجحون إناث	مجموع الناجحين	نسبة النجاح
54	الشهيد بلحبيب محمد بوانجي - انجزمير إن زغمير	99	17	04.96	03	00	03	03.03
32	العلامة عبد الرحمان الثعالبي تيطاف غرميانو تامست تامست	67	18	04.07	00	02	02	02.99
37	الشيخ بوحامدي الحاج احمادو أقبلي اقبلي	105	29	04.68	00	02	02	01.90
46	المجاهد لولاد أمحمد بريش - سالي سالي	56	12	04.93	01	00	01	01.79
11	الشيخ محمدبن عبد الكريم المغيلي زاوية كنتة	81	37	04.51	00	01	01	01.23
14	المجاهد معرفي مبارك باعمور فنوغيل فنوغيل	27	11	05.30	00	00	00	00.00

مدير التربية

Appendix 11: Chi-square Distribution Table

Chi-square Distribution Table

d.f.	.995	.99	.975	.95	.9	.1	.05	.025	.01
1	0.00	0.00	0.00	0.00	0.02	2.71	3.84	5.02	6.63
2	0.01	0.02	0.05	0.10	0.21	4.61	5.99	7.38	9.21
3	0.07	0.11	0.22	0.35	0.58	6.25	7.81	9.35	11.34
4	0.21	0.30	0.48	0.71	1.06	7.78	9.49	11.14	13.28
5	0.41	0.55	0.83	1.15	1.61	9.24	11.07	12.83	15.09
6	0.68	0.87	1.24	1.64	2.20	10.64	12.59	14.45	16.81
7	0.99	1.24	1.69	2.17	2.83	12.02	14.07	16.01	18.48
8	1.34	1.65	2.18	2.73	3.49	13.36	15.51	17.53	20.09
9	1.73	2.09	2.70	3.33	4.17	14.68	16.92	19.02	21.67
10	2.16	2.56	3.25	3.94	4.87	15.99	18.31	20.48	23.21
11	2.60	3.05	3.82	4.57	5.58	17.28	19.68	21.92	24.72
12	3.07	3.57	4.40	5.23	6.30	18.55	21.03	23.34	26.22
13	3.57	4.11	5.01	5.89	7.04	19.81	22.36	24.74	27.69
14	4.07	4.66	5.63	6.57	7.79	21.06	23.68	26.12	29.14
15	4.60	5.23	6.26	7.26	8.55	22.31	25.00	27.49	30.58
16	5.14	5.81	6.91	7.96	9.31	23.54	26.30	28.85	32.00
17	5.70	6.41	7.56	8.67	10.09	24.77	27.59	30.19	33.41
18	6.26	7.01	8.23	9.39	10.86	25.99	28.87	31.53	34.81
19	6.84	7.63	8.91	10.12	11.65	27.20	30.14	32.85	36.19
20	7.43	8.26	9.59	10.85	12.44	28.41	31.41	34.17	37.57
22	8.64	9.54	10.98	12.34	14.04	30.81	33.92	36.78	40.29
24	9.89	10.86	12.40	13.85	15.66	33.20	36.42	39.36	42.98
26	11.16	12.20	13.84	15.38	17.29	35.56	38.89	41.92	45.64
28	12.46	13.56	15.31	16.93	18.94	37.92	41.34	44.46	48.28
30	13.79	14.95	16.79	18.49	20.60	40.26	43.77	46.98	50.89
32	15.13	16.36	18.29	20.07	22.27	42.58	46.19	49.48	53.49
34	16.50	17.79	19.81	21.66	23.95	44.90	48.60	51.97	56.06
38	19.29	20.69	22.88	24.88	27.34	49.51	53.38	56.90	61.16
42	22.14	23.65	26.00	28.14	30.77	54.09	58.12	61.78	66.21
46	25.04	26.66	29.16	31.44	34.22	58.64	62.83	66.62	71.20
50	27.99	29.71	32.36	34.76	37.69	63.17	67.50	71.42	76.15
55	31.73	33.57	36.40	38.96	42.06	68.80	73.31	77.38	82.29
60	35.53	37.48	40.48	43.19	46.46	74.40	79.08	83.30	88.38
65	39.38	41.44	44.60	47.45	50.88	79.97	84.82	89.18	94.42
70	43.28	45.44	48.76	51.74	55.33	85.53	90.53	95.02	100.43
75	47.21	49.48	52.94	56.05	59.79	91.06	96.22	100.84	106.39
80	51.17	53.54	57.15	60.39	64.28	96.58	101.88	106.63	112.33
85	55.17	57.63	61.39	64.75	68.78	102.08	107.52	112.39	118.24
90	59.20	61.75	65.65	69.13	73.29	107.57	113.15	118.14	124.12
95	63.25	65.90	69.92	73.52	77.82	113.04	118.75	123.86	129.97
100	67.33	70.06	74.22	77.93	82.36	118.50	124.34	129.56	135.81

Appendix 12: The Critical Values of t for Two-tailed tests

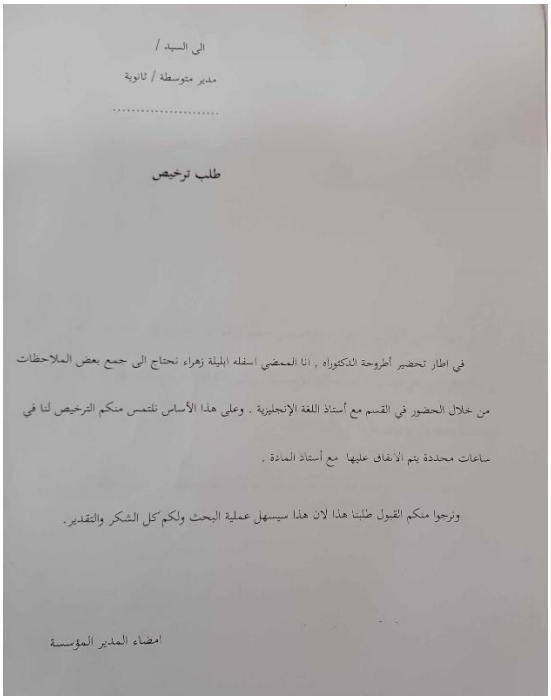
Critical values of *t* for two-tailed tests

Significance level (α)

Degrees of freedom *(df)*	.2	.15	.1	.05	.025	.01	.005	.001
1	3.078	4.165	6.314	12.706	25.452	63.657	127.321	636.619
2	1.886	2.282	2.920	4.303	6.205	9.925	14.089	31.599
3	1.638	1.924	2.353	3.182	4.177	5.841	7.453	12.924
4	1.533	1.778	2.132	2.776	3.495	4.604	5.598	8.610
5	1.476	1.699	2.015	2.571	3.163	4.032	4.773	6.869
6	1.440	1.650	1.943	2.447	2.969	3.707	4.317	5.959
7	1.415	1.617	1.895	2.365	2.841	3.499	4.029	5.408
8	1.397	1.592	1.860	2.306	2.752	3.355	3.833	5.041
9	1.383	1.574	1.833	2.262	2.685	3.250	3.690	4.781
10	1.372	1.559	1.812	2.228	2.634	3.169	3.581	4.587
11	1.363	1.548	1.796	2.201	2.593	3.106	3.497	4.437
12	1.356	1.538	1.782	2.179	2.560	3.055	3.428	4.318
13	1.350	1.530	1.771	2.160	2.533	3.012	3.372	4.221
14	1.345	1.523	1.761	2.145	2.510	2.977	3.326	4.140
15	1.341	1.517	1.753	2.131	2.490	2.947	3.286	4.073
16	1.337	1.512	1.746	2.120	2.473	2.921	3.252	4.015
17	1.333	1.508	1.740	2.110	2.458	2.898	3.222	3.965
18	1.330	1.504	1.734	2.101	2.445	2.878	3.197	3.922
19	1.328	1.500	1.729	2.093	2.433	2.861	3.174	3.883
20	1.325	1.497	1.725	2.086	2.423	2.845	3.153	3.850
21	1.323	1.494	1.721	2.080	2.414	2.831	3.135	3.819
22	1.321	1.492	1.717	2.074	2.405	2.819	3.119	3.792
23	1.319	1.489	1.714	2.069	2.398	2.807	3.104	3.768
24	1.318	1.487	1.711	2.064	2.391	2.797	3.091	3.745
25	1.316	1.485	1.708	2.060	2.385	2.787	3.078	3.725
26	1.315	1.483	1.706	2.056	2.379	2.779	3.067	3.707
27	1.314	1.482	1.703	2.052	2.373	2.771	3.057	3.690
28	1.313	1.480	1.701	2.048	2.368	2.763	3.047	3.674
29	1.311	1.479	1.699	2.045	2.364	2.756	3.038	3.659
30	1.310	1.477	1.697	2.042	2.360	2.750	3.030	3.646
40	1.303	1.468	1.684	2.021	2.329	2.704	2.971	3.551
50	1.299	1.462	1.676	2.009	2.311	2.678	2.937	3.496
60	1.296	1.458	1.671	2.000	2.299	2.660	2.915	3.460
70	1.294	1.456	1.667	1.994	2.291	2.648	2.899	3.435
80	1.292	1.453	1.664	1.990	2.284	2.639	2.887	3.416
100	1.290	1.451	1.660	1.984	2.276	2.626	2.871	3.390
1000	1.282	1.441	1.646	1.962	2.245	2.581	2.813	3.300
Infinite	1.282	1.440	1.645	1.960	2.241	2.576	2.807	3.291

Scribbr

Appendix 13: Request for Permission to Conduct a Research at Schools



الى السيد /

مدير متوسطة / ثانوية

.....

طلب ترخيص

في اطار تحضير أطروحة الدكتوراه ، انا الممضي اسفله ابليلة زهراء نحتاج الى جمع بعض الملاحظات

من خلال الحضور في القسم مع أستاذ اللغة الإنجليزية . وعلى هذا الأساس نلتمس منكم الترخيص لنا في

ساعات محددة يتم الاتفاق عليها مع أستاذ المادة .

ونرجوا منكم القبول طلبنا هذا لان هذا سيسهل عملية البحث ولكم كل الشكر والتقدير.

امضاء المدير المؤسسة

List of Appendices

Appendix 1: Teacher Questionnaire 228

Appendix 2: Learner' Questionnaire 248

Appendix 3:Teacher Interview 250

Appendix 4: Class 1 MS Students Grades of Akebli Middle School 251

Appendix 5:4 M Learners' Grades of 4 MS Classes (Al-Maghili Middle School, 2021-2022) 252

Appendix 6: BEM English Exam Results 2018 253

Appendix 7: BEM English Exam Results 2019 254

Appendix 8: BEM English Exam Results 2021 255

Appendix 9: BEM English Exam 2022 257

Appendix 10: Results of English Exam BEM 2023 258

Appendix 11: Chi-square Distribution Table 260

Appendix 12: The Critical Values of t for Two-tailed tests 260

Appendix 13: Request for Permission to Conduct a Research at Schools 261

الملخص

تُعدّ اللّغة الإنجليزيّة من أهم متطلّبات الاندماج في عالم العولمة، والتّواصل العالمي بشتى المجالات. وعلى الرغم من الإجراءات العديدة، والتّعديلات المتّخذة من قبل الجهات المسؤولة في الدّولة بشأن اللغة الإنجليزية، في إطار الإصلاحات التي اتّخذتها خلال السّنوات الأخيرة في النّظام التّربويّ، في محاولة لمساعدة المجتمع الجزائريّ لمواكبة التطورات العالميّة، إلا أنّه لا يزال تعلّم اللّغة الأجنبيّة يشهد بعض النّفور، وبعض التّحدّيات في جنوب الجزائر، وبالأخصّ في بعض المناطق الريفيّة بولاية ادرار.

ولأجل ذلك جاءت هذه الدّراسة لتعالج إشكاليّة تعلّم اللّغة الإنجليزيّة، تحديدا في المناطق الريفيّة، من خلال معرفة العلاقة بين مستوى الدّافعيّة لتعلم اللّغة الإنجليزيّة (متوسّط وثانوي)، ومستوى الأداء المِهْنِي لدى الأستاذ، كما تسعى الدّراسة إلى معرفة أثر الدّافعيّة والتوجّه على تعليميّة اللّغة الإنجليزيّة وبالتّالي على التّحصيل المدرسيّ للطّلاب.

ومن هنا اخترنا عَينة مجتمع الدّراسة بشكل عشوائيّ، لمتوسّطات وثانويّات أربع مناطق أساسيّة بولاية أدرار، وقد استجاب ما يقرب من مئة وستة أساتذة للاستبيان الخاص بالأساتذة، واستجوبنا أربعة وثلاثين أستاذا خلال المقابلة الشّفهية؛ للتعرف على أهم التّحديات التي يوجهونها في تدريس طلبة مناطق الرّيف كأساتذة للّغة الإنجليزية. أمّا بالنّسبة للطّلاب فقد تم جمع مئتين وسبع وخمسين استبانةً كانت وّجهت للتلاميذ، لأجل التّعرف على مستوى الدّافعيّة لديهم في تعلّم اللّغة الإنجليزيّة كلغة أجنبيّة. وبعد جمع البيانات تم تحليلها إحصائيّا ووصفيّا، مستخدمين عدّة اختبارات مثل اختبار بيرسون لمعرفة درجة العلاقة بين المتغيّرات، واختبار علاقة الانحدار البسيط واختبار t-test وغيرهم.

كما تمّ تحليل النتائج الفصليّة لأربعة أقسام من الأولى متوسّط والرّابعة متوسّط؛ لمعرفة مستوى التّحصيل العام لهؤلاء الطّلاب، بالإضافة إلى تحليل نتائج شهادة التّعليم المتوسّط لخمس سنوات سابقة لعينة عشوائية من المتوسطات من كل منطقة.

وقد تم التوصّل إلى أنّه ثمّةَ علاقة إيجابيّة وطيدة وقويّة بين مستوى الدّافعيّة للتعلّم ومستوى الأداء المِهْنِي. وأنّ هناك علاقةً بين الموقف والأداء، كما تظهر فروق واضحة بين مستوى الدّافعيّة والتّحصيل في اللّغة الإنجليزيّة، وقدّمنا تفسيرا لهذه النّتائج في ضوء سياق المجتمع الرّيفي، مقترحين في الختام عدّة توصيّات وتعديلات من شأنها رفع مستوى الأداء لأساتذة الإنجليزية، من أجل تحسين مستوى الدّافعية للتّعلّم والتّحصيل لدى طلاب مناطق الرّيف خاصّة وباقي الوطن بشكل عام. وللوصول إلى نتائج أكثر عمقا مستقبلا، قدّمنا توصيّاتٍ واقتراحاتٍ للدّراسات القادمة بأن تكون أكثر تخصيصا، وتشمل أكبر عيّنة من الطّلاب والأساتذة.

الكلمات المفتاحية: اللغة الإنجليزية، لغة اجنبية، الدافعية، الاداء المهني، مناطق الريف، ادرار، المتوسط، الثانوي

Résumé

La langue anglaise est l'une des exigences les plus importantes pour s'intégrer en mondialisation et la communication mondiale dans de divers domaines. De nombreuses mesures et modifications, concernant la langue anglaise, sont prises par les autorités et les responsables de l'Etat dans le cadre des réformes entreprises ces dernières années dans le système éducatif afin d'aider la société algérienne à suivre le rythme des évolutions mondiales. Pourtant, on constate que l'apprentissage des langues étrangères a encore des défis dans le sud algérien, notamment dans certaines zones rurales à Adrar.

La présente étude a pour objectif de tenter d'identifier la problématique d'apprendre la langue anglaise dans les zones rurales, à travers l'identification du rapport entre le facteur de motivation (moyen et secondaire) et le niveau de performance professionnelle de l'enseignant. De plus, cette étude cherche également à savoir l'effet du facteur de motivation et l'orientation sur la didactique de langue anglaise, par conséquent, sur l'acquisition de l'apprenant.

Pour cela, nous avons effectué un choix aléatoire de la population d'étude auprès des collégiens et des lycéens, de quatre régions principales à la wilaya d'Adrar. En effet, environ 106 professeurs ont répondu au questionnaire destiné aux enseignants, aussi, lors de l'entretien oral, nous avons interrogé 34 professeurs pour identifier les défis les plus importants auxquels ils sont confrontés lorsqu'ils enseignent la langue anglaise aux apprenants des zones rurales. En ce qui concerne les apprenants, 257 étudiants ont été rassemblés pour leur questionnaire afin d'identifier leur niveau de motivation dans l'apprentissage de l'anglais comme langue étrangère. Après avoir collecté les données et les avoir analysées de manière statistique et descriptive, nous avons utilisé plusieurs tests tels que le test de Pearson pour déterminer le degré de relation entre les variables, le test de relation de régression simple, le test -t, etc.

En outre, les résultats trimestriels des apprenants de quatre classes des 1ere AM et 4eme AM ont également été analysés pour identifier le niveau général de l'acquisition scolaire de ces élèves, en plus, l'analyse des résultats du Brevet d'Enseignement Moyen de cinq années précédentes pour un échantillon aléatoire des écoles moyennes de chaque région.

Ainsi, il a été conclu qu'il existe une relation positive et forte entre le niveau de motivation à apprendre et le niveau de performance professionnelle. Il existe une relation entre l'attitude et la performance, et il semble qu'il existe clairement des différences entre le facteur de motivation et l'acquisition scolaire en langue anglaise. Les résultats ont également été interprétés à la lumière du contexte de la société rurale.

Enfin, plusieurs recommandations et modifications ont été proposées qui permettraient d'augmenter le niveau de performance des enseignants, d'anglais et améliorer ainsi le niveau de motivation pour l'apprentissage et l'acquisition scolaire des apprenants des zones rurales en

particulier, et du reste du pays de façon générale. Pour des données plus approfondies, il a été suggéré que les études prochaines soient plus spécialisées et incluent un plus large échantillon des apprenants et des professeurs.