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**Improving EFL Middle School Pupils' *BEM* results:
Case of 4th Year at Ibn Rochd (Remchi)**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for a Master's degree in Didactics of Foreign Languages

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Statement of originality

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Dedication

To our children: Yacine, Hichem, Aminou, and Ryad.

May this achievement inspire you to pursue your dreams.

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ABSTRACT

This research investigated the challenges hindering English language learning among fourth-year middle school pupils at Ibn Rochd, Remchi, and proposed strategies to enhance their performance. Employing a mixed-method approach, including a learner questionnaire and teacher interview, the research identified significant hurdles including ineffective instructional methods, lack of motivation, and insufficient resources. Both Pupils and teachers expressed concerns over low English proficiency and dissatisfaction with grades, highlighting the need for improvement. The study recommended adopting communicative language teaching, enhancing teacher professional development, and improving teaching resources to address these challenges. Findings underscored the importance of interactive and practical language use, tailored teaching methods, and motivational strategies in fostering pupils' engagement and improving English foreign language outcomes.

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List of Abbreviations and Acronyms

BAC: Bachelor's Degree (French: *Baccalauréat*)

BEM: *Brevet d'Enseignement Moyen*

CBA: Competency-Based Approach

CBA: Competency-Based Assessment

CBLT: Competency-Based Language Teaching

CD: Compact Disc

EFL: English as a foreign language

ELT: English language teaching

LMD: *Licence-Master-Doctorat*

UNICEF: United Nations International Children's Emergency Fund

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GENERAL INTRODUCTION

The English language has increasingly spread all over the world as the language of scientific research, artificial intelligence, diplomacy, business, and entertainment. Therefore, it becomes a necessity to integrate teaching English in the educational systems in the whole countries of the world. Algeria is one of the countries that shows its emphasis on the importance of teaching English in the classrooms. Before 2022, pupils studied English as a foreign language at the age of 11 from the middle school. The whole educational process consisted of 4 years in the middle school and 3 years in the secondary school. Nowadays, after the new educational ministerial reform, it is included in the primary school at the age of 8 with new textbooks and syllabuses. As a matter of fact, the Algerian educational system required the employment of the competency Based Approach as a methodology of teaching of all the subjects including the English language. Thus, the inspectors are keen to apply this approach within the classrooms. English is primarily taught for academic purposes, with a focus on preparing pupils to pass the *BEM* and *BAC* exams at the culmination of their educational level, rather than emphasizing communicative proficiency.

This research investigates the English language education landscape in middle schools, with a particular emphasis on the persistently low performance of pupils in English, notably evident in their *BEM* exam scores. This underscores a significant discrepancy between the intended learning outcomes and the actual achievements of pupils in English proficiency, highlighting potential inadequacies within the existing teaching methodologies and educational practices. It delves into the challenges faced by middle school pupils in mastering English, as evidenced by their consistently low performance in the *BEM* exams. The choice of this topic is justified by the urgent need to address these persistent difficulties and improve the effectiveness of English language education in middle schools. By shedding light on the underlying factors contributing to poor English proficiency among learners, this research aims to inform teachers, policymakers, and curriculum developers, about the areas requiring intervention and improvement.

Furthermore, this study contributes to the theoretical body of knowledge in the field of language education by offering insights into the specific challenges encountered within the Algerian context. By examining the factors influencing pupils' English language learning experiences, such as instructional methods, motivation, and available resources, this research expands an understanding of effective pedagogical approaches and their impact on language acquisition. Ultimately, the findings of this study have the potential to inform the development of more targeted and evidence-based strategies for enhancing English language education in middle schools, not only in Algeria but also in other similar educational settings globally. The researchers have stated two important questions:

Q1: What are the factors affecting fourth year middle school EFL learners negatively?

Q2: How to improve EFL middle school learners' results?

The previous research questions drive the researchers to set these hypotheses:

H 1: The academic difficulties faced by fourth-year middle school pupils in Algeria may be attributed to inadequate instructional methods, a lack of motivation, and insufficient resources.

H 2: Addressing the challenges faced by middle school pupils in Algeria may be possible through the implementation of tailored teaching methods, motivational strategies, and improved resources, leading to more effective EFL learning experiences.

In order to confirm or reject the proposed hypotheses, the present research adopts a mixed-method approach combining qualitative and quantitative methodologies. Specifically, the study employs a case study design, which allows for an in-depth examination of the challenges faced by middle school pupils in mastering the English language. The research is primarily exploratory, aiming to uncover underlying factors contributing to low marks in the English middle school subject through qualitative data collection methods using interviews and questionnaires. Additionally, the research aims to offer explanatory insights by identifying potential causal relationships between instructional methods, motivation, resource availability, and pupils' English language

proficiency. Finally, the study also has a descriptive component, as it seeks to provide detailed descriptions of the observed phenomena and the proposed recommendations for improvement. In order to gather the necessary data two research instruments are namely used: a questionnaire submitted to the pupils from Ibn Rochd Middle School in Remchi (Tlemcen) and an interview with EFL Middle School teachers.

The present study is structured into two distinct yet interconnected chapters: theoretical and practical. The theoretical chapter explores the nuanced landscape of English as a foreign language within Algerian middle school classrooms. It begins by providing an overview of the existing syllabus, elucidating the objectives and scope of English language instruction at the middle school level. Moreover, it scrutinizes the pedagogical approaches employed in teaching English, examining the methods and strategies utilized in the classroom. Additionally, this chapter analyses the official textbook objectives for fourth-year pupils, assessing their alignment with broader educational goals and international language proficiency standards.

On the other hand, the practical chapter constitutes the empirical backbone of the study, detailing the research methodology employed to investigate the challenges and opportunities surrounding English language education in Algerian middle schools. It outlines the research design, including the rationale behind the chosen approach and the specific procedures implemented to gather data. Furthermore, this chapter elaborates on the research instruments utilized, such as interviews and questionnaires highlighting their validity and reliability in capturing relevant insights. Additionally, it provides a comprehensive overview of the data collection process, including participant recruitment and data collection methods. Finally, the practical chapter presents the interpretations of the findings derived from the collected data, offering insights into the current state of English language teaching and learning in Algerian middle schools. It concludes by presenting actionable recommendations aimed at enhancing the efficacy and quality of English language education in the middle school context.

Chapter One:

LITERATURE REVIEW AND SITUATION ANALYSIS

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1.1 Introduction

Addressing the difficulties in English language learning among Algerian middle school pupils is crucial for their success in the *BEM* examination, higher education, and the job market. It lies in the fact that English is compulsorily taught throughout the Algerian Middle and Secondary schools, yet it is not the pupils' natural communicative environment or akin to their mother tongue. This language barrier, combined with the limited exposure to English outside the classroom, hinders pupils' language development and proficiency. The Algerian educational system has recognized the growing importance of English and has taken steps to introduce it at an early age and provide learners with the necessary skills to succeed in a globalized world.

Moreover, the Algerian educational reform has introduced a Competency-Based Approach that perceives learning as a dynamic, social, and cognitive construction, aiming to develop learners' intellectual and social skills, as well as their autonomy. This approach requires learners to be proficient in reading, writing, and communication skills, which are essential for their success in the Middle School Brevet (*Brevet d'Enseignement Moyen 'BEM'*) examination. However, challenges remain, and further research is needed to improve the quality of English language instruction in Algerian middle schools. The poor performance of Middle School pupils at the *BEM* examination indicates a need to address the difficulties faced by Algerian middle school pupils in learning English.

Furthermore, a task-based approach with its emphasis on communicative competence is necessary to ensure that the linguistic and methodological objectives for teaching English as a foreign language in Algeria are faithfully translated in the syllabuses, consistently fleshed out in the textbooks, and efficiently implemented in the English as a Foreign Language (EFL) classroom. This chapter examines the instruction of English as a second language in Algerian educational system notably in the middle school. Moreover, it centers on the officially established goal, the methodology employed, and, the description of the fourth-year official textbook.

1.2 English language in the Algerian educational system

English holds an immense importance within the Algerian educational system, playing a multifaceted and key role in pupils' academic and personal growth. English language instruction in Algeria has experienced significant advancements since 1962. Following independence, Algeria has faced challenges in refining its educational strategies to align with the evolving demands of globalization. In response to the forces of globalization, it has implemented a new higher education system (LMD system), leading to notable transformations in English language education across the country (Othmane & Bouyakoub, 2020). Positioned as the second foreign language after French, English has garnered significant attention in educational reformulations (Boukri, 2020).

1.2.1 The Fundamental System

In 1976, Algeria implemented a new educational framework known as the fundamental school system, which combined primary and middle school education into a single nine-year program. Under this system, all subjects were taught in Arabic, except for foreign language instruction. English instruction was delayed until middle school, typically around the age of 13. Subsequently, the reorganization process was finalized only by 1989, yet in practice, the fundamental schooling system continued to be split between elementary education (grades one to six) and middle school (grades seven to nine) (Clark, 2006). Despite governmental backing for technical training programs aimed at producing technicians for the industrial sector, there remained a significant shortage of workers in fields requiring these specialized skills. Algerian educators were divided between proponents of using French, seen as the language of modernization and preferred for scientific subjects, and advocates for Arabic, regarded as a cornerstone of Algerian identity, as the language of instruction. Beginning in 1993, a new initiative was launched to improve foreign language instruction at an early stage. It allowed primary school pupils the option to select either French or English as a mandatory foreign language (Rezig, 2011).

Over 90 percent of teachers across all levels were Algerian. The Arabization of the education system was deemed a significant goal in the 1990s. Vocational education at the secondary level was emphasized as part of the mid-1970s reorganization. Although the program was piloted in certain primary schools, it was discontinued due to the prevailing preference of French over English among the majority of parents. In secondary education,

there was a gradual transition to Arabic instruction in mathematics, with plans for the complete Arabization of the baccalaureate by the 1989/1990 school year (Grandguillaume, 2004). For the higher education, reforms aimed at modernizing the university system were implemented in 1971, with significant changes introduced in 1988. However, Algerian universities still bear resemblance to the French model, and French continues to be widely used for instructional purposes. Despite a decline in the number of French instructors, there has been an increase in Algerian teachers since 1980. This increase followed a decree that mandated the complete Arabization of the first year of social and political science, law, and economics at university, providing opportunities for Arabized baccalaureate holders. In primary education, arithmetic began to be taught in Arabic starting in the 1981/1982 school year, with French being used solely for teaching French itself.

1.2.2 English in the primary school

The Ministry of Education in Algeria recognizes the growing importance of English as a global language, especially in the context of the modern world where English is the language of new media, international communication in business, diplomacy, technology, sports, travel, and entertainment (Boukri, 2020). The growing importance of English as a global lingua franca underscores the need for Algerian pupils to attain proficiency in the language. Mastery of English opens up opportunities for international collaboration, employment in multinational companies, and access to information and resources available in English (Benadla, 2013). The Ministry of Education in Algeria announced an educational reform, leading to various changes in the teaching of English. To ensure that pupils have exposure to multiple languages from a young age, it integrates English language instruction earlier in the curriculum alongside Arabic and French. In July 2022, President Tebboune advocated for the inclusion of English in the primary school curriculum. This could help normalize the learning of English and emphasize its importance alongside other languages (Cheref, 2022).

While English remains the second foreign language after French, it has gained significant attention within the educational reform which has implemented the teaching of English in the primary school for pupils in the three-grade primary level. Therefore, English language instruction was mandated for pupils in the third, fourth, and fifth grades of primary school during the academic year 2022–2023. Indeed, Algerian pupils have to study English language from the age of eight. Before, English was introduced at the first year of middle school, typically

at the age of 11. It spanned seven years, with four years in middle school and three years in secondary school (Saada, 2022). The National Office for Educational Publications revealed plans to print 1.5 million copies of the updated English textbook following a comprehensive review conducted by experts and specialists (Saada, 2022). This is part of a comprehensive process that involves designing new syllabuses, developing new textbooks, and creating accompanying documents. English language courses are integrated into the curriculum, with a focus on basic language skills such as reading, writing, listening, and speaking. The curriculum is designed to progressively develop proficiency in English over the years of schooling.

English is primarily learned for educational purposes, particularly to sit exams. Pupils are assessed on their English language proficiency through standardized exams, both at the national and regional levels. These exams often include sections testing grammar, vocabulary, comprehension, and writing skills. There are ongoing efforts to address challenges and enhance the quality of English language education to better equip Algerian pupils for the demands of the globalized world. The Algerian government has recognized the importance of English proficiency for international communication, trade, and higher education. Efforts have been made to improve English language education through teacher training programs, curriculum reforms, and the introduction of digital resources. In higher education, proficiency in English is becoming more vital for Algerian pupils, particularly in disciplines like science, technology, engineering, and mathematics, where English-language research and literature play a significant role. In such a state, the significance of learning and teaching English in Algerian schools extends beyond linguistic skills. It plays a vital role in preparing pupils for the challenges of the modern world, fostering cultural understanding, enhancing career prospects, and promoting educational collaboration on an international level.

1.3 Teaching English in the middle school

Teaching English in Algerian middle schools serves multiple purposes beyond just language acquisition. By learning English, pupils gain access to the global knowledge, enabling them to communicate with people from diverse backgrounds and cultures. This opens up opportunities for them to engage with the wider world, whether for academic pursuits, professional endeavors, or personal enrichment. Moreover, English proficiency facilitates access to modern sciences and technologies, which are often predominantly documented and

disseminated in English. By mastering the language, pupils can navigate scientific literature, technological advancements, and digital resources (Othmane & Bouyakoub, 2020).

However, the Algerian educational system faces challenges in teaching English, including the lack of instructional hints in the syllabuses, weaknesses in the reading activities provided in the textbooks, and the lack of appropriate preparation of teachers to adopt new teaching paradigms. Hence, the Algerian government initiated an educational reform in 2001, prioritizing the enhancement of reading skills and strategies in middle schools as part of the recent overhaul. English is introduced as a foreign language subject in Algerian middle schools, starting in the first year, typically around the age of 11. The pupils learn English for four years and they attend English classes 2 hours per week in year 1 and 2; 3 hours per week in year 3 and 4, taught by specialized English as Foreign Language (EFL) teachers. They are assessed twice a trimester, with a final examination at the end of the academic period. The teaching of English in Algerian middle schools typically follows a structured curriculum and methodology designed by the Ministry of Education (Gasmi, 2020).

1.3.1 The Curriculum

The curriculum for teaching English in Algerian middle schools is designed to develop pupils' communication skills and promote national and universal values. It is organized around three target competencies for pupils to develop: interacting orally, interpreting oral and written texts, and producing written texts. It provides exit profiles that describe what pupils should be able to do at the end of each key stage of middle school. The curriculum emphasizes the importance of English learning in supporting other subjects and contributing to pupils' overall development (Bassaidi & Smadi, 2021). In this respect, it is implemented using a competency-based approach, which emphasizes the development of communicative competence. This approach focuses on developing pupils' ability to use English in real-life situations, rather than just acquiring knowledge about the language. The curriculum is designed to help pupils gradually become proficient in all levels of school education and consequently prepare them for higher education and the job market (Boukri, 2020).

It is supported by official course-books, which are accompanied by teacher's guides and CDs. The aim of the guide is to help teachers prepare their lessons and use the course-book empirically. The CD contains listening scripts that the teacher will work with, as well as a wide list of different websites that contain extra material and supports that might help the teachers.

Likewise, it is designed to help pupils develop critical thinking, tolerance, and worldliness, and contribute to the defining of a good citizen who must be aware of the changes and challenges of today and tomorrow. The curriculum also aims to give every learner the opportunity to have access to science, technology, and world culture while avoiding the dangers of acculturation (Yahiaoui, 2012). Within the introduction to the English Syllabus of the middle school approved by the Algerian Ministry of Education (2016), the document outlines a set of objectives that are expected to be achieved over a four-year period.

The English Syllabus for middle school in Algeria, endorsed by the Ministry of Education in 2016, provides a comprehensive framework of objectives to guide English language learning over a four-year period. These objectives typically encompass various language skills such as reading, writing, listening, and speaking. Additionally, they may address grammar, vocabulary, comprehension, and communication strategies. The syllabus is designed to progressively build upon pupils' linguistic competencies, starting from foundational concepts and advancing towards more complex language proficiency levels. Moreover, it may emphasize the integration of language skills in authentic contexts, cultural awareness, and the development of critical thinking abilities through English language instruction. The Curriculum of English for Middle School Education states the goals as the following:

To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication, to promote national and universal values, to develop critical thinking, tolerance and openness to the world, to contribute to the shaping of a good citizen , aware of the changes and challenges of today and tomorrow and to give every learner the opportunity to have access to science , technology and world culture while avoiding the dangers of acculturation.

(The Curriculum of English for Middle School Education, 2016: p3)

These objectives typically aim to develop pupils' English language proficiency in various skills. They commonly include:

- Language proficiency: develop pupils' proficiency in the four language skills (listening, speaking, reading, and writing).
- Vocabulary expansion: expand pupils' vocabulary to enable them to understand and use a wide range of words and expressions in different contexts.

- Grammar mastery: teach pupils the rules and structures of English grammar to enhance their ability to communicate accurately and effectively.
- Communication skills: foster pupils' ability to communicate confidently and fluently in English, both orally and in writing, in various everyday and academic situations.
- Cultural awareness: introduce pupils to different cultures and customs associated with the English-speaking world to promote intercultural understanding and appreciation.
- Critical thinking: develop pupils' critical thinking skills by engaging them in activities that require them to analyze, evaluate, and interpret English language texts and information.
- Independent learning: encourage pupils to become independent learners by providing them with opportunities for self-directed study, research, and exploration of English language resources.
- Exam preparation: prepare pupils for assessments and examinations in English, including *BEM* national exam, by equipping them with the necessary language skills and strategies.
- Integration of technology: incorporate technology into English language teaching to enhance pupils' learning experiences and provide them with access to authentic English language materials and resources.
- Life skills: equip pupils with practical English language skills that they can apply in real-life situations, such as social interactions, travel, and future academic or professional pursuits.

1.3.2 The methodology

In 2002, the introduction of a competency-based curriculum across primary, middle, and secondary schools in Algeria, led by the National Education Reform Commission and UNICEF, marked a significant departure from traditional content-centered approaches. This transition necessitated substantial pedagogical adaptations in curriculum design and teaching methodologies. Following this, substantial investments in financial and human resources have been made since 2005 to provide training and support to teachers and inspectors, ensuring they possess the requisite skills for effective implementation of competency-based education (Boukhentache, 2020; Djerouane & Bensafi, 2022). EFL teachers in Algerian middle schools are provided with official course-books, teacher guides, and CDs containing listening scripts and additional online resources to support their teaching. The teacher's guide assists educators in preparing lessons and effectively using the course-book, while the CD provides listening scripts for classroom activities. Additionally, the CD includes a list of websites with extra

materials and resources to aid teachers in their instruction (Boukri, 2020). The methodology used in teaching English in Algerian middle schools has evolved towards a social constructivist view of learning, emphasizing learner engagement, deeper cognition, and competency development (Benadla, 2013). Indeed, teachers have shifted from a paradigm of accumulating and transmitting linguistic knowledge to focusing on active learner engagement for the acquisition of knowledge and development of competencies. This shift enables pupils to be actively involved in their learning process, enhancing their cognitive abilities and language skills.

1.4 Competency-Based Approach (CBA)

Competency-Based Language Teaching adapts Competency-Based Education principles to language learning, emphasizing outcomes over inputs. This instructional approach focuses on performance, aiming to fulfill the expected language abilities and actions of learners (Richards & Rodgers, 2001). The Competency-Based Approach (CBA) has been adopted in teaching English in Algerian middle schools as part of the educational reform aimed at modernizing and developing education to meet global requirements (Benadla, 2013). The CBA in Algerian middle schools aims to equip pupils with communicative, linguistic, cultural, and methodological competencies necessary for effective communication in English, considering both their current needs and those of the society. Furthermore, the implementation of the CBA in teaching English involves a shift towards more interactive and engaging teaching methods that prioritize learner participation and skill development over traditional teacher-centered approaches (Benadla, 2013). In other words, this approach emphasizes the importance of developing competencies that enables pupils to engage effectively with the language and its practical applications (Alabri & Mirza, 2022).

According to Richards and Rodgers (2001), competencies encompass crucial skills, knowledge, attitudes, and behaviors necessary for successfully completing a practical task or activity. A unit of competency can take the form of a task, role, function, or learning module, and its specifics may differ depending on the context. These competencies may involve particular knowledge, cognitive processes, attitudes, as well as perceptual and physical abilities. They are applicable across various domains of life, including work and adapting to new social environments (Docking, 1994). The competency is defined by Docking (1994) cited by Mirza and her collaborators (2023) as the following: “An element of competency includes specific

knowledge, thinking processes, attitudes, and perceptual and physical skills” (p.145). Moreover, Mrowicki (1986) cited by Mirza et al. (2023) defined Competencies: “Competencies consist of a description of the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity. These activities may be related to any domain of life, though have typically been linked to the field of work and to social survival in a new environment” (p. 2).

In Algerian English language classrooms, the concept of competency entails the amalgamation of language knowledge, language skills, and social skills. This integration enables pupils to proficiently apply English in various real-world situations. Central to competency-based education is the adept use of language across speaking, listening, reading, and writing domains. Learners' competencies extend beyond academic settings to encompass their practical needs both within and outside the school environment. Critics argue that while Competency-Based Language Teaching (CBLT) emphasizes practicality and applicability, it lacks a valid process for developing competencies in many programs. Some areas requiring competencies in a community are challenging to realize. Additionally, there is a concern that breaking down activities into sets of competencies oversimplifies the complexity of the whole task. As a result, CBLT is criticized for being prescriptive, focusing on acquiring sets of language performance rather than fostering the development of critical thinking processes and skills (Krimat & Merrouche, 2022).

1.5 Competency-Based Assessment

Nowadays, there is a growing demand from educators and policymakers to equip individuals with 21st-century skills and to assess their proficiency or performance in these areas. Within language teaching, and specifically in Competency-Based Assessment (CBA), these skills include critical thinking, analytical reasoning, problem-solving, and communication. Since the emergence of competency-based education in the 1990s, reforming assessment practices has been viewed as a means to tackle various educational challenges that extend beyond the confines of the classroom (Krimat & Merrouche, 2022). Therefore, competency-based assessment serves as the cornerstone of competency-based teaching methodologies. According to Jessup (1991), in addition to requiring innovative assessment techniques, competency-based education emphasizes that assessment assumes a more substantial role within the learning process itself, functioning not only to evaluate learning

outcomes but also as an integral component of the learning journey (Gonczi, 1996). In this framework, the evaluation of learners' competencies becomes paramount. This approach goes beyond the knowledge acquisition; it emphasizes the practical application of knowledge to solve real-world problems and navigate everyday tasks effectively.

Hence, competency-based assessment demands that learners not only possess knowledge but also demonstrate the ability to utilize that knowledge in practical situations and decision-making contexts. This comprehensive view of assessment aligns with the broader objectives of competency-based education, emphasizing the acquisition of practical skills and the development of critical thinking abilities necessary for success in various real-world contexts (Jessup, 1991). In essence, competency-based assessment involve both the theoretical understanding of concepts and the practical application of knowledge, reflecting an entire approach to evaluating learners' readiness to tackle challenges and engage meaningfully in their professional and personal lives. In traditional learning environments, assessment primarily aims to determine whether learners can recall previously memorized information and to what extent. Conversely, Competency-Based Assessment (CBA) places significant emphasis on formative assessment methods and strategies. These assessments are designed to be ongoing and provide learners with opportunities to engage in real-life situation. This approach allows learners to practice and refine their skills continually.

Table 1.1 outlines the distinctions between assessments and grades in traditional classroom settings versus competency-based classrooms. It likely highlights how traditional assessments often focus on measuring knowledge retention through tests and quizzes, with grades serving as a summative evaluation of performance. In contrast, competency-based assessments are more formative, providing ongoing feedback and opportunities for skill development, rather than solely relying on final grades to evaluate learning outcomes.

Table1.1: comparison between traditional assessment and competency-based assessment
 ((Krimat & Merrouche, 2022: p13).

<i>Traditional assessment</i>	<i>Competency-based assessment</i>
A single grade is given for each assignment, which can include quizzes, tests, homework, projects, or any task required of the pupil.	Each specific competency is assigned one grade. Pupils may undergo continuous assessment throughout the learning process.
Grading follows a percentage-based system, but the criteria for determining success may lack clarity.	Educational standards can be proficiency-based, with clear criteria provided to pupils in advance.
Traditional grading systems often incorporate a combination of assessment, achievement, effort, and behavior to calculate the final grade, sometimes incorporating penalties for late submissions and opportunities for extra credit.	Grades solely reflect academic achievement, excluding assessments of effort and behavior, which may be reported separately but do not influence competency assessment. Furthermore, there are no penalties or opportunities for extra credit included in the grading process.
Every assessment score, regardless of when it was obtained within the module, is documented in the grade book, shaping the calculation of the final grade. Advancement to the next level hinges on this final grade.	Pupils’ progression occur solely based on their demonstrated competency level.

1.6 The Fourth-Year Middle School Textbook

The textbook is considered as one of the main significant materials that can contribute to the effectiveness of the learning process. In Algeria, it is regarded as the primary resource extensively employed within the educational system integrating the competency-based approach into language instruction. Consequently, the development and evaluation of textbooks have consistently been topics of debate and scrutiny (Ait Aissa, 2018). The Fourth-Year Middle School English textbook in Algeria has emerged since 2019, known as “my book

of English; 2nd generation textbook”. It has been a subject of evaluation and research to assess its effectiveness in teaching English to middle school pupils. According to the authors, Tamrabet et al. (2019), it is purported to offer a more comprehensive and diverse range of content which is structured into sequences, each initiated with "Me and....” It comprises 143 pages. The initial four pages encompass the book's map or contents, outlining three main sequences:

- Sequence (1): "Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts."
- Sequence (2): "Me, My Personality and Life Experiences."
- Sequence (3): "Me, My Community and Citizenship."

Each sequence includes activities and tasks aimed at enhancing pupils' four major skills, as well as their communicative and linguistic competences. These sequences are divided into ten lessons. The initiation of each sequence involves a term project focused on the core objective of that particular section. Furthermore, the conclusion of each sequence includes a segment titled "I Get Ready for My *BEM* Exam," featuring a text passage followed by exam-style questions. This component serves to gauge pupils' grasp of the sequence material and assess their readiness for the exam. Pages 41 through 131 to 133 encompass a list of the third irregular verbs, while pages 134 to 142 feature the trilingual glossary. The final page presents a chart depicting vowel and consonant sounds. Tasks in the textbook cover the development of the four language skills through a range of activities, such as:

- Listening to passages and completing gap-fill exercises (page 99)
- Participating in classroom discussions
- Completing tables (page 23)
- Writing short paragraphs (page 18)
- Engaging in activities focused on grammar rules and vocabulary expansion (pages 76, 77)

Additionally, there are a few activities specifically dedicated to cultural aspects, including descriptions of famous landmarks and figures (page 37). Although the majority of activities in the textbook "My Book of English" primarily focus on linguistic features, with only a few explicitly addressing culture, they are nonetheless comprehensible and clear. Given that pupils are in their fourth year of studying English, these tasks have become familiar to them. The

textbook aims to help fourth-year middle school pupils develop both communicative and linguistic skills. This includes the ability to describe landmarks using specific details, narrate historical and biographical information about landmarks and notable figures, create profiles, report events and personal experiences, write paragraphs giving advice, making suggestions, and defending opinions, among other tasks. Furthermore, it emphasizes pronunciation, such as diphthongs and consonant clusters, to ensure correct usage, and language forms like the passive voice, discourse markers, comparative/superlative structures, and various tenses. By the end of the year, learners will have acquired the necessary communicative and linguistic skills to successfully pass their *BEM* certificate examination. In summary, the Fourth Year Middle School English textbook in Algeria, "My Book of English," is designed to foster effective communication, cultural awareness, and critical thinking skills among pupils. It follows a learner-centered approach, emphasizing the importance of communication, cultural understanding, and the learner's active engagement in the language learning process.

1.7 Factors Contributing to Difficulties

Factors contributing to difficulties in learning English in middle school include linguistic barriers such as the increasing difficulty of vocabulary and grammar, lack of parental assistance in doing homework and practicing English, and difficulty in translating English (Liton, 2016). These factors can lead to low marks in exams, poor performance, and lack of practice, which can negatively impact pupils' self-confidence and motivation. Additionally, instructional factors, such as classroom management, teaching skills and methodology, tests, homework, teacher as an individual, technology, and background, can also contribute to difficulties in learning English (Liton, 2016). Affective factors, such as attitude, motivation, anxiety, and self-confidence, can also be barriers to learn English (Finegan, 1999).

1.7.1 Pupils' attitudes towards English language

Attitude has shown substantial attention from researchers in both first and second language studies. The prevailing consensus among these investigations suggests that a pupil's attitude forms an essential element of the learning process and should consequently be integrated into the pedagogy of second or foreign language teaching. Research indicates a correlation between attitudes and success or achievement in language learning. Weinburgh (1998) asserts that attitudes play a significant role in influencing achievement, with evidence suggesting that attitudes shape behaviour, internal mood and subsequently learning outcomes.

This underscores the interactive relationship between language learning and the environmental factors surrounding the learner's education. Both positive and negative attitudes wield considerable influence over the effectiveness of language acquisition accomplishments. Individual attitudes are influenced by various stimuli. Stern (1987) asserts that the affective component often plays a greater role in language learning compared to cognitive skills. Studies by Gardner (1985), Skehan (1989), Spolsky (1989) and Eveyik (1999) consistently demonstrate the significant impact of affective variables on language success. Understanding pupils' attitudes toward language is crucial for both teachers and learners in the educational process, highlighting the importance of the affective domain. Key characteristics such as interest, values and tendencies shape attitudes. Saracaloglu (2000) emphasizes that these effective characteristics influence learning outcomes. Additionally, he indicates that expectations and behaviours not only affect pupils' self-confidence but also their academic performance. Despite this importance, studies on pupils' attitudes are often limited in scope (Saracaloglu, 2000). Indeed, while defining "attitude" can be challenging, measuring it has proven to be more successful, particularly in shaping school curriculum, especially in English Language Teaching classes. Evaluating pupils' attitudes is essential and it is beneficial to start by considering various definitions of the term "attitude."

According to Gardner (1985), attitude can be understood as an evaluative reaction to a specific referent or attitude object, inferred from an individual's beliefs or opinions about that referent. He suggests that attitude is an inference drawn from a complex set of beliefs about the attitude object, encompassing instincts, feelings, prejudices, biases, perceptions, fears, threats, and convictions regarding the topic in question. Moreover, Gardner posits that attitude serves as a component of motivation in language learning. Motivation, in this context, is defined as the combination of effort and desire to achieve the goal of learning a language, accompanied by favorable attitudes toward the language learning process. In another research, Brown (2000) emphasizes that attitudes, like other facets of cognitive and affective development in humans, begin to form early in childhood. These attitudes are influenced by various factors, including the attitudes of parents and peers, interactions with individuals from diverse backgrounds, and other affective experiences throughout life. It is evident that numerous stimuli contribute to the development of positive or negative attitudes in individuals. Chamber (1999) asserts that learning is facilitated when the learner maintains a positive attitude toward both the language itself and the process of learning it. Additionally, Gardner and Lambert (1972), through their

studies, provide evidence that positive attitudes toward language correlate with enhanced proficiency. Language attitude studies delve into how individuals respond to language interactions and how they assess others based on observed language behaviors.

Hence, a positive attitude towards language learning is essential for successful language acquisition. By understanding the components of attitude and implementing strategies to foster positive attitudes, teachers can create a more effective and enjoyable learning experience for their pupils. Different researchers have listed a range of factors that influence the attitudes of second or foreign language learners, subsequently impacting their language proficiency. These factors cover personality traits, educational settings, social dynamics, and demographic variables such as gender and age (McDonough & Shaw, 1993; Ehrman, 1996; Conteh, 2002). They stress the impact of the social context, the learner personality traits like self-confidence, willingness to take risks, and anxiety levels, as well as the learning conditions, processes, and outcomes. They contribute collectively to manage pupils' attitudes and their approach to language learning.

1.7.2 The influence of learner personality

In the context of instruction, the learner emerges as the most significant variable. Over time, both researchers and educators have shown keen interest in exploring the impact of affective factors on a foreign language acquisition. Conteh (2002) emphasizes that learners possess a diverse range of personal and attitudinal traits. These attitudes are significant in language acquisition, as they influence the lowering of the affective filter. It is important to note that although teachers primarily create and maintain the classroom atmosphere, the attitudes of the learners are equally instrumental in reducing this affective filter (Richards & Rodgers, 1986; Krashen, 1987). In other words, the affective filter is a concept introduced by Stephen Krashen in his theory of second language acquisition in the 1970s. It refers to a psychological barrier that can either facilitate or hinder language learning, depending on the learner's emotional state. When the affective filter is low, learners are relaxed, motivated, and confident, which allows for optimal language acquisition. Conversely, when the affective filter is high, learners may feel anxious, stressed, or unmotivated, which can impede language acquisition. Factors such as anxiety, self-confidence, motivation, and attitudes toward the language and learning environment can influence the level of the affective filter. Teachers aim to create a supportive

and positive learning environment to help lower the affective filter and enhance language learning (Krashen, 1987).

Self-confidence, often described as "I can do it" principle according to Brown (1994). It revolves around the learner's belief in their ability to accomplish tasks. Krashen (1987) suggests that self-confidence fosters learners' receptiveness and contributes to a lower affective filter. Starting classroom activities with simpler techniques can boost learners' confidence levels. Achieving success in these initial tasks can instill a sense of accomplishment, which in turn primes learners for tackling more challenging activities later on (Brown, 1994). Characteristics such as self-efficacy, self-esteem, willingness to take risks, and decreased anxiety are integral aspects of self-confidence relevant to the acquisition of a foreign language. Ehrman (1996) highlights the importance of self-efficacy in the learning process, defining it as the learner's belief in their ability to navigate and succeed in the learning environment. Conversely, elevated self-efficacy, characterized by optimistic expectations, typically enhances motivation, fosters a positive outlook, and promotes a greater readiness to undertake learning challenges (Skehan, 1989). Moreover, a consistent correlation exists between personality traits, anxiety levels, the learning environment, and language proficiency. Ehrman (1996) suggests that learning is accompanied by emotions, ranging from positive to less favorable feelings or attitudes. Negative emotions or attitudes such as frustration, anger, anxiety, and lack of self-confidence can significantly impact the learning process and ultimately determine the extent to which a learner can acquire language skills within a given timeframe.

1.7.3 Educational setting

In addition to informal settings where learners may have opportunities to engage with and use the target language within the community, formal language learning takes place in educational institutions such as schools. Conteh (2002) points out those factors influencing learners' attitudes within the educational context involve the overall atmosphere of learning, dynamics within the classroom, and opportunities for interaction between pupils and between pupils and teachers, as well as pupils' perception of the teacher's dedication to their learning. The educational environment is composed of various elements such as the learning situation itself and how the language learning occurs. Additionally, English language educators consider factors such as physical, social, and cultural diversity, which influence both the teaching and learning processes, as well as the selection of teaching materials

utilized during the instruction. Researchers suggest that the learning environment impacts significantly learners' attitudes and their academic success. As noted by Ehrman (1996), feelings of anxiety and frustration can affect pupils' attitudes and motivations, particularly in situations where English language study is obligatory.

Similarly, Littlewood (2001) points out that in countries where English is a compulsory subject, there is a correlation between learners' attitudes and the authority exercised by teachers, as well as their ability to actively engage in classroom activities. In such context, where teachers maintain control over the class, pupils may not feel motivated and unwilling to participate, leading to academic challenges. It is worth full to add that the amount of time advocated for language learning within the teaching-learning environment is an important factor. Thus, the number of instructional hours available directly influences the level of proficiency pupils can attain. Another perspective links motivation with opportunity, suggesting that successful language learning in a school setting depends not only on learners' motivation and attitudes but also on the availability of opportunities for language use outside the classroom. There are significant disparities in these opportunities between rural and urban areas. For example, Pride (1979) presents the idea that effective learning depends on three factors: aptitude, motivation, and opportunities for language exposure and practice both inside and outside the classroom. Pride claims that placing pupils in situations requiring English language use is essential for their language development.

1.7.4 Teaching materials

Another educational factor to consider regarding learners' attitudes and the teaching and learning of English as a foreign language is the availability of resources that teachers can utilize. Resources are not supplementary but an integral component of the learning environment. Thus, limited resources can affect language attainment. In other terms, the presence or absence of resources such as textbooks, workbooks, writing materials, visual aids like chalk, blackboards, wall posters, audiovisual equipment like tapes, tape recorders, televisions, radios, reading materials, and access to a library, all impact learners' attitudes and the learning environment (Wilkins, 1974). Developing materials tailored to the specific needs of learners in second or foreign language education can enhance their intrinsic interest in improving their communicative abilities, ultimately fostering a strong desire for successful achievement (Wilkins, 1974). Similarly, Tomlinson (1998) emphasizes the importance of considering

learners' affective attitudes when designing materials for language learning. He argues that positive feelings towards the language itself, teachers, and the learning materials can significantly improve the learning environment. In line with this perspective, it is crucial to incorporate materials that align with learners' interests and stimulate their curiosity.

Wlodkowski (1993) supports this idea, stating that embedding learners' interests in materials encourages motivation and a positive attitude towards learning English. When learners engage with materials that naturally pique their curiosity, they are more likely to be motivated and cooperative. This positive attitude can enhance their information processing abilities and overall learning experience. The incorporation of materials that tap into pupils' interests is crucial for enhancing motivation and fostering a positive attitude towards learning English. Motivated learners are not only more cooperative but also psychologically open to learning. Their positive attitude towards the learning process facilitates information processing and retention, ultimately enhancing the overall learning experience.

1.7.5 The social impact

One of the most significant factors of learners' social context is the influence of the various parental variables such as education, culture, socioeconomic status, place of birth, and knowledge of the target language on learners' attitudes and achievements in foreign language learning. Parents' level of education can impact their involvement in their children's education, including their ability to assist with language learning activities, provide educational resources, and support academic success. Educated parents may have higher expectations for their children's language proficiency and may prioritize their children's language development. Likewise, the cultural background influences language attitudes, values, and norms within families. Parents may prioritize the preservation of their native language and culture or may encourage proficiency in a dominant language for social or economic reasons. Cultural values regarding language use, politeness, and communication styles also play a role in determining children's language learning experiences. Furthermore, the socioeconomic factors, imply in income, occupation, and access to resources, can impact significantly language learning opportunities. Higher socioeconomic families may have greater access to educational resources, including language classes, tutoring, and enrichment activities, while lower socioeconomic ones may face barriers to access such resources.

The geographic location where parents were born or raised can also influence their language proficiency and attitudes. Parents who immigrate to a new country may prioritize language learning for themselves and their children to adapt to the new environment and participate fully in society. Additionally, exposure to multiple languages in multicultural or multilingual environments can determine parents' attitudes towards language learning and multilingualism. Moreover, parents' proficiency in the target language of instruction directly impacts their ability to support their children's language learning. Parents who are proficient in the target language can provide linguistic support, help with homework, and engage in meaningful conversations with their children. Conversely, parents with limited proficiency may face challenges in providing adequate language support, which can impact their children's language development.

Studies, as noted by Larsen and Long (1991), have shown that learners often adopt their parents' attitudes towards the target language. If parents hold positive attitudes towards the language being learned, it tends to positively influence the learners' attitudes as well. Conversely, if parents harbor negative attitudes towards the target language, it can hinder the learners' motivation and success in language acquisition. This strengthens the importance of considering the social context, particularly parental attitudes and beliefs, when designing language education programs. Teachers need to be aware of the diverse backgrounds and perspectives of learners' families and recognize the potential impact of these factors on pupils' language learning experiences.

By understanding and addressing the influences of parental factors, educators can create more supportive and inclusive learning environments that foster positive attitudes and enhance language learning outcomes for all pupils. In addition, the attitude a learner holds toward acquiring a foreign or second language is notably shaped by their peer group. In this sense, Brown (1994) says: "Attitudes are like aspects of the development of cognition and affect in human Beings, develop early in the childhood and are the result of parents' and Peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. These attitudes Form a part of one's perception of self, of others, and of the culture in which one is living" (p. 168).

Spolsky (1989) highlights that the surrounding community, including individuals from the learner's own cultural milieu, plays a crucial role in shaping attitudes, motivation, and

language proficiency. Learners are constantly exposed to the language spoken in their community. If the community values bilingualism or multilingualism, learners are more likely to view language learning positively and strive for proficiency. In this respect, the prevailing social norms and expectations within the community can influence attitudes toward language learning. If proficiency in a second language is highly regarded, learners may feel motivated to excel in language acquisition to meet societal expectations.

1.7.6 Sex and age

Several studies suggest that females generally exhibit more positive attitudes toward learning a second or foreign language compared to males. These studies have found sex differences in attitudes toward language learning, with girls typically showing significantly more favorable attitudes than boys. For instance, Gardner and Lambert (1972) report that female learners of French as a second language in Canada displayed higher levels of motivation and more positive attitudes toward the language compared to their male counterparts. Similarly, Ellis (1994) argues that men tend to employ translation strategies more frequently, while women are more inclined to monitor their comprehension during language learning. He highlights the existence of sex differences in attitudes toward language learning, with females often exhibiting greater positivity and motivation in acquiring a second or foreign language.

Age indeed plays a significant role in how individuals approach second language learning, but it is not the sole determinant. Lightbown and Spada (1993) emphasize that while age is important, other factors such as learning opportunities, motivation, and individual differences in language aptitude also significantly impact the rate and success of language acquisition. Additionally, sociolinguistic studies, as noted by Ellis (1994), highlight age-related differences in language use within a community. For instance, in England, younger speakers (10–19 years) may tend to use nonstandard language variants, influenced by peer pressure, while middle-aged speakers (30–60 years) may prefer standard variants, reflecting societal values and norms. However, older speakers (70+ years) may revert to non-standard variants, albeit to a lesser extent, due to reduced social pressure and narrower social networks in retirement. This pattern suggests that age interacts with social factors to shape language behavior within a community. Younger individuals may be more susceptible to peer influence, while older individuals may exhibit language patterns influenced by social networks and values, albeit in different ways. While age is a crucial factor in second language learning, it operates in

conjunction with other variables such as social context, motivation, and aptitude, all of which contribute to the complex process of language acquisition.

1.8 Conclusion

Education is a cornerstone of a nation's development. It empowers individuals with knowledge, skills, and critical thinking abilities necessary to contribute meaningfully to society and the economy. Quality education not only enhances personal growth but also fosters innovation, economic prosperity, social cohesion, and democratic governance within a country. By investing in education, nations can unlock the potential of their citizens, drive sustainable development, and build a brighter future for generations to come. Algeria, like numerous countries worldwide, has undergone a sequence of educational policy adjustments, evolving into a more open society in the twenty-first century.

In response to the winds of change sweeping through its educational landscape, Algeria has pursued a modernization agenda aimed at staying abreast of globalization's demands and catering to the academic requirements of today's learners. This strategic transformation reflects Algeria's commitment to aligning its education system with contemporary trends and fulfilling the evolving needs of its pupil population. In today's context, schools encounter significant hurdles as they adapt to an increasingly intricate society and a technology-driven economy. This necessitates schools to uphold elevated academic benchmarks and prepare pupils more rigorously than in previous times.

Moreover, in Algeria, the strong inclusion of English in the curriculum is a response to the growing recognition of the importance of English proficiency in a globalized world. The objective behind its teaching is to equip a growing segment

of the populace with the knowledge and competencies essential for future roles in professional, academic, and societal leadership within the nation, tracing the shift from traditional lecture-based teaching methods towards the establishment of efficient learning environments. Despite these challenges, teaching English in Algerian middle schools holds great potential for empowering pupils with valuable language skills and fostering intercultural understanding. With the right support and resources, the quality of English education in Algerian schools can be enhanced, opening up new opportunities for pupils in an increasingly interconnected world.

Chapter Two

Research Design, Results and Recommendations

2.1 Introduction

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2.3.1.1 Results

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2.3.2.1 Results

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2.6 Conclusion

2.1 Introduction

This practical part of the study aims to delve into the primary challenges faced by middle school Algerian learners in acquiring proficiency in English as a Foreign Language. To achieve this, two key research tools were utilized: interviews with teachers and questionnaires distributed to pupils. These methods were chosen to provide a comprehensive understanding from both the educators' and learners' perspectives, facilitating a thorough analysis of the EFL learning environment.

The teachers' interviews are intended to gather insights into the instructional methods, availability and adequacy of resources, and the motivational strategies employed in the classroom. These interviews help identify the strengths and weaknesses in current teaching practices and resource provision. On the other hand, the pupils' questionnaires aim to capture the learners' experiences, challenges, and motivational levels. By examining these perspectives, the study seeks to uncover the underlying issues that impede effective EFL learning and propose practical solutions to enhance the educational experience.

2.2 Research Design

Selecting the appropriate study design is a fundamental aspect of the research methodology. There are essential factors to consider, for a research design, include crafting the research questions and determining how participants will be chosen. Therefore, choosing the right selection ensures that the author will effectively meet the research objectives and tackle the research inquiries. A research design is defined by Sekaran and Bougie (2016) as the framework that outlines decisions regarding data collection, analysis, interpretation, and ultimately, addressing the research question at hand. The main aim of a research design is to ensure that the gathered data enable clear and precise answers to the research question(s) (de Vaus, 2001). Diverse designs have been mentioned in literature provide for a particular research types or inquiries, each presenting its own advantages and limitations. Broadly, these designs are categorized into qualitative, quantitative, and mixed methods approaches (Schoonenboom & Johnson, 2017).

In this study, the deductive approach is employed, which involves formulating hypotheses based on established theories and then designing a research strategy to evaluate

these hypotheses. This method emphasizes the application of existing knowledge to make predictions and draw conclusions about particular cases. The benefits of deductive reasoning include its structured approach to problem-solving, its ability to draw logical conclusions based on established theories, and its capacity to provide clear and concise explanations for observed phenomena (Beatty & Vartanian, 2015).

2.2.1 Type of research

This research concentrates on analysing a case study regarding the low English performance of middle school pupils, particularly evident in the *BEM* exam, which highlights potential shortcomings in the English teaching-learning process. The primary objective is to pinpoint the key factors and causes contributing to this issue and to suggest viable solutions and interventions to address the identified challenges. A case study offers a comprehensive exploration of a specific subject, allowing researchers to delve deeply into the intricacies of real-life context. This method facilitates the gathering of detailed data, enables the analysis of various factors influencing the case, and provides valuable insights that can inform theory, practice, or policy. Additionally, case studies often allow for the examination of rare or unique phenomena that may not be easily captured through other research methods (Yin, 2018).

The case study approach provides advantages both in terms of its process and outcomes. By utilizing its design, the researcher can narrow down his research to a specific case, effectively managing the constraints of space and time. Furthermore, it allows for the collection of diverse data sources, including interviews, documents, observations, surveys, and more, offering an extensive understanding of the case. This approach offers a deep insight into the dynamics and interactions within an organization or individual, providing valuable insights. Regarding outcomes, a case study offers an in-depth comprehension of a specific unit of analysis, enabling readers to scrutinize the case and derive lessons from it. Additionally, it permits the application of principles and insights garnered from the case to other contexts or situations, promoting transferability (Miles et al., 2014). Likewise, an exploratory case study was conducted to explore the obstacles encountered in teaching English language in Algerian middle schools.

2.2.2 Sample population

A sample population refers to a subset of individuals or objects selected from a larger group, known as the population, to represent it in a research study or statistical analysis. The process of selecting a sample population involves ensuring it is representative of the larger population, meaning it possesses similar characteristics or attributes. This representation allows researchers to draw conclusions about the larger population based on the findings from the sample. In other words, probability sampling ensures that every individual or element in the population has an equal chance of being included in the sample, which helps to make the sample representative of the population.

A) Teachers' Profile

The informants for this study were four English teachers from Ibn Rochd Middle School in Remchi, Tlemcen. This selection reflects a specific focus on English language teaching within that school. The choice of these particular informants is centred on understanding English language teaching practices, challenges, or innovations in this educational context. By focusing on teachers from a single school, researchers can gain insights that are particularly relevant to that institution and its pupils. It also allows for a more in-depth exploration of the teaching methods, curriculum, and challenges specific to the school environment.

In an effort to gain comprehensive insights into the professional backgrounds and perspectives of EFL teachers at Ibn Rochd Middle School, a series of interviews were conducted, with the first section, containing three questions, focusing on the teachers' profiles. The questions aimed to establish a detailed understanding of each teacher's educational and professional background. Then, teachers were asked about their educational level to uncover their highest degrees or certifications. Furthermore, they provided an overview of their teaching experience. Additionally, they were questioned about their duration with fourth-year classes to assess their familiarity and experience with this critical stage of middle school education

Question 1: Teachers' educational degree.

At Ibn Rochd Middle School, the educational qualifications of the interviewed teachers include two with Master's degrees and two with Licence degrees. This balance of advanced and foundational education backgrounds suggests a mix of theoretical knowledge and practical experience among the group. Teachers with Master's degrees might bring research-informed

methods to their teaching, while those with Licence degrees might focus more on practical, pupil-centred approaches. This diversity fosters opportunities for peer learning and professional development, enhancing the overall teaching dynamic through the exchange of advanced insights and practical strategies.

Question 2: Teaching experience.

The teaching experiences of the EFL teachers at Ibn Rochd Middle School are diverse. Teacher A covers a broad range of responsibilities, from lesson planning to classroom management. Teacher B emphasizes the challenges of teaching and the necessity of specific interventions, blending pedagogy and didactics. Teacher C, with experience dating back to 1993, has navigated both traditional and modern teaching methods. Teacher D, despite being relatively new to the profession, notes continuous improvement and gains from monthly training seminars. This mixture of extensive experience and ongoing professional development enriches the teaching environment, blending seasoned expertise with fresh, evolving approaches.

Question 3: Teaching experience with fourth-year classes.

The experience levels of teachers with fourth-year classes vary significantly. Teacher C has the most extensive experience, with 19 years, followed by Teacher A with 10 years, Teacher D with 9 years, and Teacher B with 5 years. This range of experience levels suggests a mix of veteran insights and newer perspectives. The extensive experience of teachers like C provides seasoned strategies, while those with less experience, such as Teacher B, contribute innovative and contemporary practices. This combination enhances the teaching approach for fourth-year pupils, benefiting from both established methods and fresh, dynamic techniques.

B) Pupils' Profile

Researchers distributed a questionnaire randomly to 15 fourth-year pupils from five distinct classes at Ibn Rochd Middle School. The aim was to understand the primary factors hindering their English language learning and suggest viable solutions to address these challenges effectively. In this context, the research study involved a sample size of 76 pupils. Rubric one of the questionnaire includes two questions regarding pupils' gender and age. The results are presented in the following figures (figure 2.1 and figure 2.2):

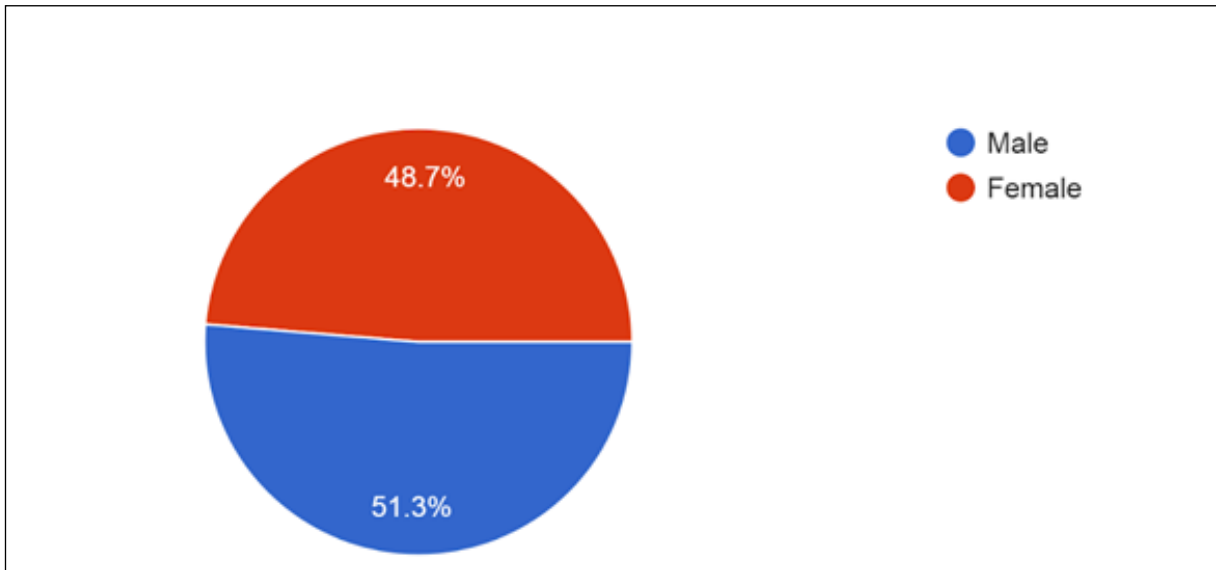


Figure 2.1: Pupils' gender.

The results revealed that among the respondents, 48.7% identified as female, while 51.3% identified as male. This distribution suggests a relatively balanced representation of genders within the sample surveyed.

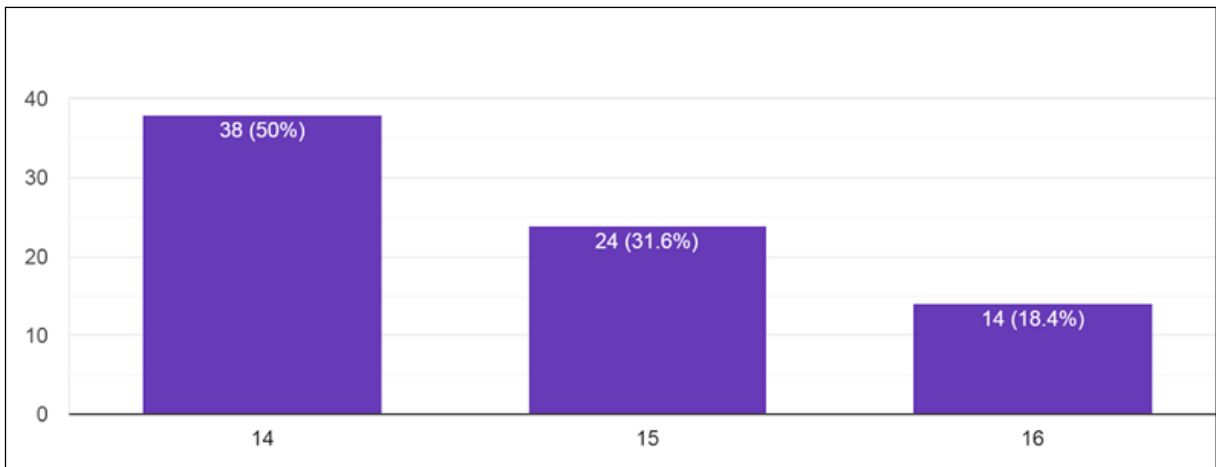


Figure 2.2: Pupils' age.

The results indicate that among the surveyed pupils, 50% reported being 14 years old, 31.6% reported being 15 years old, and 18.4% reported being 16 years old. These findings suggest that the majority of the respondents are 14 years old, with a significant portion being 15 years old and a smaller percentage being 16 years old.

2.2.3 Research instruments

Data collection is an essential aspect of conducting research, as it involves gathering the necessary information required to investigate a research problem following appropriate design. The significance of data collection is evident as it forms the foundation for conducting research; without acquiring the specific information needed, the research process cannot proceed (Mazhar et al., 2021). Conversely, the research instruments are tools or techniques used by researchers to collect data in a systematic and structured manner. These instruments are designed to gather information that is relevant to the research questions and objectives. The researchers employed two distinct types of research instruments: questionnaires and interviews.

2.2.3.1 Learners' questionnaire

A questionnaire serves as a widely used tool for gathering information, comprising a structured set of questions and corresponding response options, completed by respondents belonging to a particular population. Its purpose is to furnish researchers with the requisite data essential for their study (Pandey & Pandey, 2015). This form is typically employed when individual discussions with each participant are impractical (Pandey & Pandey, 2015). Consequently, it facilitates the collection of data from various individuals, groups, and companies efficiently. Questionnaires can be classified according to various factors, including the types of questions posed and the modes of administration.

Characteristics of an effective questionnaire are (Das & Das, 2011; Kumar, 2014; Kothari, 2018):

- Questions should be concise and objective.
- Questions should follow a logical sequence.
- The questionnaire should progress gradually from simpler to more complex inquiries, with personal or intimate questions placed toward the end.
- Avoid using technical language in questions.
- Questions may be structured as dichotomous (yes/no), multiple-choice, or open-ended.
- Steer clear of questions that could influence respondents' answers.
- Ensure questions cover all facets of the issue at hand.

In this context, the questionnaire serves as an alternative method for data collection, comprising a series of questions addressing the pertinent issue. Administered to 76 fourth-year pupils at Ibn Rochd middle school, it was presented in Arabic to ensure precision and clarity in the data obtained. It encompassed twenty-four questions, incorporating close-ended, open-ended, and multiple-choice formats. Structured into four sections, the questionnaire covered Personal Information, Instructional Methods, Teaching Materials, and Learners' Motivation. The purpose of each question is elucidated as follows:

Table 2 1: The objectives of learners' questionnaire.

Question Number	Objective
1to 4	Require personal information
5to 10	To gather insights into the effectiveness of the teaching methods
11to 15	To compile feedback on the quality, relevance, and usefulness of the materials used in English lecture
16to 22	To gather insights into pupils' attitudes, motivation, and overall satisfaction with learning English language
23 and 24	How to enhance pupils motivation and engagement in learning English

2.2.3.2 Teachers' interviews

During interviews, questions are posed and data are gathered through responses provided by participants within a fundamental aspect of social interaction. This method contrasts with the indirect data collection approach used in questionnaires. Consequently, there is a possibility of obtaining confidential information from interviewees. However, conducting interviews demands specific skills that may not be essential for administering questionnaires. Researchers have the flexibility to utilize various methods for conducting interviews (Taherdoost, 2021). Various methods exist for recording interviews, such as paper-based documentation, self-reports, and tape-recorded interviews. Researchers often turn to interviews

when confronted with complex or sensitive concepts, seeking comprehensive and accurate information (Frechtling, 2002).

Researchers, at Ibn Rochd Middle School, conducted structured interviews with English language teachers to collect qualitative data through direct conversations. The aim of the interview is to delve into the experiences, perspectives, opinions, ideas, beliefs, and motivations of teachers regarding the teaching of the English language. Structured interviews typically entail systematic data processing, employing a predefined set of questions and standardized recording methods (Mazhar et al., 2021). In such interviews, participants encounter a predetermined set of standardized questions prepared prior to the session. Responses are typically constrained, with only a few opportunities for open-ended input. When aiming to comprehensively grasp the research topic, researchers may opt to develop a questionnaire or an interview guide mirroring the structural characteristics of structured interviews.

Several important considerations should be taken into account when conducting this process to ensure its effectiveness (Taherdoost, 2021):

- The role of the interviewers is pivotal as they are tasked with motivating participants to respond to questions and assessing whether the answers meet the expected standards. They guide and assist interviewees when necessary. Therefore, it is imperative to provide training to interviewers for these types of data collection methods.
- The interview setting must be prepared. Interviewers should ensure they have all necessary materials, known as the interviewer's kit, including identification, contact information for follow-up, copies of guides, notebooks, etc.
- Interviewer biases can potentially influence the findings. Therefore, efforts should be made to minimize bias and judgmental attitudes to obtain the most accurate results. This can be addressed through interviewer training.

The four EFL teachers at Ibn Rochd middle school participated in interviews regarding the challenges encountered in teaching English, as well as the difficulties their pupils face in learning the language. These interviews aimed to address the low performance of pupils in English, particularly evident in the *BEM* exam, which signifies shortcomings in the teaching and learning process. The overarching goal is to pinpoint the primary factors contributing to this issue and propose viable solutions and interventions to address the identified difficulties.

The interview comprised four distinct sections, each serving a specific purpose. The initial section provided an overview of the teacher's background and profile. Subsequent sections were dedicated to exploring instructional methods employed by the teachers, assessing the effectiveness of materials utilized in teaching, and investigating factors influencing learners' motivation in the English language classroom.

2.3 Data Analysis

In the data analysis stage, the gathered information is analysed to answer the research questions and assess the hypothesis. This involves processing and interpreting the gathered information to draw conclusions and make inferences pertinent to the research objectives. By analysing the data, the researcher can identify areas of weakness and areas for improvement in promoting inclusive education practices within the educational setting. Additionally, educators can gain insights into the challenges and opportunities associated with teaching English in the middle school context. This information can inform curriculum design, instructional practices, professional development initiatives, and support services aimed at promoting effective English language learning experiences for all pupils.

2.3.1 Learners' questionnaire analysis

At Ibn Rochd middle school, data were gathered through a questionnaire administered to fourth-year pupils underwent both qualitative and quantitative analyses. The qualitative examination involved identifying recurring themes and patterns in pupils' open-ended responses, offering insights into their attitudes, challenges, and suggestions regarding their educational experiences in learning English as a foreign language. On the quantitative side, frequency distribution and percentage analyses were conducted to measure the prevalence of specific attitudes and opinions among pupils. Additionally, cross-tabulation allowed for exploring relationships between variables.

2.3.1.1 Results

Out of a total of 200 fourth-year pupils at Ibn Rochd middle school, a random sample of 76 pupils from five different classes was selected to complete the questionnaire. The questionnaire comprises four sections, and the gathered data underwent both quantitative and qualitative analyses. Quantitative analysis involved statistical examination of the responses, while qualitative analysis involved identifying recurring themes and patterns in pupils' answers.

- **Rubric one:** Personal Information.

Question 3: How would you rate your overall performance in the English language?

The responses to the question assessing self-rated overall performance in the English language provide valuable insights into pupils' perceptions of their language proficiency levels. Therefore, the distribution of responses suggests a wide range of perceived proficiency levels among the pupils surveyed. While some pupils feel confident in their English language skills, others express varying degrees of uncertainty or dissatisfaction. The following figure 2.3 demonstrates the collected results:

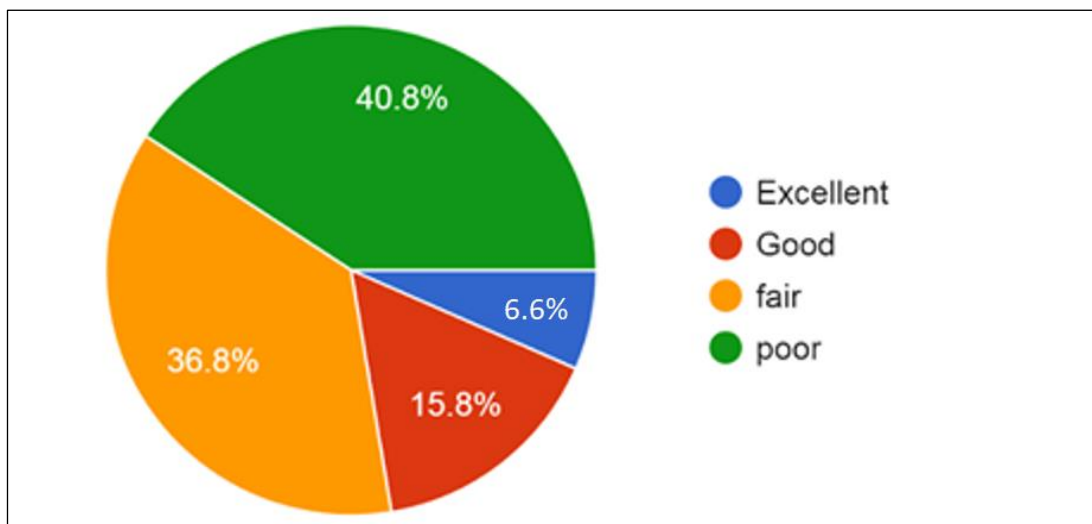


Figure 2.3: Assessing self-rated English language proficiency among pupils.

The analysis of the results can be summarized in the following points:

- **Excellent (6.6%):** this indicates a small percentage of pupils who perceive their English language skills to be at an exceptionally high level. These pupils likely possess advanced proficiency and may feel confident in their ability to communicate effectively in English across various contexts.
- **Good (15.8%):** a larger but still relatively modest proportion of pupils rated their English language performance as "good." These pupils likely demonstrate solid proficiency and are capable of understanding and expressing themselves proficiently in English, although they may encounter occasional challenges with more complex language tasks.

- Fair (36.8%): the majority of respondents rated their English language performance as "fair." This suggests that a significant portion of pupils perceive their proficiency level to be average or adequate but not particularly strong. They may feel comfortable with basic communication tasks but struggle with more advanced language skills.
- Poor (40.8%): the largest percentage of pupils rated their English language performance as "poor." This indicates a substantial portion of pupils who feel insecure or unsatisfied with their English language abilities. These pupils may struggle with comprehension, expression, or both, and likely require additional support and intervention to improve their proficiency levels.

Question 4: How do you feel about your present grade in the English language?

When pupils are questioned about their English language grades, it encourages them to reflect on their language skills and how they have progressed. Results are presented in figure 2.4:

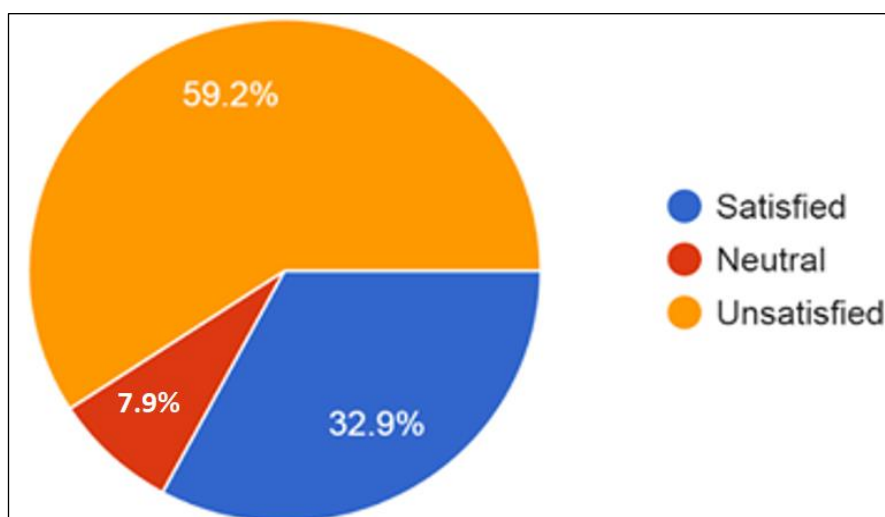


Figure 2.4: Pupils' perceptions of their English language grades.

When 59.2% of learners express dissatisfaction with their English grades, it indicates they are likely encountering difficulties in mastering the language. Conversely, the 32.9% who are satisfied probably feel confident in their language skills. The 7.9% who are neutral may not have strong opinions about their grade; they could be content with their level without being particularly enthusiastic, or they might not have deeply considered their language proficiency.

- **Rubric two:** Instructional methods.

Question 5: Do you feel that you receive enough support and guidance from your English language teacher to learn English?

The aim of the question is to determine whether pupils feel they are receiving appropriate levels of support and guidance from their English language teacher to effectively learn English. Their responses are gathered in figure 2.5:

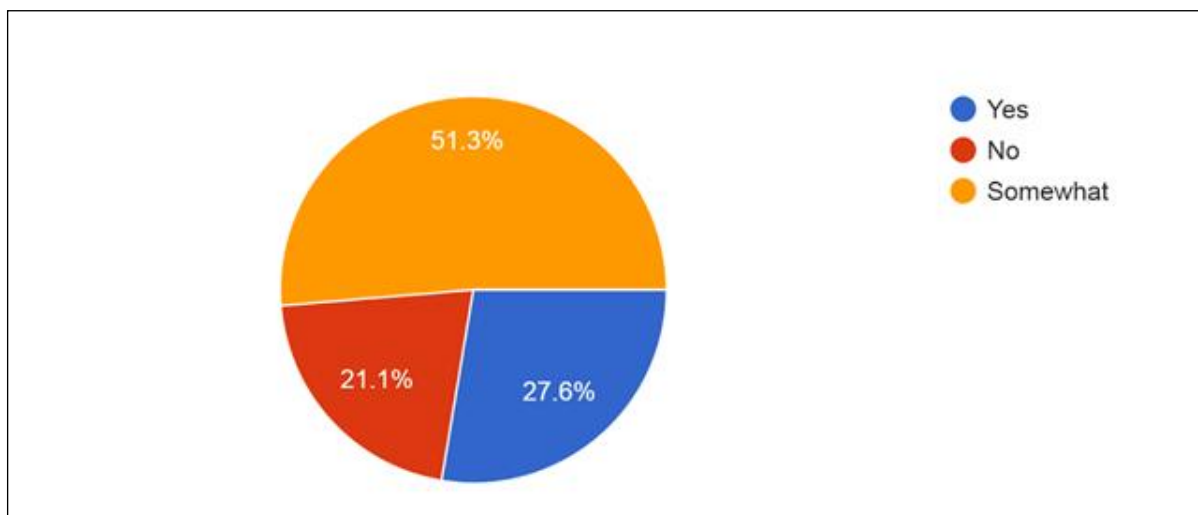


Figure 2.5: Evaluating pupils' perceptions of their English language teacher support and guidance.

The results suggest a mixed perception among pupils regarding the support and guidance provided by their English language teachers in learning English. While a notable portion (27.6%) of pupils feel adequately supported, a substantial minority (21.1%) indicate dissatisfaction with the level of support received. The majority of respondents (51.3%) express a somewhat positive stance, suggesting that while they may receive some support, there might be room for improvement.

Question 6: How would you describe the teaching style of your English language teacher?

The objective of this question is to gather qualitative insights into pupils' perceptions and experiences regarding their teacher's instructional methods. This information can help identify the strengths and weaknesses of the teacher's approach, assess its effectiveness, and guide potential improvements in teaching practices to enhance pupil learning outcomes. Results are collected in the following table 2.2:

Table 2.2: Descriptions of English language teacher's teaching style.

Item	Absolute Frequency	Relative Frequency
Lecture-based (teacher mostly talks and pupils listen)	32	43%
Interactive (teacher and pupils engage in discussions and activities)	13	17%
Visual (use of videos, slides, and other visual aids)	13	17%
Hands-on (lots of group work, projects, and practical activities)	12	15%
Other (please specify): he is not a good teacher	6	7%

The majority of pupils (43%) describe the teaching style as lecture-based. This indicates that a significant portion of classroom time is spent with the teacher delivering information while pupils listen. While only 17% of them experience an interactive teaching style. This suggests that fewer pupils have opportunities for discussions and interactive activities. Additionally, 17% of them mention that the teaching style incorporates visual aids. Approximately 15% of learners identify the teaching approach of their English language teacher as hands-on. This suggests that these pupils perceive their teacher's instructional method to involve a lot of group work, projects, and practical activities where they actively engage in learning through direct experience and application of skills. A small group of pupils (7%) express dissatisfaction with their English language teacher, categorizing the teaching style as ineffective.

Question 7: On a scale of 1 to 5, how engaging do you find the teaching methods used in the English language class? (1 being not engaging at all, 5 being very engaging).

This question aims to quantify pupils' perceptions of their engagement levels with the instructional techniques employed by their English language teacher. Here, a rating of 1 indicates that pupils find the teaching methods not engaging at all, while a rating of 5 signifies that pupils find the methods very engaging. This question helps to gauge the effectiveness of the teaching strategies in capturing and maintaining pupil interest and involvement in the learning.

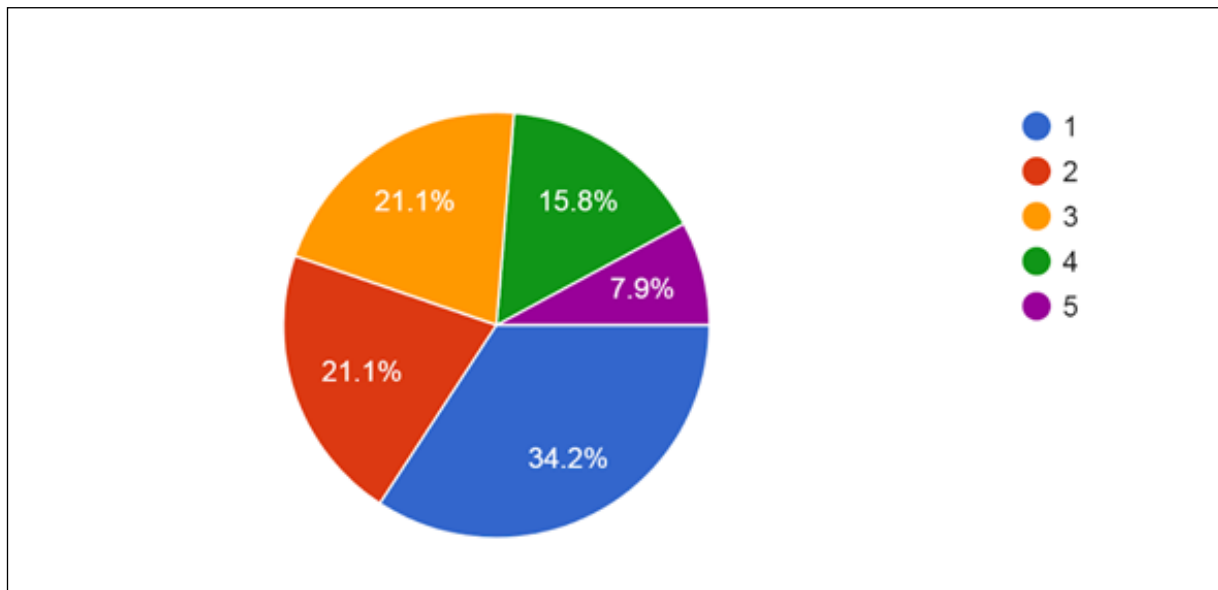


Figure 2.6: Pupils' engagement ratings for English language class teaching methods (1 = Not Engaging at All, 5 = Very Engaging).

Based on the provided data, a significant proportion of pupils (34.2%) rates the teaching methods as not engaging at all. This indicates a major concern as over a third of them are not engaged in their English language classes. However, 21.1% of them rate the teaching methods as a 2, suggesting that these pupils also find the methods to be largely unengaging, though not to the extent of those who rated it as a 1. Combining the ratings of 1 and 2, over half of the pupils (55.3%) are not finding the teaching methods engaging. Another 21.1% of pupils rate the engagement level as a 3. This middle rating suggests that these pupils find the teaching methods to be moderately engaging.

Moreover, 15.8% of the replies rate the teaching methods as a 4, indicating that these pupils find the methods to be engaging. This positive feedback reflects that some pupils are benefiting from the current teaching approaches, although this group is relatively small. Only 7.9% of pupils rate the teaching methods as very engaging. This is a small minority, which suggests that the teaching methods are highly effective for only a few pupils.

Question 8: Which teaching methods do you find most helpful for learning English?

This question seeks to gather insights into pupils' preferences regarding the effectiveness of various instructional approaches in aiding their English language acquisition. By asking pupils to identify the teaching methods they perceive as most beneficial, educators can gain valuable feedback to inform their instructional practices and curriculum development. This question acknowledges the diversity of learning styles and preferences among pupils, enabling educators to tailor their teaching strategies to better meet the needs of individual learners. Additionally, understanding which methods resonate most with pupils can foster a more engaging and conducive learning environment, ultimately enhancing the overall effectiveness of English language instruction.

Table 2.3: Pupils' preferences for effective English language learning methods.

Item	Absolute Frequency	Relative frequency
Group discussions	28	36.8%
Role-playing activities	16	21.1%
Games	37	48.7%
Worksheets and exercises	28	36.8%
Multimedia presentations	11	14.5%
Reading aloud	18	23.7%
Writing assignments	21	27.6%

The data highlight a variety of preferred teaching methods for English language learning among pupils. The majority of pupils (36.8%) prefer group discussions as an effective method for learning English. This indicates that pupils value opportunities for collaborative learning and engaging in conversations with their peers to practice language skills and exchange ideas. A significant portion of them (21.1%) prefer role-playing activities. Additionally, nearly half of the pupils (48.7%) express a preference for using games as a learning method. Similar to group discussions, 36.8% of pupils find worksheets and exercises helpful for learning English. Moreover, a smaller percentage of them (14.5%) prefer multimedia presentations and about a quarter (23.7%) of the respondents enjoy reading aloud as a learning method. However, 27.6% of them prefer writing assignments.

Question 9: What are the teaching methods or activities that you want to experience when learning English?

This question seeks to uncover pupils' preferences and desires concerning the methods and activities they feel would improve their English language learning experience. The following table 2.4 represents the findings:

Table 2.4: Pupils' preferences for teaching methods or activities in learning English.

Pupils' responses	Absolute frequency	Relative frequency
Explaining English with mother language (Arabic) or Algerian dialect, explaining in Arabic because I am lost	14	30%
Games, interactive games between pupils and teachers, increasing engagement, learning with fun, educational games	13	25%
Dynamic educational activities, role-play, interaction between pupils and teacher, collective discussions, activities in class, homework, pair/group work, dialogues, reading stories for learning, explanation and clarification, worksheets	9	20%
Audio-visual tools, videos, group work, presentations, PowerPoint presentations using new technology like tablets, translator apps	7	15%
Good learning environment, classroom discipline, silence during reading lessons, improving educational level, more examples from real life	5	5%
Teaching using facilitating and funny tips, listening to pupils, giving tips to learn English quickly	2	5%

Regarding the teaching methods or activities that pupils want to experience when learning English, a significant portion of them (30%) express a preference for explanations in their mother language, Arabic, or the Algerian dialect when they feel lost. Approximately, 25% of responses advocate for interactive educational games and increased fun in English subjects to enhance engagement and learning. A rate of 20% of pupils emphasize the importance of dynamic educational activities such as role-play, collective discussions, and pair/group work. They also highlight the value of additional explanations, clarification, and practical tasks like homework and worksheets to reinforce learning. 15% of them express a preference for audio-visual tools, including videos and presentations, as well as group work and technology-based learning aids like tablets and translator apps. This indicates a recognition of the benefits of multimedia and digital resources in language learning. A smaller percentage of pupils (5%) focus on aspects of the learning environment such as discipline, silence during reading lessons,

and real-life examples. They also mention the importance of improving the overall educational level for effective language learning. Another 5% of them highlight the significance of teaching methods that employ facilitating and humorous approaches. They emphasize the importance of listening to pupils and providing tips for quick English learning.

Question 10: Do you feel comfortable asking questions and seeking help from your English language teacher during class?

The objective of this question is to evaluate how comfortable pupils feel when interacting with their English language teacher for help and clarification. It is essential for understanding the classroom dynamics and the nature of the teacher-pupil relationship. The results are illustrated in the following figure 2.7:

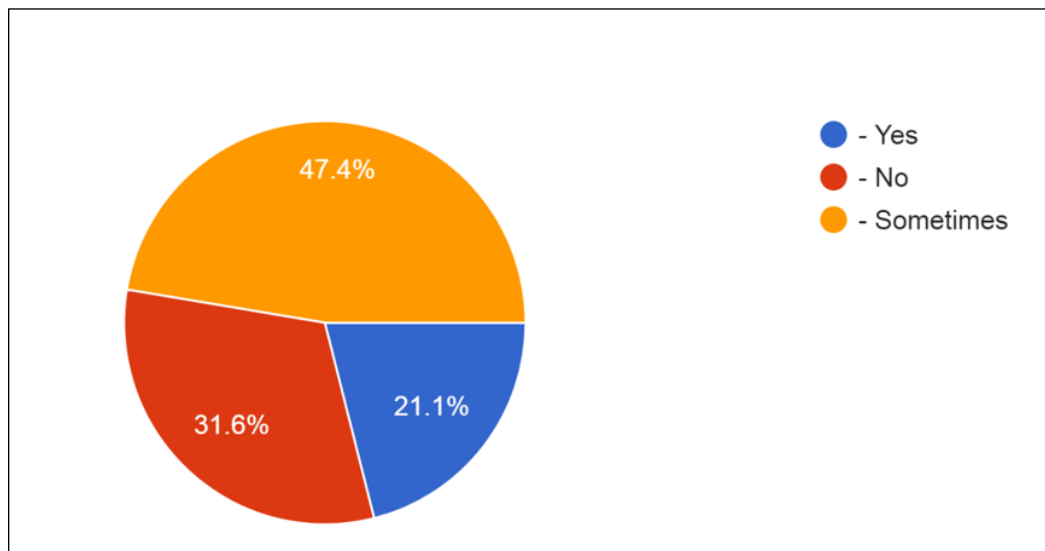


Figure 2.7: Pupils' comfort level in asking questions and seeking help from English language teacher during class.

Responses reveals a varied spectrum of comfort levels among pupils regarding asking questions and seeking help from their English language teacher during class. While a considerable portion of 47.4% feels only sometimes comfortable, indicating occasional hesitancy, a notable percentage expresses a positive level of comfort (21.1%). However, a significant portion of pupils (31.6%) also report feeling uncomfortable, highlighting potential challenges in the pupil-teacher dynamic and the need for fostering a more supportive and inclusive classroom environment.

- **Rubric three:** Teaching materials.

Question 11: How would you rate your overall satisfaction with the teaching materials used in your English class?

Question 11 aims to gauge pupils' overall satisfaction with the teaching materials used in their English class. By assessing their levels of contentment, this question seeks to understand how well the materials meet pupils' learning needs and preferences. The feedback gathered will provide valuable insights into the effectiveness of the teaching materials and highlight areas for potential improvement.

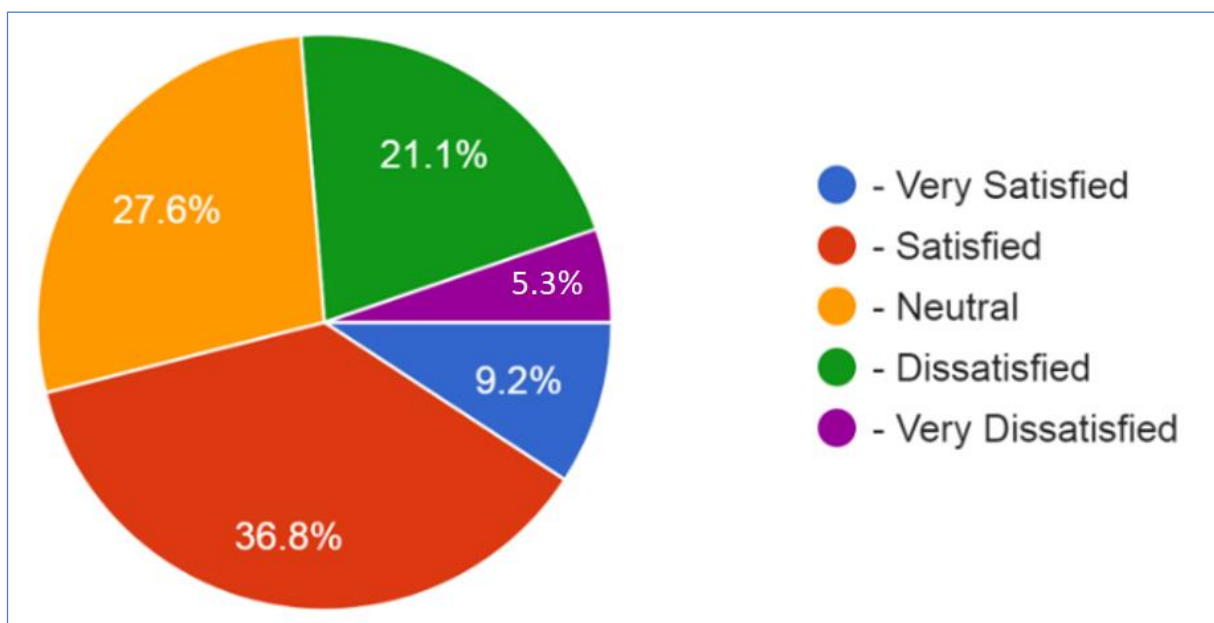


Figure 2.8: Pupils' satisfaction ratings with English class teaching materials.

A notable portion of pupils, constituting 21.1% of responses, express dissatisfaction with the teaching materials utilized in their English class, indicating a perceived inadequacy in meeting their learning needs or preferences. Conversely, a smaller fraction of them (9.2%) express high satisfaction, suggesting that these materials are highly effective for a select few. The majority of pupils (36.8%) report satisfaction with the teaching materials, indicating their appropriateness in supporting learning objectives. A considerable proportion of pupils (27.6%) adopt a neutral stance, neither strongly favouring nor opposing the materials, possibly indicating a mixed perception. However, a minority of pupils (5.3%) express strong dissatisfaction, pointing to significant shortcomings hindering their learning experience.

Question 12: Which types of teaching materials do you find most helpful in learning English?

By this question researchers seek to identify which types of teaching materials pupils find most helpful in learning English. By allowing pupils to select all applicable options, this question aims to capture a comprehensive understanding of their preferences and the resources they find most effective in enhancing their language skills. The results are illustrated in the following Table 2.4:

Table 2.5: Most helpful types of teaching materials for learning English.

Item	Absolute Frequency	Relative Frequency
Online Resources (Websites, Videos, etc.)	46	60.5%
Interactive Activities (Games, Quizzes, etc.)	38	50%
Worksheets	20	26.3%
Other: dictionaries, duolingo, group work, role-play activities	18	23.7%
Textbooks	11	14.5%
Visual Aids (Posters, Charts, etc.)	3	3.9%

The findings presented in table 2.5 regarding the most helpful types of teaching materials for learning English reveal varied preferences among pupils. Textbooks are considered helpful by 14.5% of pupils, suggesting that while they provide structured content and exercises, they may not be as favoured compared to more interactive or digital resources. Worksheets, deemed helpful by 26.3% of pupils, offer practice exercises that reinforce grammar, vocabulary, and comprehension skills, indicating their beneficial role in language learning. Online resources, including websites and videos, are overwhelmingly preferred by 60.5% of pupils.

These resources provide a wealth of interactive and multimedia content, catering to various learning styles and offering access to authentic language materials and cultural contexts. Interactive activities, such as games and quizzes, are highly valued by 50% of pupils, engaging them actively in the learning process and making it enjoyable while reinforcing language skills and concepts. Visual aids, like posters and charts, are mentioned by only 3.9% of pupils, suggesting they might not be as commonly used or perceived as helpful. Additionally, 23.7% of pupils cite other materials, including dictionaries, language learning apps like Duolingo, group work, and role-play activities.

Question 13: Are there any teaching materials that you find difficult to understand or use?

Question 13 delves into pupils' perceptions of the accessibility and usability of teaching materials. By asking whether they encounter challenges in comprehending or utilizing these resources, this question aims to identify potential obstacles hindering effective learning. Understanding pupils' difficulties with specific materials provides valuable insights for educators to tailor instructional materials and support mechanisms, ensuring a more conducive learning environment. Results are presented in following figure 2.9:

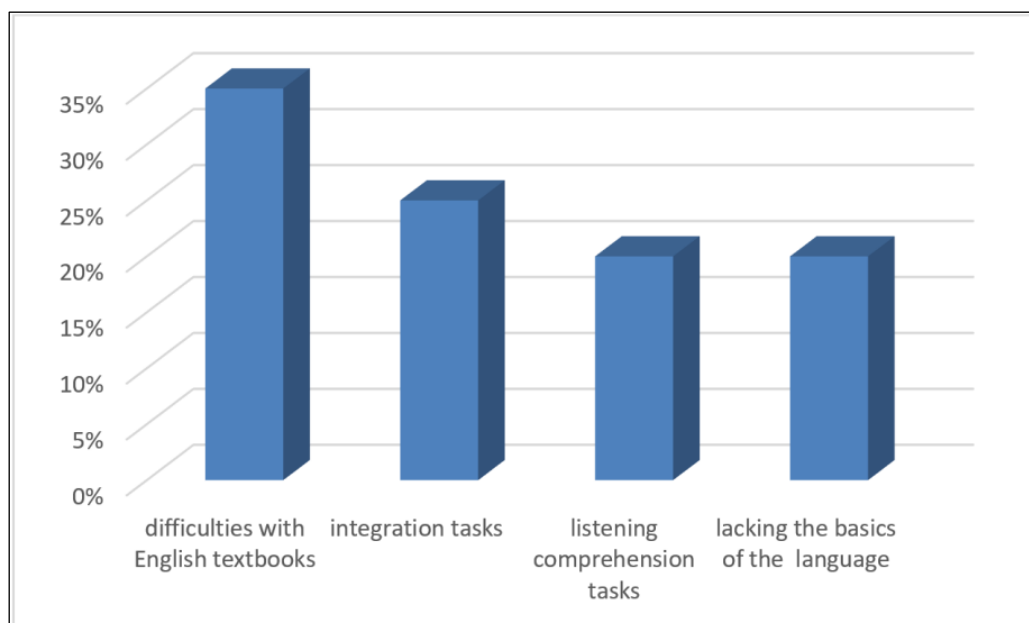


Figure 2.9: Pupils' difficulties with teaching materials (%).

The responses to this question, regarding teaching materials that pupils find difficult to understand or use, reveal that a small group of them (6%) did not report any difficulties, suggesting that the teaching materials used in the classroom are accessible and comprehensible for them. However, a significant portion of pupils (35%) report difficulties with their English textbooks, including challenges in understanding instructions, dealing with long and complex texts, and difficult vocabulary. Additionally, 25% of them struggle with difficult tasks, particularly homework and worksheets, including integration tasks such as written expression. Furthermore, 20% of pupils find listening scripts and certain materials challenging, especially those with low quality or inadequate support, such as listening comprehension tasks and data show presentations. The quality of audio-visual materials impacts their ability to understand

and engage with the content, indicating a need for higher quality, clearer, and more supportive resources. Finally, another 20% of pupils report foundational issues, such as lacking the basics of the English language or facing reduced instructional time due to the Covid-19 pandemic, contributing to their difficulties with the teaching materials.

Question 14: Do you have any suggestions for new teaching materials that you would like to see incorporated into our English lessons?

Question 14 seeks to gather pupils' suggestions for new teaching materials to enhance their English lessons. By soliciting input directly from pupils, this question aims to identify their preferences and interests, which can inform educators' decisions in selecting innovative and engaging materials. The responses provided offer valuable insights into the types of resources pupils find beneficial and can guide educators in adapting their teaching methods to better meet pupils' learning needs and preferences. The following table provides a breakdown of the frequency and percentage of each suggestion provided by the pupils for new teaching materials in their English lessons.

Table 2.6: Pupils' suggestions for new teaching materials in English lessons.

Teaching Materials	Absolute Frequency	Relative Frequency
Using computers	7	17.5%
Games	5	12.5%
Watching educational videos	3	7.5%
Internet resources	3	7.5%
Integration of new technologies	3	7.5%
Tablets/Phones as an educational tool	3	7.5%
Role play	2	5%
Explaining in Arabic	2	5%
Flashcards	2	5%
Listening scripts and videos	1	2.5%
Duolingo App and educational websites	1	2.5%
Relating English subject to other subjects like science and physics	1	2.5%
Worksheets	1	2.5%
More support from teachers	1	2.5%
Better quality books	1	2.5%
Total Suggestions	40	100

The table 2.6 presents an overview of pupils' suggestions for new teaching materials in English lessons, offering insights into their diverse preferences. A significant proportion of pupils (17.5%) advocate for the integration of technology, particularly through the use of computers and tablets/phones as educational tools, reflecting a growing interest in digital learning resources. Multimedia resources, including educational videos and games, are also popular choices, collectively representing 20% of the suggestions. Additionally, there is a noticeable emphasis on interactive and immersive learning methods, with role play and the integration of English with other subjects each receiving 5% of the suggestions. While some pupils highlight the importance of supplementary materials like flashcards and better quality books (7.5%), others emphasize the need for more teacher support and the integration of new technologies (10%).

Question 15: How engaging do you rate the teaching materials in our English class?

This question seeks to evaluate pupils' perceptions regarding the engagement level of the teaching materials used in their English class. By assessing how engaging pupils find these materials, educators can gain valuable insights into the effectiveness of their instructional resources and identify areas for improvement. The responses to this question provide a clear picture of pupil engagement and highlight which materials are most effective in capturing and maintaining pupils' interest. The following figure presents the percentages of pupils' engagement levels with the teaching materials used in their English class.

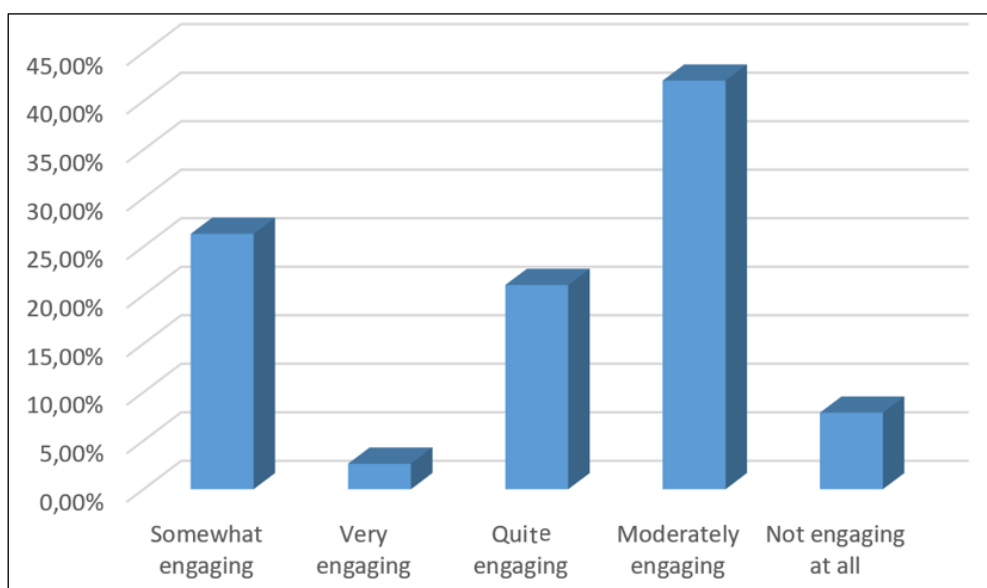


Figure 2.10: Pupils' engagement levels with teaching materials in English class (%)

The findings reveal diverse pupils' perceptions regarding the engagement level of the teaching materials used in their English class. A significant portion of pupils, 42.11%, rate the materials as moderately engaging, indicating that while these materials capture their attention to some extent, there is still room for improvement. Somewhat engaging was the next most common rating, with 26.32% of pupils selecting this option, suggesting that a quarter of the class finds the materials only partially effective in maintaining their interest. Quiet engaging was reported by 21.05% of the pupils, showing a favourable response but not overwhelmingly so. On the extremes, 7.89% of pupils found the materials not engaging at all, highlighting a small but notable group that struggles significantly with the used resources. Conversely, only 2.63% of pupils found the materials very engaging, pointing to a limited number of pupils who find the teaching methods highly effective.

- **Rubric three:** Learners' motivation

Question 16: On a scale from 1 to 5, how enjoyable do you find learning English? (1: not enjoyable at all, 5: very enjoyable).

The present question evaluates pupils' enjoyment of learning English using a scale from 1 to 5, where 1 signifies "not enjoyable at all" and 5 signifies "very enjoyable." This question is designed to reveal pupils' satisfaction and engagement with their English language studies. Understanding how enjoyable pupils find their English classes can provide valuable feedback for educators to refine their teaching approaches and materials, aiming to create a more engaging and positive learning environment.

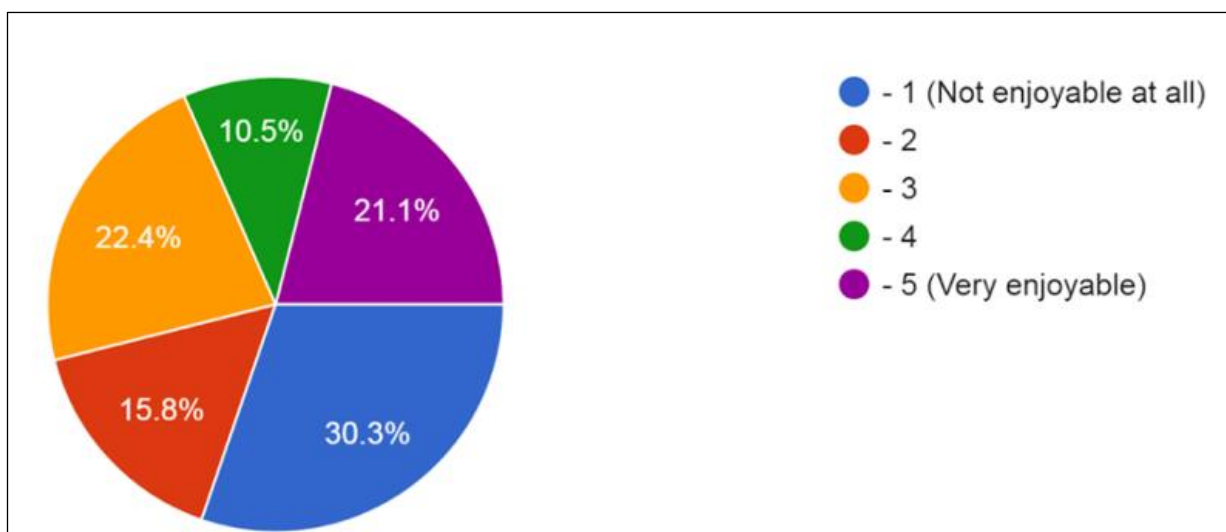


Figure 2.11: Pupils' enjoyment levels in learning English (Scale 1 to 5).

The responses to question 16 reveal diverse levels of pupils' enjoyment in learning English. A substantial segment, 30.3%, rate their enjoyment at level 1, indicating that nearly a third of the class finds learning English not enjoyable at all. Conversely, only 0.1% of pupils rate their enjoyment at level 5, highlighting that very few pupils find the experience very enjoyable. Level 2 was chosen by 15.8% of pupils, reflecting that a moderate number of pupils have a somewhat negative experience. Meanwhile, 22.4% of them rate their enjoyment at level 3, suggesting a neutral perspective towards learning English, where their experience is neither particularly enjoyable nor unenjoyable. Finally, 10.5% of pupils rate their enjoyment at level 4, indicating that a small but notable group finds learning English fairly enjoyable, though not at the highest level.

Question 17: What does motivate you to learn English?

This question seeks to identify the key factors that motivate pupils to learn English. Understanding these motivations helps educators to create more engaging and effective teaching strategies that resonate with pupils' interests and aspirations. The responses highlight a range of motivations, from practical considerations such as career opportunities and travel to more personal reasons like cultural interest and family expectations. Results are gathered in the following figure 2.12:

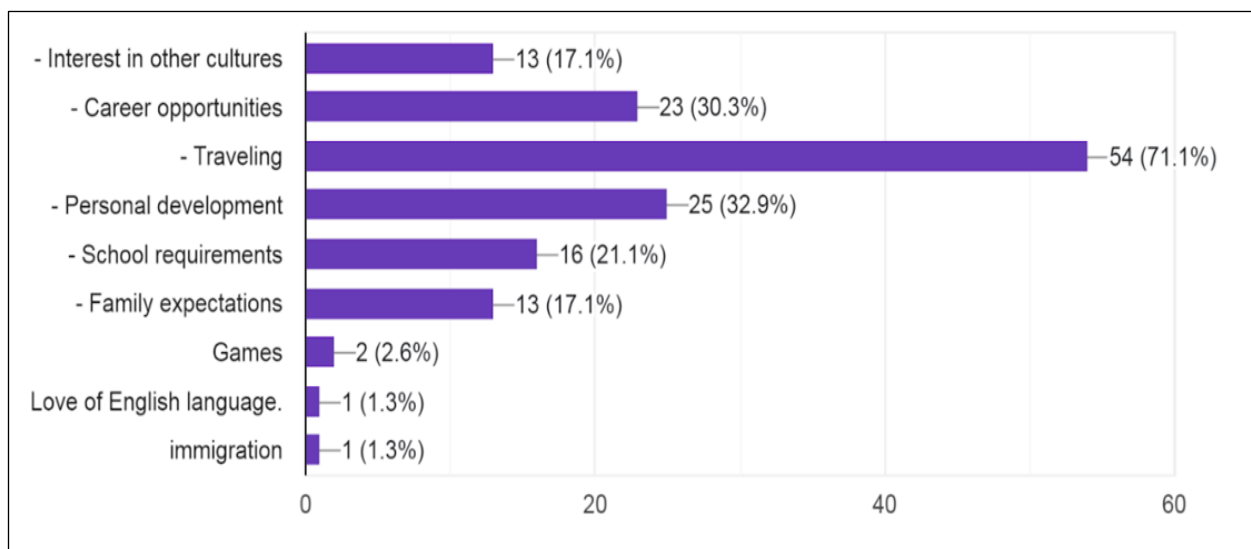


Figure 2.12: Factors motivating pupils to learn English.

The majority of pupils (71.1%) are motivated by the prospect of traveling, indicating that exposure to international environments and cultures is a significant driving factor in their English learning. Additionally, personal development motivates 32.9% of them, making it

another key reason for their engagement with English. Career opportunities are a motivator for 30.3% of the pupils, highlighting the perceived value of English in professional advancement. Furthermore, 17.1% of pupils are driven by an interest in other cultures, while 17.1% are influenced by family expectations, showing the role of family in their educational pursuits. School requirements motivate 21.1% of the pupils, indicating that institutional demands also encourage them to learn English. Less frequently mentioned motivations include a love of the English language and the prospect of immigration, each cited by 1.3% of the pupils. Overall, the data indicate that practical reasons such as traveling and career opportunities are the primary motivators for pupils learning English, complemented by personal growth and family influence.

Question 18: How often do you practice English outside of school?

In Question 18, the researchers explore the frequency with which pupils engage in English practice outside of the school environment. This inquiry delves into the extent of pupils' commitment to language acquisition beyond the classroom setting, shedding light on their proactive efforts in language learning. Understanding the frequency of English practice outside of school is pivotal for educators in assessing the overall language proficiency and identifying potential areas for improvement. Additionally, it offers valuable insights into pupils' dedication to honing their English skills autonomously, contributing to a more comprehensive understanding of their language learning experience.

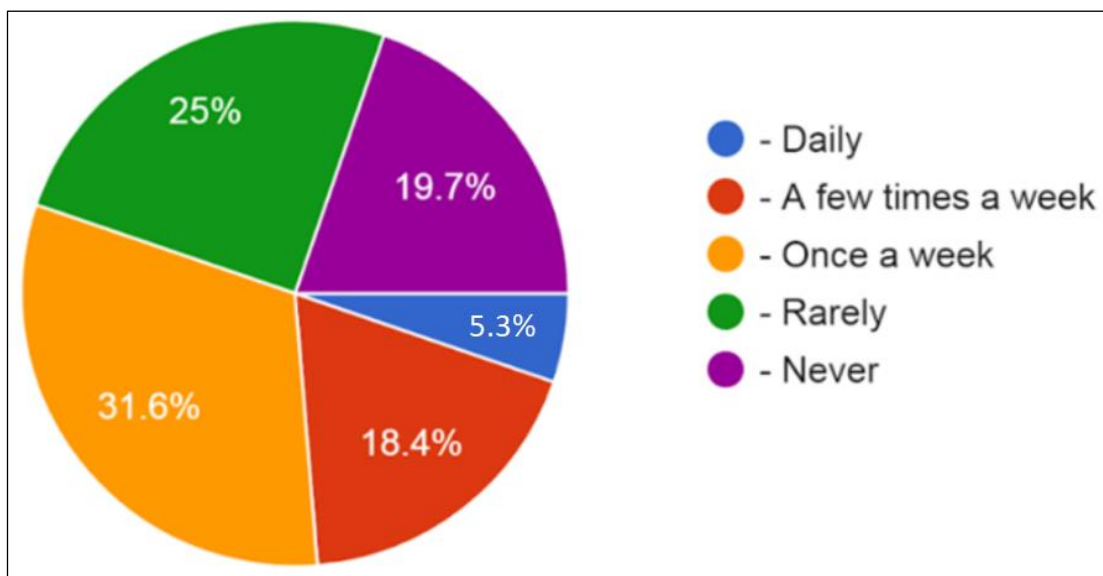


Figure 2.13: Frequency of English practice outside of school.

The responses highlight diverse levels of engagement with English language practice outside of school, reflecting varying degrees of commitment and interest among pupils. A notable portion of pupils, 31.6%, report practicing English once a week, suggesting a consistent effort to engage with the language outside of the classroom setting. Following closely, 25% of pupils state that they rarely practice English outside of school, indicating a lower level of engagement with the language beyond formal education. Additionally, 18.4% of pupils practice English a few times a week, reflecting a moderate level of commitment to language learning outside of school hours. However, a small percentage, 5.3%, practice English daily, indicating a dedicated effort to immerse themselves in the language regularly. Conversely, 19.7% of pupils report never practicing English outside of school, suggesting a lack of opportunity or motivation to engage with the language beyond classroom instruction.

Question 19: What type of English learning resources do you use outside of school?

Understanding the various resources pupils use to learn English outside of the classroom is essential for enhancing language acquisition. Question 19 aims to uncover the diverse tools and methods learners employ in their personal time. This knowledge is crucial for determining which supplementary materials are most effective, allowing educators to refine their teaching strategies and better support pupils' progress in mastering English. By identifying and leveraging these preferred resources, educators can create a more effective and comprehensive language learning environment tailored to pupils' needs.

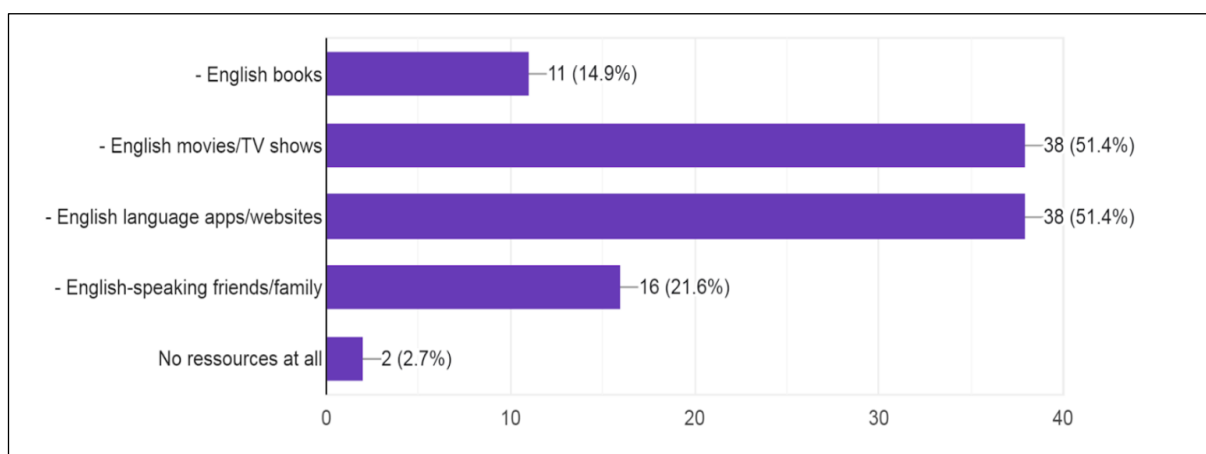


Figure 2.14: Types of English learning resources used outside of school.

The responses to question 19 reveal significant preferences among pupils for English learning resources used outside of school. A notable 51.4% of pupils prefer both English movies

and TV shows, as well as English language apps and websites, indicating a strong preference for interactive and engaging mediums. Meanwhile, 21.6% of pupils rely on English-speaking friends and family, highlighting the importance of conversational practice. Traditional resources, such as English books, are utilized by 14.9% of pupils, suggesting a lesser, yet still valuable, role in language learning. Only 2.7% of pupils reported not using any additional resources, underscoring a broad recognition of the need for supplementary learning tools. These proportions illustrate a clear trend towards dynamic and accessible learning methods, reflecting the evolving landscape of language education.

Question 20: Do you feel supported in your English language learning by: Teachers, Peers, Family, Other (please specify)?

Question 20 explores the sources of support that pupils feel contribute to their English language learning. It seeks to identify the different groups or individuals that pupils perceive as providing encouragement and assistance in their language acquisition journey. By examining the roles of teachers, peers, family, and other specified sources, we can gain a comprehensive understanding of the support network available to pupils. This insight is essential for recognizing the key contributors to pupils' language learning success and for identifying areas where additional support may be needed.

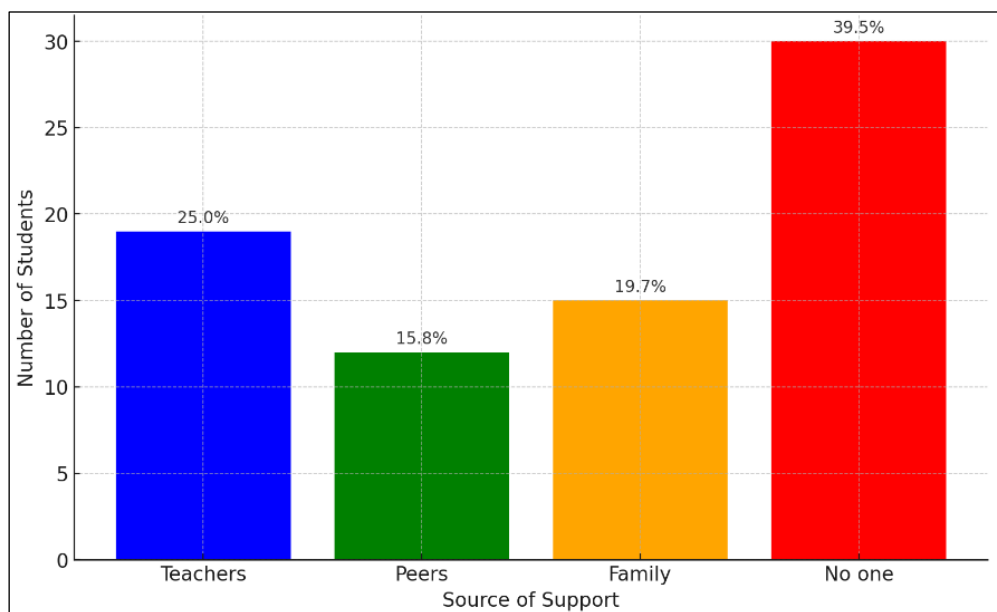


Figure 2.15: Support sources for English language learning.

Among the 75 respondents, 25% report feeling supported by their teachers, indicating that they benefit from their teachers' assistance and guidance. This support likely plays a crucial role in their motivation and progress in learning English. In contrast, 15.8% of the pupils find support from their peers. Peer support, although less common, can also positively impact language learning through collaborative efforts and shared experiences. Family support is noted by 19.7% of the respondents, suggesting that they receive encouragement and assistance at home. Family involvement can provide a consistent and nurturing environment for language practice and reinforcement. However, a significant portion of the respondents, 39.5%, report not receiving any support at all in their English language learning. This lack of support from teachers, peers, and family members could contribute to the challenges these pupils face in mastering the language. Interestingly, none of the respondents indicate receiving support from other sources, highlighting a gap that could be filled by community programs, extracurricular activities, or online resources. These results emphasize the importance of creating a supportive environment for EFL learners both inside and outside the classroom. Addressing the support gap is crucial for improving Pupils' language acquisition and academic success.

Question 21: Do you plan to continue learning English after the baccalaureate?

Question 21 explores pupils' intentions to continue their English language education following the completion of their baccalaureate. This inquiry aims to uncover the extent to which they value English proficiency as part of their future academic and career plans. Understanding whether pupils plan to persist in their English studies can provide valuable insights into their motivations, aspirations, and the perceived relevance of English in their personal and professional lives.

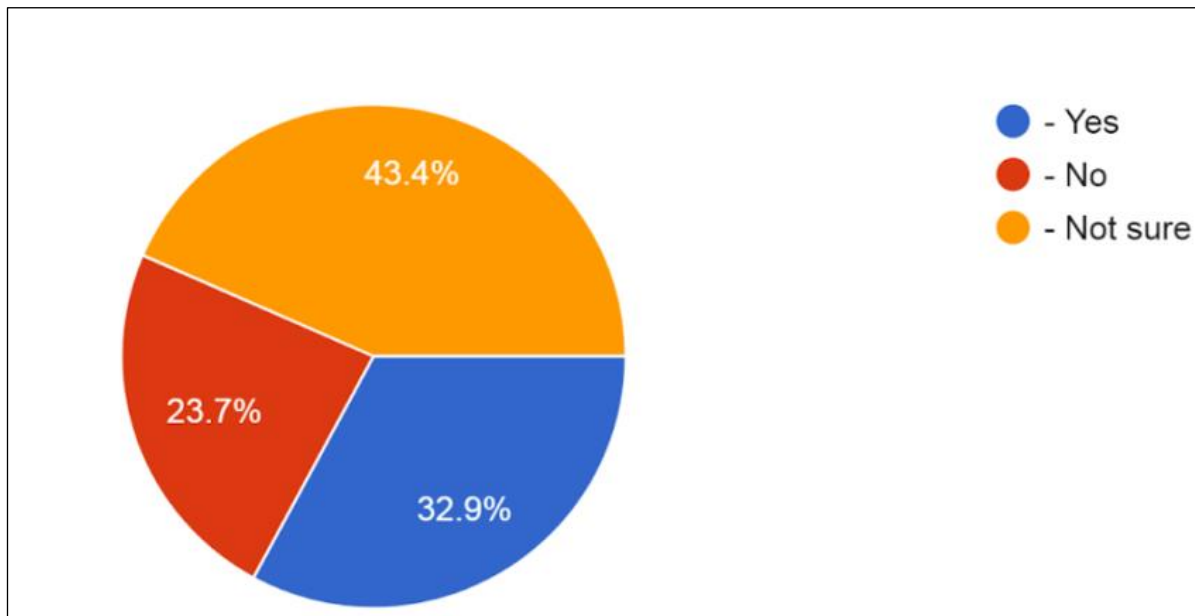


Figure 2.16: Future plans for continuing English learning after the baccalaureate.

The responses to question 21 reveal diverse intentions regarding English language learning after the baccalaureate. A significant 32.9% of pupils plan to continue their English studies, recognizing its value for future academic, professional, or personal growth. However, 23.7% do not intend to pursue further English learning, possibly feeling their current proficiency is sufficient or prioritizing other skills. The largest group, 43.4%, is unsure about their plans, indicating uncertainty about future career paths or the benefits of additional English proficiency.

Question 22: How do you feel when you make progress in learning English?

The objective of this question is to gain insight into the emotional response and psychological impact associated with advancements in English language proficiency. By understanding how individuals perceive and experience their progress in learning English, researchers can better comprehend the motivational factors, satisfaction levels, and personal growth dynamics inherent in the language learning process.

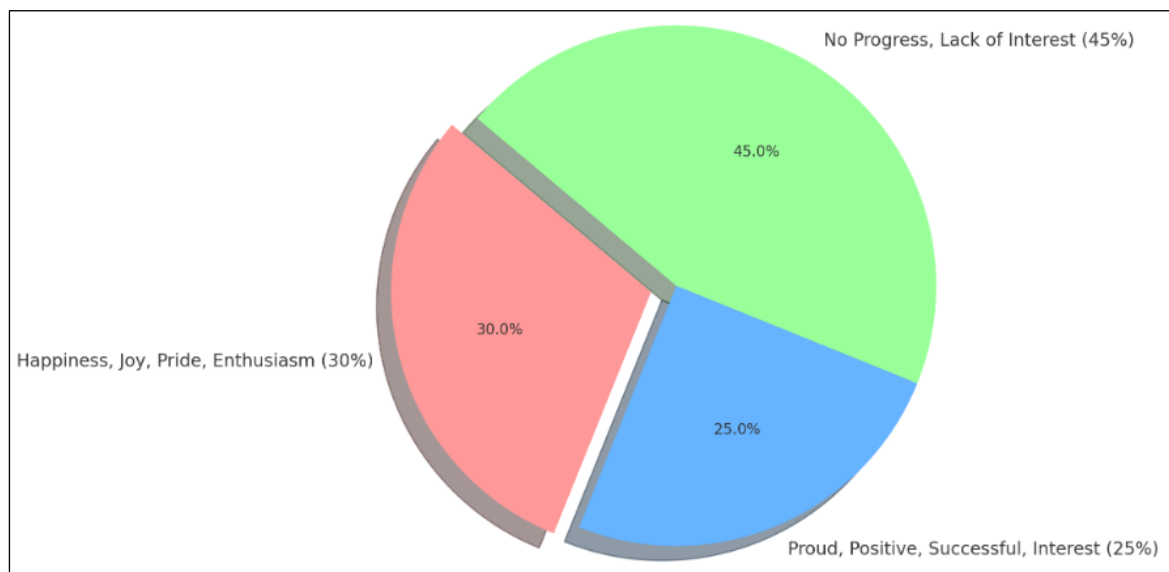


Figure 2.17: Emotional impact of English language advancement.

The responses to the question regarding feelings when making progress in learning English reveal a spectrum of emotions among learners. A substantial portion, accounting for 30%, express feelings of happiness, pride, and enthusiasm as they witness their improvement in English proficiency, which fuels their desire to continue learning. Another 25% emphasize a sense of pride and positivity, coupled with feelings of success and personal growth, viewing English mastery as an integral aspect of their identity development. However, a significant proportion, comprising 45%, convey feelings of stagnation or disinterest, citing a lack of progress or engagement with the language.

Question 23: Are there any specific topics or activities in English class that particularly engage or motivate you? If so, please describe.

To maximize pupil engagement and motivation in English classes, it is important to identify which topics and activities resonate most with learners. By pinpointing these key areas, educators can create more effective and enjoyable learning experiences. The following figure highlights the specific topics and activities that pupils have found particularly engaging or motivating in their English lessons.

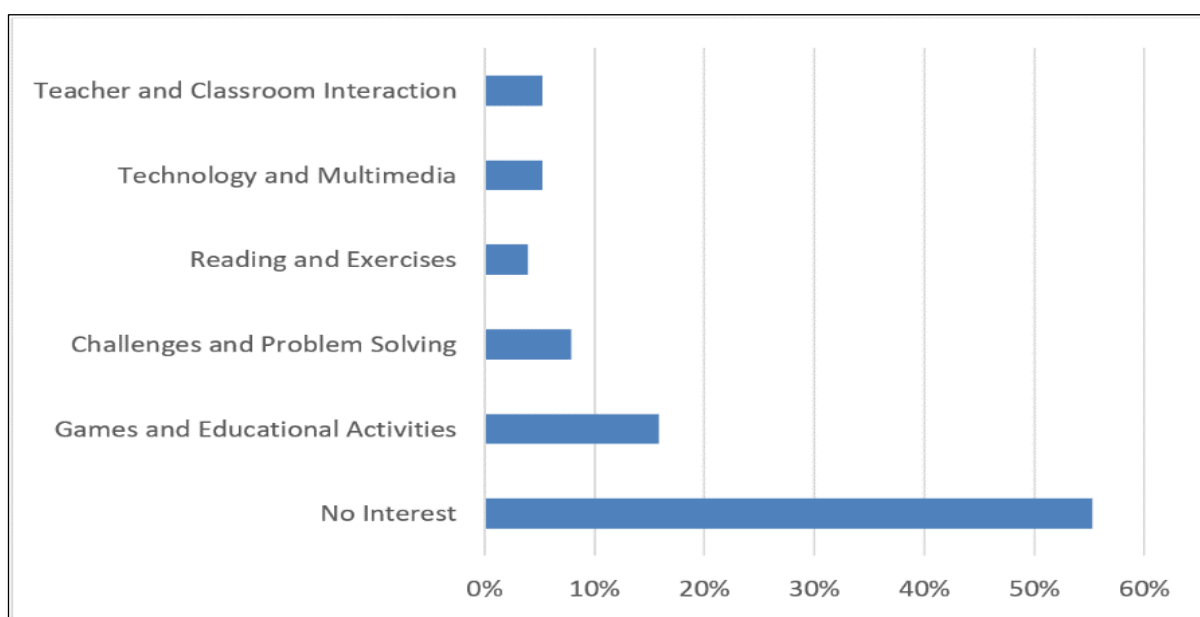


Figure 2.18: Specific topics or activities in English class that engage or motivate pupils.

Among the surveyed respondents, the majority (55%) express no interest in specific topics or activities in English class. However, among those who do show preferences, 16% choose games and educational activities, indicating a significant proportion of pupils find engagement through interactive and playful learning approaches. Additionally, 8% show interest in challenges and problem-solving tasks, suggesting a subset of pupils is motivated by intellectually stimulating activities. A smaller percentage of respondents (4-5%) express interest in reading and exercises, technology and multimedia, as well as teacher and classroom interaction, underscoring the diversity of preferences within the class. These findings highlight the importance of incorporating varied and interactive elements into English instruction to deal with the different learning styles and preferences, while also considering strategies to address the disengagement of those with no expressed interest.

Question 24: What could the English language teacher do to help increase your motivation and engagement in learning English?

The following table 2.7 outlines various approaches and techniques proposed by pupils that English language teachers can employ to increase their motivation and engagement in the learning process.

Table2.7: Pupils’ suggestions to enhance motivation and engagement in learning English.

Suggestions	Absolute frequency	Relative frequency
Explain in Arabic for better understanding	21	28%
Learning with fun, more tasks, activities, dialogues, projects, group work...	15	20%
Support and encouragement, organizing competitions	10	13%
Giving tips and strategies for learning English, creating a conducive classroom environment, making lessons easy	10	13%
Using technological means, especially smartphones, internet use during lessons, projects, practical role-play activities	8	11%
Speaking English fluently in class	4	5%
No suggestions	8	11%

According to the collected results, the most prominent suggestion given by pupils, with 28% of the responses, is to explain concepts in Arabic for better understanding. This underscores the importance of clarity and comprehension in the learning process, particularly for pupils who may struggle with English as a second language. Following closely behind is the suggestion for learning with fun, incorporating more tasks, activities, dialogues, projects, and group work. This approach, mentioned by 20% of respondents, emphasizes the significance of engaging and interactive learning experiences. Furthermore, Support and encouragement, along with organizing competitions, are highlighted by 13% of respondents. This suggests that pupils value a supportive learning environment where their efforts are recognized and rewarded. Similarly, giving tips and strategies for learning English, along with creating a conducive classroom environment and making lessons easy, also received 13% of the responses. This indicates a desire for practical guidance and support from teachers to navigate the complexities of language learning effectively. Indeed, a well-structured and supportive classroom environment can enhance pupil confidence and motivation, while simplified lessons can alleviate learning barriers.

The suggestion to incorporate technological means, such as smartphones and the internet, for activities and role-play received 11% of the responses. This reflects the growing importance of technology in education and the potential for digital tools to enrich language learning experiences. Finally, a small percentage (5%) of respondents emphasize the importance of teachers speaking English fluently in class. This highlights the role of teachers as language models and the significance of clear and proficient language use in the classroom.

2.3.2 Teachers' interviews

At Ibn Rochd Middle School, four EFL teachers participated in interviews that comprised four distinct sections. The initial section provided an overview of each teacher's background and profile, offering insight into their educational and professional experiences. Subsequent sections explored the instructional methods employed by these teachers, providing a detailed examination of their pedagogical approaches. Additionally, the effectiveness of the materials utilized in teaching was assessed, highlighting the tools and resources that support language acquisition. The final section investigated various factors influencing learners' motivation in the English language classroom, shedding light on the strategies used to engage and inspire pupils.

2.3.2.1 Results

- **Rubric one: Profile.**

Furthermore, teachers shared their satisfaction with their learners' results, offering insights into their perceptions of pupil performance and the challenges they face.

Question 4: Assessing satisfaction with learners' results.

The teachers express a range of satisfaction levels with their learners' results, reflecting varied perceptions and challenges. Teachers A and D highlight structural and motivational issues such as crowded classes, low subject coefficient, and pupil disinterest, which hinder effective learning. Teacher B, however, sees the effort pupils put in as satisfactory, despite the success rate. Teacher C satisfaction depends on the pupils' willingness to learn, indicating that motivated pupils achieve better outcomes. These responses suggest that external factors like class size, curriculum weight, and pupil motivation significantly impact teachers' satisfaction with their learners' performance.

- **Rubric two: Instructional methods.**

This section from the interview presents four inquiries posed to EFL teachers, each serving diverse functions. Firstly, inquiring about their approach to lesson planning for middle school English classes, especially at the final level, provides insights into their pedagogical strategies and how they tailor instruction to meet the specific needs of this age group and proficiency level. Understanding their lesson planning process sheds light on the methods they employ to engage pupils, foster language acquisition, and achieve learning objectives.

Secondly, asking about the use of results from competence-based assessments informs interviewers about the teachers' data-driven approach to instruction. It reveals how teachers analyse assessment data to identify areas of strength and weakness in pupils' language proficiency and how they use this information to adapt their teaching methods and provide targeted support to meet individual learning needs. This question assesses the teachers' ability to implement competency-based approach effectively in the classroom, reflecting their understanding of competency-based education principles and their application in an EFL context.

Thirdly, inquiring about challenges or limitations encountered in implementing the competence-based approach allows interviewers to understand the practical realities teachers face in their teaching environment. It provides valuable insight into the obstacles teachers may encounter and how they navigate these challenges to deliver effective instruction. This question highlights the teachers' problem-solving skills, adaptability, and resilience in overcoming obstacles to ensure pupil success.

Finally, asking how teachers involve pupils in the competence-based approach process and encourage them to take ownership of their learning progress explores their learner-centred teaching practices. This question reflects the importance of empowering pupils to become active participants in their education, fostering a sense of responsibility and accountability for their learning outcomes.

Question 5: Approaches to lesson planning for final level middle school English classes.

The teachers adopt varied complementary strategies in lesson planning, reflecting their individual philosophies and teaching contexts. Teacher A emphasizes a systematic approach with technology integration, while teacher B combines multiple educational theories for a holistic view. Teacher C uses well-established frameworks like Bloom's taxonomy and Maslow's theory to influence to diverse learner needs, and teacher D prioritizes flexibility and responsiveness to pupil progress, employing a structured but adaptable lesson format. These diverse methodologies highlight the importance of structured planning, theoretical grounding, and adaptability to meet the varied needs of middle school pupils effectively.

Question 6: Utilizing Competence-Based Assessment results to enhance teaching practices and support individual learning needs.

Each teacher demonstrates a distinct approach to leveraging CBA results for improving teaching practices and addressing pupil learning needs. Teacher A emphasizes the versatility of CBA in assessing specific skills and employing diverse assessment methods, fostering a responsive teaching environment. Teacher B underscores the importance of goal clarity and technology integration for enhancing the learning process. Teacher C highlights the role of formative assessment and reflection in daily instructional planning and pupil progress monitoring. Teacher D focuses on using CBA as a roadmap for individualizing learning, offering targeted support, and ensuring overall pupil success. These varied approaches collectively emphasize the significance of data-driven decision-making and personalized instructional strategies in optimizing pupil learning outcomes.

Question 7: Addressing challenges and limitations in implementing the Competence-Based Approach.

Each teacher identifies and addresses challenges in implementing CBA, emphasizing strategies to overcome them and optimize pupil learning. Teacher A emphasizes creativity and varied approaches, while Teacher B focuses on incorporating formative tasks and peer review to support ongoing understanding. Teacher C addresses pupil dependency by promoting research and project-based learning for greater independence. Teacher D tackles subjective assessments and pupil stress by employing clear rubrics and fostering a supportive learning environment. These responses underscore the importance of adaptability, creativity, and learner-centred approaches in overcoming challenges and ensuring effective CBA implementation.

Question 8: Fostering pupil involvement and ownership in the CBA process.

Each teacher offers unique strategies to actively involve pupils in the CBA process and encourage ownership of their learning. Teacher A emphasizes support, peer collaboration, goal setting, and positive reinforcement to empower pupils. Teacher B uses engaging activities like games and songs to motivate pupil participation. Teacher C prioritizes pupil choice and access to resources to cater to diverse learning preferences. Teacher D focuses on collaboration, clear expectations, self-assessment, and peer feedback to foster pupil investment in their learning

journey. These approaches highlight the importance of pupil engagement, autonomy, and collaboration in promoting ownership of learning within the CBA framework.

- **Rubric three: Teachers' materials.**

The third section of the interview explores the teaching materials utilized by EFL teachers, with a particular focus on fourth-year middle school classes. This section aims to examine the variety and effectiveness of materials employed to enhance pupil engagement and learning outcomes. Questions are designed to identify the types of teaching materials typically used, gather examples of particularly effective resources, and understand the challenges teachers face in sourcing suitable materials. Additionally, this section investigates how technology and digital resources are integrated into teaching and how teachers evaluate the effectiveness of their materials in supporting pupil learning and achievement. Through these inquiries, the interview seeks to provide a comprehensive understanding of the resources and strategies that contribute to successful English language teaching in middle school classrooms.

Question 9: Exploring teaching materials for fourth-year classes.

Each teacher employs a combination of teaching materials tailored to enhance learning experiences in fourth-year classes. Teacher A utilizes a mix of traditional resources like textbooks alongside visual aids and technology. Teacher B incorporates multimedia elements such as videos and audio scripts along with traditional tools like flashcards and maps. Teacher C focuses on simplicity with pictures, whiteboard, and flashcards. Teacher D adopts a comprehensive approach, combining structured coursebook content with supplementary materials, visuals, interactive tools, and learner-generated content to create a varied and engaging learning environment. These diverse approaches cater to different learning styles and promote active pupil participation in the learning process.

Question 10: Effective teaching materials for engaging fourth-year middle school pupils in English language teaching.

Each teacher presents examples of engaging teaching materials tailored to the needs and interests of fourth-year middle school pupils. Teacher A emphasizes hands-on activities like educational games and role-playing to foster active participation. Teacher B highlights the importance of audio-visual materials for specific tasks to enhance comprehension and engagement. Teacher C focuses on visual aids like pictures and textbook resources to support learning. Teacher D utilizes multisensory materials, interactive activities, and age-appropriate

content to create a stimulating learning environment. These examples showcase a variety of approaches that involve different learning styles and preferences, ultimately enhancing pupils' engagement and participation.

Question 11: Overcoming challenges in finding teaching materials for fourth-year middle school English classes.

Encountering challenges in finding suitable teaching materials for fourth-year middle school English classes is common due to diverse needs and constraints. Teachers employ effective strategies to overcome these hurdles. For instance, Teacher A participates in workshops and utilizes social networks for idea exchange and resource sharing. Teacher B emphasizes the importance of tailored materials for inclusive pedagogy, especially for slow learners. Teacher C mentions facile access to materials but acknowledges resource disparities among educators. Teacher D highlights systemic challenges, suggesting solutions like creativity, internet resources, and personalization to address limited resources and diverse pupils' needs.

Question 12: Integrating technology and digital resources in fourth-year middle school English teaching materials.

Each teacher uses technology and digital resources in different ways to enhance English teaching for fourth-year middle school pupils. Teacher A emphasizes using a variety of resources and creating interactive activities to engage pupils. Teacher B focuses on using audio-visual tools like recorders and data-shows to facilitate role plays and dialogues, enhancing communication skills. Teacher C uses audio scripts to improve listening and reading comprehension. Teacher D employs multimedia tools such as PowerPoint presentations and educational videos, as well as leveraging social media platforms like Facebook for educational purposes. These diverse techniques demonstrate how technology can be effectively integrated into English language teaching to enhance learning experiences for pupils.

Question 13: Assessing the effectiveness of teaching materials in fourth-year middle school English instruction.

The teachers employ diverse methods to assess the effectiveness of teaching materials in supporting pupils' learning and achievement. Teacher A adopts a comprehensive approach, utilizing both formal and informal assessments along with classroom observation to gauge

pupil's progress. Teacher B offers a qualitative assessment, describing the materials as positive and effective based on their experience. Teacher C focuses on the level of pupil's engagement during sessions as an indicator of material effectiveness. Teacher D considers practical factors such as cost-effectiveness, ease of use, and alignment with curriculum standards to evaluate materials' suitability for the classroom context. These varied approaches underscore the importance of considering multiple factors when assessing the impact of teaching materials on pupils' learning and achievements.

- **Rubric four: Learners' motivation.**

Understanding and enhancing learners' motivation is essential for effective language acquisition, particularly in EFL contexts. The fourth section of the interview focuses on this critical aspect by asking EFL teachers to share their observations and strategies related to pupil's motivation. The questions aim to determine whether pupils lack motivation to learn English, the indicators teachers use to recognize low motivation, the underlying reasons for pupils' disengagement, and successful strategies employed to motivate previously disengaged learners. By exploring these areas, the interview seeks to gather valuable insights into the challenges and successes experienced by teachers in fostering a motivating and engaging learning environment for middle school pupils.

Question 14: Exploring pupils' motivation in learning English language.

Each teacher provides insights into the motivational challenges their pupils face in learning English. Teacher A observes a decline in enthusiasm among older pupils, particularly towards the end of the academic year. Teacher B acknowledges occasional fluctuations in motivation levels, suggesting variability among pupils. Teacher C highlights the prevalence of extrinsic motivation, where pupils are primarily driven by the desire for good exam results. Teacher D identifies various factors contributing to motivational struggles, including perceived lack of practical use, uninspiring lessons, and fear of errors. These responses underscore the importance of addressing motivational barriers to enhance pupils' engagement and learning outcomes in English language education.

Question 15: Identifying signs of low motivation among learners in English language learning.

Each teacher employs different methods to recognize signs of low motivation among their learners. Teacher A and teacher D use a comprehensive approach, considering various behavioural indicators such as decreased participation, changes in work quality, negative attitude, and poor performance. Teacher B focuses on the lack of interaction and participation during lessons as key signs. Teacher C emphasizes the overall negative presence in class, where pupils show no engagement or initiative. These observations help teachers identify low motivation early and implement appropriate strategies to address it and improve pupils' engagement and learning outcomes.

Question 16: Understanding common reasons for lack of motivation in fourth-year middle school English learning

Each teacher identifies various factors contributing to pupils' lack of motivation in learning English at the fourth-year middle school level. Teacher A points to a combination of factors including learning difficulties, lack of interest, unclear goals, personal issues, teaching methods, and classroom culture. Teacher B highlights specific challenging aspects of English, such as difficult grammar items. Teacher C emphasizes the importance of relevance to pupils' interests and real-life context in maintaining motivation. Teacher D underscores the gap between learning and real-world application, as well as the uninspiring nature of traditional teaching methods, as key factors affecting motivation. These insights provide valuable considerations for addressing motivational challenges in English language education.

Question 17: Achieving successes in motivating previously disengaged pupils -effective strategies.

Each teacher shares successful strategies for motivating previously disengaged pupils in learning English. Teacher A emphasizes the importance of building relationships and creating a positive environment, using interactive methods such as games, and being patient and flexible in approach. Teacher B highlights the benefits of cooperative learning and group work in fostering pupil engagement. Teacher C employs rewards and gifts to incentivize effort and encourage learning. Teacher D focuses on making English relevant and fun, connecting it to pupils' interests, and celebrating progress to boost confidence and enthusiasm. These

strategies demonstrate the importance of personalized approaches and creating supportive learning environments in motivating disengaged pupils.

2.4 Discussion of the main results

This study aims to investigate the various challenges encountered by pupils in Algerian middle schools. To achieve this, researchers employ two data collection methods: a questionnaire for learners and an interview with teachers. The analysis of the collected data yielded insightful results that could inform recommendations for enhancing the teaching of English as a foreign language at the middle school level. According to the learners' questionnaire, a significant portion of pupils' rate their English proficiency as poor, highlighting a substantial challenge within the EFL context. This perception of low proficiency is further corroborated by the pupils' dissatisfaction with their English grades, indicating widespread difficulties in mastering the language. This view is reflected by the EFL teachers, who also express general dissatisfaction with their pupils' results. These findings highlight the central problem addressed by the study. EFL teaching in the middle school is still suffering from several problems that need to be addressed, according to Benadla (2013).

The first proposed hypothesis suggests that the primary challenges encountered by Algerian middle school learners include ineffective instructional methods, a lack of motivation, and insufficient resources. The data collected provide insightful findings that support this hypothesis. The learners' questionnaire show nuanced understanding of pupils' perceptions of the support and guidance they receive from their English language teachers. While many pupils feel adequately supported, there is a notable minority who are dissatisfied, suggesting that the support provided by teachers varies in effectiveness. This disparity highlights the need for a more consistent approach to pupil support to ensure all learners feel adequately guided. In addition pupils generally describe the predominant teaching style as lecture-based, indicating that a significant portion of classroom time is dedicated to teacher-led instruction. This method, while traditional, may not engage all pupils effectively. However, a small number of them find the teaching style ineffective, underscoring the need for a more varied and dynamic approach to instruction. The questionnaire reveals that pupils often find the current instructional methods unengaging and overly focused on rote memorization and grammar. Many pupils expressed a desire for more interactive and practical language use in the classroom.

According to the interviewed EFL teachers, however, they strive to ameliorate their teaching approaches and methods to tailor to the different needs of their pupils. This collective effort highlights their dedication to enhancing instructional methods to meet their pupils' varied needs effectively. Furthermore, the interviewed EFL teachers globally influence the results of Competence-Based Assessment (CBA) to enhance their instructional methods and address individual pupil learning needs. They recognize CBA as a powerful tool for making data-driven decisions and becoming more responsive to their pupils' needs. According to them, this individualized approach ensures that all pupils receive the necessary support to succeed, demonstrating the critical role of CBA in informing and refining educational practices globally. In vain their efforts, each teacher identifies and addresses challenges in implementing the competence based approach CBA, as an obligatory methodology of teaching, emphasizing strategies to overcome them and optimize learning. Many teachers still struggle to apply Competency-Based Language Teaching (CBLT) in practical situations despite seminars, study days, and training sessions organized by inspectors to address this issue. When asked about their progress in the syllabus, a teacher might respond with "I dealt with the past simple" instead of "I dealt with narration." Such responses indicate that teachers are still focusing on linguistic points rather than language functions, which are the core of CBLT (Benadla, 2013). The second challenge relates to the lack of pupils' motivation. Many researchers have considered motivation a significant factor influencing learners during the learning process. From the questionnaires, pupils indicate a general lack of motivation, citing reasons such as the perceived irrelevance of English to their daily lives, limited exposure to English outside the classroom, and the absence of engaging and motivating teaching methods. On the other hand, teachers advocate signs of low motivation, in their pupils, including decreased participation, negative attitudes, and avoidance behaviours. They explain the factors contributing to this by a lack of interest in the material, fear of making mistakes, and perceived irrelevance of English. Additionally, they argue that the low of motivation within their learners' results in their poor academic performance, disengagement, and decreased confidence in the English language acquisition.

Another challenge is the inadequate utilized teaching resources. The pupils' responses highlight a significant lack of resources, including up-to-date textbooks, technological aids, and supplementary materials. Many of them mentioned that their schools lack audio-visual aids and language labs, which are crucial for a rich linguistic environment. Teachers, as well, face

resource constraints, including limited access to teaching materials and technological tools, which impede effective instruction. They demonstrate that resource limitations can hinder the quality of instruction and restrict opportunities for interactive and meaningful learning. These findings align with Benouali & Djelil's results (2020), which highlight that a lack of teaching resources, including textbooks, materials, and technology, can impede teachers' ability to implement pedagogical activities effectively. This confirms the first hypothesis that the primary challenges faced by Algerian middle school learners include ineffective instructional methods, lack of motivation, and inadequate resources.

With respect to the second hypothesis which denotes that to overcome these difficulties, pupils need tailored teaching methods, motivational strategies, and improved resources that can contribute to more effective EFL learning experiences. In this context, pupils' responses to the questionnaire suggest practical and achievable solutions. They agree on the adoption of Communicative Language Teaching (CLT) in order to make learning more engaging by emphasizing interaction and real-life communication. In addition, pupils have expressed a preference for activities like role-plays, group discussions, and interactive tasks that make learning practical and enjoyable. They add the need for professional development for teachers. They suggest that the continuous professional development programs can equip teachers with modern pedagogical skills and methodologies. In other terms, workshops, training sessions, and collaborative learning communities can help teachers stay updated with best practices in EFL teaching. Indeed, the need for teacher training is a common theme in pupil responses. For tailored teaching methods, personalized approaches are proposed by the interviewed EFL teachers that consider pupils' interests and learning styles, interactive activities, and real-world applications can significantly enhance engagement and learning. They use a variety of methods, including cooperative learning, role-playing, and integrating social media, to make learning more relevant and engaging.

Taking into consideration the motivational strategies suggested by pupils, they indicate that understanding the relevance of English to their future opportunities can enhance their motivation by helping them set achievable language learning goals and highlighting the role of English in global communication, career opportunities, and higher education. It can make learning more purposeful. They stressed their need for digital tools and online platforms that can make learning more appealing. The questionnaires show that pupils enjoy interactive apps, educational games, and online resources which provide diverse and engaging content. The

interview responses, also, support pupils' suggestions. Teachers argue for positive reinforcement, celebrating progress, providing ownership of learning, and connecting lessons to pupils' interests. They propose strategies like rewarding effort, using games, and making lessons fun and interactive.

Actually, learners' main demand is providing classrooms equipped with technology. For them, ensuring that schools are equipped with modern technological tools, such as computers, projectors, and internet access, can facilitate a more dynamic learning environment. Language learning software and online resources, which pupils indicate as desirable, can provide additional practice and exposure to authentic language use. The most learning materials pupils mention in their responses are updated textbooks, storybooks, and multimedia content, to enrich their learning experiences. The lack of such resources is a significant concern among pupils. In addition, they find exchange programs and collaborations with native English speakers beneficial and can provide authentic language exposure and cultural understanding. Each teacher provides examples of engaging teaching materials tailored to the needs and interests of their middle school pupils. One approach emphasizes hands-on activities like educational games and role-playing to foster active participation. Another highlights the importance of audio-visual materials for specific tasks to enhance comprehension and engagement. A different strategy focuses on visual aids such as pictures and textbook resources to support learning. Additionally, some utilize multisensory materials, interactive activities, and age-appropriate content to create a stimulating learning environment. These examples showcase a variety of approaches that address different learning styles and preferences, ultimately enhancing pupil's engagement and participation in English language teaching.

The findings confirm the proposed hypothesis that tailored teaching methods, motivational strategies, and improved resources are essential for overcoming the challenges faced by Algerian middle school EFL learners. By incorporating these elements, educators can create a more effective and engaging learning environment that meets the needs and the interests of their pupils, thus enhancing their English language learning experiences. In the next section, suggestions and recommendations, we will present targeted strategies and practical solutions designed to overcome EFL learning difficulties. Implementing these recommendations will help educators and policymakers build a more supportive and dynamic learning environment for middle school EFL learners in Algeria.

2.5 Suggestions and recommendations

To effectively address the challenges faced by middle school EFL learners in Algeria, it is crucial to focus on key areas that can significantly enhance the teaching and learning experience. This section, "suggestions and recommendations," will outline essential strategies aimed at improving English foreign language teacher proficiency, fostering EFL teachers' adaptability, cultivating patience and empathy, strengthening classroom management, and enhancing teacher organizational skills. By concentrating on these critical aspects, teachers can develop a more supportive, efficient, and engaging educational environment that better meets the diverse needs of their pupils and promotes successful English language acquisition.

2.5.1 English foreign language teacher proficiency

Proficiency in English is one of the most important skills that English teachers should have. A strong command of the language, including grammar, vocabulary, pronunciation, and writing skills, is essential for effective communication and instruction. Teachers must be able to model correct language usage and provide clear and accurate feedback to pupils. This proficiency also enables teachers to design and deliver engaging and relevant lessons that meet the needs of their pupils (Miranda & Wahyudin, 2023). Teachers who are proficient in English can also inspire and motivate their pupils to develop their language skills and achieve their learning goals. They can provide pupils with authentic language experiences, such as watching movies, listening to podcasts, and reading literature, to help them develop their language proficiency in a meaningful and enjoyable way (Zulfiqar et al., 2020).

To maintain proficiency and stay updated in English language instruction, English teachers should participate in ongoing education. This can include attending workshops, seminars, and conferences related to English teaching to gain knowledge of the newest teaching strategies and methodologies. Indeed, educators can refine their skills, remain abreast of educational trends, and provide high-quality instruction to support their pupils' success (Derakhshan et al, 2020). Self-study is an effective way to learn English. To deepen their theoretical knowledge, English teachers can read books, research papers, and educational journals on language teaching and pedagogy. Staying current with changes in the English language and cultural trends is also essential for English teachers (Nosirova, 2023).

These practices can help teachers improve their teaching methods, adapt to their pupils' needs, and enhance their pupils' learning experience. Online resources such as EF English Live and British Council English Online offer interactive content, webinars, and exercises to help teachers improve their English skills at their own pace. Self-study courses can also be a low-cost way for learners to reach their goals in English, with options for live teacher-led webinars and interactive exercises. Thus, the course offers complete flexibility, allowing learners to progress at their own pace and decide when they are ready to advance (Nosirova, 2023).

2.5.2 EFL teachers' adaptability

Adaptability is an essential skill for English teachers to possess, as it allows them to adjust their teaching methods to accommodate different learning styles and abilities. By staying tuned with changes in the English language and cultural trends, English teachers can ensure that their teaching methods are relevant and effective. According to Martin et al. (2012), adaptability can be defined as the ability of individuals to effectively regulate psychological and behavioural functions in response to new, changing or situations. Teachers who are adaptable can respond effectively to different learning needs, styles, and preferences of their learners, as well as incorporate new ideas, methods, and technologies into their teaching (Rice, 2003). It is essential for achieving better outcomes for both teachers and learners, as it allows teachers to adjust to changing situations, challenges, and opportunities in a positive and flexible way.

Developing adaptability skills in teaching involves keeping up with current and relevant knowledge, being proactive in adapting teaching methods and materials to align with changes, accounting for different learning styles and abilities, and embracing changes to enhance teaching and learning (Droogenbroeck et al., 2014). Differentiated instruction techniques, such as group work and project-based learning, can help English teachers cater to the unique needs of each pupil. Additionally, technology integration, such as educational apps and multimedia resources, can enhance the learning experience for learners with different learning styles and abilities. By embracing changes and remaining resilient, English teachers can increase their confidence and provide high-quality instruction to support their pupils' language learning journey (Korthagen, 2004).

To enhance the teaching adaptability and effectiveness, seeking feedback is a valuable practice for English teachers. By regularly soliciting feedback from pupils, colleagues or others,

teachers can gain valuable insights into their teaching methods, identify areas for improvement, and foster innovation in their approach to education. From the one hand, feedback from pupils can provide valuable perspectives on teaching effectiveness, engagement levels, and areas for improvement (Dordinejad & Porghoveh, 2014). From the other hand, colleagues can offer constructive feedback, share best practices, and provide support in addressing challenges. In addition, feedback from others, such as parents or administrators, can offer additional insights into the impact of teaching methods on the learning outcomes and overall classroom dynamics.

By incorporating feedback into their reflective practice, teachers can adjust their teaching methods, set goals, and refine their expectations to better meet the diverse needs of their pupils and navigate various challenges in the educational setting. Special training and resources are indeed essential for teachers to develop adaptability skills, as they play a crucial role in helping educators overcome obstacles and build confidence in their teaching practice. By providing teachers with the necessary training, such as workshops, seminars, and professional development courses, they can acquire new knowledge, skills, and strategies to adapt to changing educational landscapes and diverse pupils' needs (Malmir, 2018). Additionally, access to resources like educational materials, technology tools, and support networks can empower teachers to navigate challenges, experiment with innovative teaching methods, and enhance their ability to meet the evolving demands of the educational environment. Overall, investing in training and resources is the key to foster adaptability in teachers, enabling them to thrive in their roles and effectively support pupil's learning and success.

2.5.3 Patience and Empathy

Patience and empathy are important skills for teachers to create a positive and supportive learning environment. These qualities enable teachers to understand and connect with their pupils, especially when they face difficulties, and provide appropriate support and encouragement. By practicing self-reflection, self-awareness, and effective communication techniques, teachers can cultivate patience and empathy and improve learners' outcomes (Chowdhury and Shahed, 2021). Patience is the ability to remain calm and composed in the face of challenges, delays, or obstacles. It involves being able to take a step back and assess the

situation before reacting. This is particularly important in the classroom, where pupils may require extra time or support to grasp a concept or complete a task.

Empathy, on the other hand, is the ability to understand and share the feelings of another person. It involves putting oneself in the shoes of the learner and seeing things from their perspective (Zohoorian & Zeraatpishe, 2020). This can help teachers to better understand the challenges their learners are facing and provide appropriate support and encouragement. Cultivating patience and empathy involves self-reflection, self-awareness, and effective communication techniques. Teachers can practice deep breathing exercises, take short breaks, and utilize effective communication techniques such as active listening and validating learners' feelings. Empathetic teachers can create positive and supportive learning environments, foster pupils' engagement and motivation, and improve their outcomes. Research has shown that teachers who demonstrate empathy can improve the quality of their interactions with learners and positively impact pupil's success (Sánchez et al. 2013). Patience and empathy are also essential for building trust and rapport with pupils. When teachers are patient and empathetic, pupils are more likely to feel valued, respected, and supported. This can lead to increased engagement, motivation, and academic achievement (Chowdhury & Shahed, 2021).

2.5.4 Classroom management

One of the primary responsibilities of a classroom teacher is to ensure effective management of the classroom. It is a critical aspect of teaching that refers to skills and techniques used by teachers to keep pupils organized, orderly, focused, attentive, on task, and academically productive during a class. Classroom management generally pertains to the methods a teacher uses to direct and oversee learners' activities, behaviours, and interactions during lessons (Habibi et al., 2018). It is essential for ensuring that classes run smoothly, disruptive behaviour from pupils is kept to a minimum, and teaching materials and activities promote learning (Marzano and Marzano, 2003). When executed effectively, teachers minimize behaviours that impede learning and maximize those that facilitate and enhance it using a wide variety of skills and techniques creating a high-performing learning environment. For learning to be effective, a teacher must possess the skills to manage the classroom. This can be achieved through maintaining a positive attitude, having clear intentions, demonstrating a strong teacher personality, and fostering good relationships between teachers and learners (Bugis et al., 2021).

Adapting activities for different age groups is a valuable strategy to keep all pupils engaged in the learning process. By modifying the same activities to suit varying age levels, teachers can create an inclusive classroom environment where older pupils can mentor younger ones. This approach not only fosters collaboration and peer learning but also ensures that all pupils feel included and challenged at their individual skill levels (Bugis et al., 2021). In other words, empowering older pupils to take on leadership roles as mentors can enhance their sense of responsibility and reinforce their own learning while supporting the development of younger peers. Overall, adapting activities for different age groups promotes a sense of community, encourages cooperation, and maximizes engagement and learning outcomes for all pupils in the classroom.

Moreover, planning games and crafts that interest all the pupils provide opportunities for relaxation, play-based learning, stress release, and confidence-building. It can be used in various settings, such as after-school activities, family events, and educational programs (Nazari et al., 2021). By doing that, educators and parents can ensure that all children are engaged and learning, regardless of their age or ability. Another used technique is the flexible setting management that can help to create a more conducive learning environment. It refers to the ability to adapt the classroom environment to meet the diverse needs of pupils (Nazari et al., 2021). By providing pupils with the freedom to choose their seating options and move around the classroom, teachers can promote collaboration, problem-solving and pupil's choice.

Furthermore, positive reinforcement is a behaviour modification technique that involves rewarding desired behaviours to encourage their repetition. It is an essential strategy for managing pupils' behaviours within the classroom. It can take various forms, including praise, rewards, special activities, and positive feedback from teachers and peers. Moreover, it helps to reinforce desired behaviors, boosts their confidence, increases their engagement, decreases time-wasting in class, makes them feel safe, and improves teachers' motivation and well-being (Stage and Quiroz, 1997). On the one hand, positive reinforcement focuses on the positive while reframing missteps as opportunities for learning. It is different from bribing, as rewards are earned and not given beforehand. Negative reinforcement, on the other hand, involves removing uncomfortable or negative stimuli to encourage desirable behavior. Both positive and negative reinforcement are effective ways to encourage certain behaviors.

Hence, positive reinforcement is used to encourage any wanted behaviors in learners, such as being a good friend, being a good sport, completing chores, complying with a request right away, compromising or being flexible, and following directions. It is essential to offer positive reinforcement on a consistent basis to ensure that the behavior becomes habitual (Stage and Quiroz, 1997). It can be an effective way to motivate the learners to be responsible, complete their homework, and follow rules. It can also encourage social behaviors, like sharing or following directions, and prevent misbehavior, like hitting, spitting, and rule violations.

In addition to these tools, there are many other strategies that teachers can use to support effective classroom management. Setting clear expectations, actively monitoring pupils' behaviours, providing real-time feedback, and using data analytics can all help to improve pupil engagement and understanding. By combining traditional techniques with digital tools, teachers can create a sandwich of effective classroom management that meets the needs of their pupils and supports their learning goals (Marzano and Marzano, 2003). Effective classroom management strategies can vary depending on several factors, such as the course subject, age of pupils, the size of the classroom, the teacher's personality, and the behavior of pupils. However, some techniques, such as creating a solid lesson plan, building positive relationships with pupils, being clear and developing reliable routines, staying calm and focused, and using positive reinforcement, can apply in most cases (Marzano and Marzano, 2003).

2.5.5 Teacher organizational skills

Effective organizational skills, such as planning and structuring lessons, assignments, and assessments, are important for creating a productive and efficient learning environment (Sekhar, 2019). Teachers who possess those skills can manage materials, pupils' assignments, and instructional time effectively, ensuring that each pupil receives the attention he needs and that learning objectives are met. By planning and organizing, teachers can manage their teaching and also enhance pupils' engagement, understanding, and overall learning outcomes. Effective lesson planning is essential for successful curriculum delivery. That is to say, it helps teachers translate the curriculum into learning activities that align with the assessment and learning objectives. Indeed, by thoughtfully addressing individual learning needs, they can ensure that each pupil has the opportunity to succeed (Siddiqui et al., 2022). Planning lessons also contributes to teachers' own success and well-being. By avoiding last-minute efforts to prepare materials or supplies, teachers can save time and increase their work-life balance.

Additionally, having a skillfully-planned lesson can make teaching more enjoyable and increase job satisfaction. The importance of lesson planning is undeniable, as it provides a roadmap for teachers to follow in the classroom and helps pupils understand the goals of an instructional module. In essence, it is useful to invest time and thought into lesson planning for creating successful learning outcomes and contributing in the professional growth (Siddiqui et al., 2022).

2.6 Conclusion

The practical investigation, through teachers' interviews and pupils' questionnaires, has revealed significant insights into the challenges and needs of middle school Algerian EFL learners. The data indicate that the main difficulties include ineffective instructional methods, a lack of motivation among pupils, and insufficient resources. These factors collectively contribute to the struggles pupils face in mastering English.

Based on these findings, several recommendations emerge. Tailoring teaching methods to better suit the diverse learning styles of pupils can make instruction more effective and engaging. Implementing motivational strategies that connect the learning material to pupils' interests and real-life applications can enhance their enthusiasm and commitment to learning. Additionally, improving the availability and quality of educational resources, such as modern technology and updated textbooks, is crucial for providing a more supportive learning environment.

By addressing these areas, educators and policymakers can work towards creating a more effective EFL educational framework. The insights from this study underscore the importance of targeted interventions that consider the unique challenges faced by middle school learners in Algeria. These efforts can significantly enhance pupils' language acquisition and overall academic performance, leading to more successful outcomes in their EFL education.

General Conclusion

Improving English as a foreign language outcomes for middle school learners is a crucial objective, particularly in the context of standardized exams like the *Brevet d'Enseignement Moyen* in Algeria. This research focuses on the fourth-year middle school pupils at Ibn Rochd Middle School in Remchi, aiming to identify and address the challenges they face in achieving better *BEM* results. By examining both theoretical and practical aspects of EFL education, it seeks to uncover the underlying factors contributing to low English proficiency and to propose effective strategies for enhancing pupil's performance. The study comprises two chapters, each providing an in-depth analysis of the current state of EFL education and offering evidence-based recommendations for improvement.

The first chapter provides a comprehensive literature review, underscoring the indispensable role of teaching English in national development and highlighting the global significance of its proficiency. It details the evolution of the Algerian educational system and the reforms aimed at aligning with global standards. These reforms, including the Competency-Based Approach, emphasize developing learners' intellectual, social, and communicative skills. In this context, the second chapter builds on the theoretical foundations laid in the first chapter by examining the practical challenges faced in teaching English in Algerian middle schools. It investigates the instructional methods, pupil's motivation, and resource availability, identifying key areas that need improvement.

The results align with the first hypothesis, confirming that the primary challenges encountered by Algerian middle school learners encompass ineffective instructional methods, lack of motivation, and inadequate resources. These findings underscore the pressing need for comprehensive reforms in English language education to address these obstacles effectively. Furthermore, in line with the second hypothesis, the study validates the proposition that tailored teaching methods, motivational strategies, and improved resources are pivotal for enhancing the EFL learning experience of Algerian

middle school pupils. These findings significantly impact the researcher's current perspectives, emphasizing the critical importance of implementing targeted interventions to address the identified challenges and improve English language education outcomes in Algerian middle schools.

The findings of this study shed light on broader issues within the realm of English language education, not only in Algerian middle schools but also in a global context. The challenges identified, such as ineffective instructional methods, lack of motivation, and inadequate resources, resonate with difficulties encountered in EFL learning settings worldwide. In many countries, educators grapple with similar issues, striving to engage pupils effectively, foster motivation, and provide adequate resources for language learning. By addressing these challenges and proposing solutions tailored to the Algerian context, this research contributes to the broader conversation on improving EFL education globally. Moreover, the study emphasizes the importance of adapting teaching methods, implementing motivational strategies, and enhancing resources to meet the diverse needs of learners in an increasingly interconnected world. Ultimately, the insights gleaned from this research have implications beyond Algerian middle schools, offering valuable lessons and guiding principles for enhancing EFL education on a global scale.

While this study provides valuable insights into the challenges faced by Algerian middle school EFL learners, yet it is not without limitations. One limitation is the relatively small sample size of participants, which may limit the generalizability of the findings. Future research could address this limitation by including a larger and more diverse sample of pupils and teachers from various middle schools across Algeria. Additionally, the study relies primarily on self-reported data from pupils and teachers, which may be subject to biases and inaccuracies. Incorporating objective measures of language proficiency and classroom observations could provide a more comprehensive understanding of the issues at hand. Another limitation is the focus on a specific geographic area and educational context, which may not fully capture the range of challenges faced by EFL learners in Algeria or other countries. Future research could

adopt a comparative approach, examining EFL education in different regions or countries to identify common trends and unique challenges. Despite these limitations, this study offers a foundation for further research on improving EFL education in Algeria and beyond. By addressing these limitations and building on the findings of this study, future research can contribute to more effective and equitable language learning opportunities for pupils worldwide.

For further research, it is recommended to conduct longitudinal studies to track the long-term effectiveness of tailored teaching methods, motivational strategies, and improved resources in improving EFL learning outcomes among Algerian middle school pupils. Longitudinal studies would allow researchers to observe how these interventions impact pupils' language proficiency, motivation, and academic performance over time. Additionally, future research could explore the effectiveness of specific teaching methods and strategies in more depth, such as task-based learning, project-based learning, or the use of technology in the classroom. Comparative studies could also be valuable, comparing different approaches to EFL education in Algeria or other countries to identify best practices and areas for improvement. Furthermore, qualitative research methods, such as interviews and focus groups, could provide deeper insights into pupils' and teachers' experiences and perceptions of EFL education. Finally, research on the role of socio-cultural factors, such as language attitudes and identity, in shaping EFL learning outcomes could offer valuable insights into the complex dynamics of language learning in Algeria and similar contexts.

The main conclusions of this study highlight the significant challenges faced by Algerian middle school pupils in learning English as a foreign language. These challenges include ineffective instructional methods, lack of motivation, and inadequate resources. However, the study also emphasizes the importance of tailored teaching methods, motivational strategies, and improved resources in overcoming these difficulties and enhancing EFL learning experiences. The findings confirm the proposed hypotheses that addressing these challenges can lead to more effective EFL learning outcomes. Overall, the study underscores the need for targeted interventions and support

to improve English language education in Algerian middle schools, ultimately contributing to pupils' language proficiency and academic success.

To enhance EFL outcomes in Algerian middle schools, several key recommendations emerge from the findings. Firstly, there is a pressing need for tailored teaching methods that accommodate diverse learning styles. This involves incorporating hands-on activities, educational games, and audio-visual materials to engage pupils effectively. Secondly, motivational strategies play a crucial role in boosting pupil's enthusiasm for learning English. By linking learning materials to real-life applications and providing opportunities for practical use of the language, educators can enhance pupil's motivation. Thirdly, improving the availability and quality of educational resources is essential. This includes providing modern technology, updated textbooks, and access to online resources to create a supportive learning environment. Additionally, ongoing professional development for teachers is vital to ensure they are equipped with the latest pedagogical strategies and technological tools. Finally, fostering a supportive classroom atmosphere where all pupils feel valued and motivated to participate is essential for creating a conducive learning environment. These recommendations, if implemented effectively, can significantly improve EFL outcomes in Algerian middle schools.

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Appendices

Appendix A:

Learners' questionnaire

Dear Pupils,

Thank you for taking the time to share your experiences with us. Your responses will help us better understand the challenges you face in learning English and enable us to provide more effective support. Please be honest and specific in your answers.

First section: Personal Information

1. Gender: Male
Female

2. Age: years

3. How would you rate your overall performance in the English language?

- Excellent
- Good
- Average
- Below average
- Poor

4. How do you feel about your present grade in the English language?

- Satisfied
- Neutral
- Unsatisfied

Second section: Instructional methods

5. Do you feel that you receive enough support and guidance from your English language teacher to learn English?

- Yes
- No
- Somewhat

6. How would you describe the teaching style of your English language teacher?

- Lecture-based (teacher mostly talks and pupils listen)
- Interactive (teacher and pupils engage in discussions and activities)
- Visual (use of videos, slides, and other visual aids)
- Hands-on (lots of group work, projects, and practical activities)
- Other (please specify)

7. On a scale of 1 to 5, how engaging do you find the teaching methods used in the English language class? (1 being not engaging at all, 5 being very engaging)

8. Which teaching methods do you find most helpful for learning English? (Select all that apply)

- Group discussions
- Role-playing activities
- Games
- Worksheets and exercises
- Multimedia presentations
- Reading aloud
- Writing assignments

9. Which teaching methods or activities you would like to see more of in the English language class?

- Group discussions
- Role-playing activities
- Games
- Worksheets and exercises
- Multimedia presentations
- Reading aloud
- Writing assignments

10. Do you feel comfortable asking questions and seeking help from your English language teacher during class?

- Yes
- No
- Sometimes

Third section: Teaching materials

11. How would you rate your overall satisfaction with the teaching materials used in your English class?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

12. Which types of teaching materials do you find most helpful in learning English? (Check all that apply)

- Textbooks
- Worksheets
- Online Resources (Websites, Videos, etc.)
- Interactive Activities (Games, Quizzes, etc.)
- Visual Aids (Posters, Charts, etc.)
- Other (please specify):

13. Are there any teaching materials that you find difficult to understand or use? If so, please explain.

14. Do you have any suggestions for new teaching materials that you would like to see incorporated into our English lessons?

15. How engaging do you rate the teaching materials in our English class?

- Not engaging at all
- Somewhat engaging
- Moderately engaging
- Quiet engaging
- Very engaging

Fourth section: Learners' motivation

16. On a scale from 1 to 5, how enjoyable do you find learning English?

- 1 (Not enjoyable at all)
- 2
- 3
- 4
- 5 (Very enjoyable)

17. What does motivate you to learn English? (Select all that apply)

- Interest in other cultures
- Career opportunities
- Traveling
- Personal development
- School requirements
- Family expectations
- Other (please specify):

18. How often do you practice English outside of school?

- Daily
- A few times a week
- Once a week
- Rarely
- Never

19. What type of English learning resources do you use outside of school? (Select all that apply)

- English books
- English movies/TV shows
- English language apps/websites
- English-speaking friends/family

20. Do you feel supported in your English language learning by:

- Teachers
- Peers
- Family
- Other (please specify):

21. Do you plan to continue learning English after the baccalaureate?

- Yes
- No
- Not sure

22. How do you feel when you make progress in learning English?

23. Are there any specific topics or activities in English class that particularly engage or motivate you? If so, please describe.

24. What could the English language teacher do to help increase your motivation and engagement in learning English?

Appendix B: Teachers' interview

Dear teachers,

We are presently engaged in a study regarding the difficulties faced by EFL Middle School Learners' (the case study of 4th Year) for the sake to improve their level in learning the English language and thus their results in the *BEM* exam. Could you kindly respond to the following questions?

First section: Profile

1. What is your educational level?
2. Can you provide an overview of your teaching experience?
3. How long have you been teaching the fourth year classes?
4. Are you satisfied with your learners' results? If no, why?

.....

Second section: Instructional methods

5. How do you approach lesson planning for middle school English classes especially the final level?

.....

6. How do you use the results of CBA assessments to inform your teaching practices and support individual pupils' learning needs?

.....

7. Have you encountered any challenges or limitations in implementing the CBA approach, and how do you address them?

.....

8. How do you involve pupils in the CBA process and encourage them to take ownership of their learning progress?

.....

Third section: Teachers' materials

9. What types of teaching materials do you typically use in your classes (fourth year classes)?

.....

10. Can you describe some examples of teaching materials that you find particularly effective in engaging fourth year middle school pupils in English language teaching?

.....

11. Have you encountered challenges in finding suitable teaching materials for your fourth year middle school English classes? If yes, how did you overcome them?

.....

12. In what ways do you incorporate technology and digital resources into your teaching materials for the fourth year middle school English?

.....

13. How do you evaluate the effectiveness of teaching materials in supporting pupil's learning and achievement in your fourth year middle school English classes?

.....

Fourth section: Learners' motivation

14. Do you find that your pupils lack motivation to learn English language?

.....

15. How do you recognize and identify signs of low motivation among your learners?

.....

16. What do you believe are some common reasons why pupils may lack motivation in learning English at the fourth year middle school level?

.....

17. Have you encountered any successes or breakthroughs in motivating previously disengaged pupils? If so, what strategies were effective?

.....

Summary:

This research explored the challenges in English language learning among fourth-year middle school pupils at Ibn Rochd, Remchi, identifying major challenges such as ineffective instructional methods, low motivation, and insufficient resources. Using a mixed-methods approach with questionnaires and interviews. Both pupils and teachers reported concerns over low English proficiency and unsatisfactory grades. The study recommended adopting communicative language teaching, enhancing teacher training, and improving educational resources. Emphasizing the importance of interactive and practical language use, the findings highlighted the need for tailored teaching methods and motivational strategies to boost pupils' engagement and improve English learning outcomes.

Résumé :

Cette recherche a exploré les défis liés à l'apprentissage de la langue anglaise chez les élèves de quatrième année du CEM Ibn Rochd à Remchi, en identifiant des obstacles majeurs tels que des méthodes d'enseignement inefficaces, une faible motivation et des ressources insuffisantes. En utilisant une approche mixte avec des questionnaires et des entretiens, les élèves et les enseignants ont exprimé des préoccupations concernant une faible maîtrise de l'anglais et des notes insatisfaisantes. L'étude a recommandé l'adoption de l'enseignement communicatif, l'amélioration de la formation des enseignants et le perfectionnement des ressources pédagogiques. Soulignant l'importance de l'utilisation interactive et pratique de la langue, les résultats ont mis en avant la nécessité de méthodes d'enseignement adaptées et des stratégies de motivation pour renforcer l'engagement des élèves et améliorer les résultats en apprentissage de l'anglais.

ملخص:

قامت هذه الدراسة باستكشاف التحديات في تعلم اللغة الإنجليزية بين تلاميذ السنة الرابعة متوسط المتدرسين بمتوسطة ابن رشد في الرمشي، حيث تم التعرف على عقبات رئيسية مثل الأساليب التعليمية الغير الفعالة، نقص الدافعية، والموارد الغير كافية. باستخدام نهج مختلط يتضمن استبيانات ومقابلات. أبدى التلاميذ والمعلمون قلقهم بشأن ضعف إتقان اللغة الإنجليزية وعدم الرضا عن النتائج. وقد أوصت الدراسة باعتماد تعليم اللغة التواصلي، تعزيز تدريب المعلمين، وتحسين الموارد التعليمية. مع التأكيد على أهمية استخدام الأساليب والطرق التفاعلية والعملية. أبرزت النتائج ضرورة استخدام أساليب تدريس خاصة واستراتيجيات تحفيزية لتعزيز مشاركة التلاميذ وتحسين نتائج تعلم اللغة الإنجليزية.

