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**Demotivating Factors in Learning English among Middle School Pupils in
Rural Areas**

The Case of Jijel Rural Schools

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

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Declaration

I hereby declare that the dissertation entitled “Demotivating factors in learning English among middle schools pupils in rural areas: the case of Jijel rural schools” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

Date

Handwritten signature in black ink, consisting of a stylized first name and a last name.

12-09-2021

Dedication

To me ...

Kenza

Dedication

In the name of Allah,

The most compassionate,

The most merciful

I dedicate this modest word

To my parents, source of happiness and success in life

To my nephews and nieces, the roses of our family

To all the members of my family

To my teachers and my friends and to all who supported and helped me

Atika

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Abstract

This study aims at investigating the factors of demotivation which impede the process of English language learning among the Algerian middle school pupils in rural areas, the case study in Jijel rural schools. The research tools used were a questionnaire and a semi-structured interview, the questionnaire was administrated to 272 pupils from three middle schools in Jijel rural areas, Erraguene, Boucif Ouled Asker and Djimla. The pupils were chosen randomly from all levels. In addition, the semi-structured interview was conducted with 04 teachers of English from the same middle schools. It is hypothesized that there are many factors that demotivate middle school pupils of rural areas to learn English language. The findings of the research showed that the lack of intrinsic motivation among middle school pupils in rural areas is considered as a strong source of demotivation. Learning content and materials and low scores in the exams also cause demotivation among these pupils. Inadequate school facilities and teachers' competence and style are moderate sources of demotivation.

Keywords: Demotivation. English Foreign Language. Rural Areas.

List of Abbreviations

%: Percentage

EFL: English as a Foreign Language

ESP: English for Specific Purpose Courses

FL: Foreign Language

ICT's: Information and Communication Technologies

L2: Second Language

MS1: First Year Middle School

MS2: Second Year Middle School

MS3: Third Year Middle School

MS4: Fourth Year Middle School

Q: Question

T: Teacher

T1: Teacher One

T2: Teacher Two

T3: Teacher Three

T4: Teacher Four

U.S.: United State

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General Introduction

Background of the Study

In today's globalized world, English has become the international language. It is used as a lingua franca or as the universal language that people around the world use to communicate with each other. Learning English becomes very important because it is highly considered as a tool of progress during this era of globalization. Like many countries in the world, Algeria had to comply with the situation. Learning English in Algeria has become a major concern. However, EFL learners may display a little or no progress while learning English, learners' level kept decreasing from one year to another, and this was reflected in the poor results of examination.

Since 2001, the Ministry of Education in Algeria has undertaken several educational reforms in order to strengthen the position of the English language and encourage multilingualism in the Algerian school. Nevertheless, English is still regarded to be the second foreign language in the Algerian educational system after French. It is introduced at the first-year middle school (at the age of 11).

Learning English as a foreign language in Algeria is really a serious challenge, teachers face lot of problems like large classes, classroom management, absence of communication, and lack of teaching materials. In addition to that, students do not take the English language seriously. They consider it as a dead language and they think that it is a waste of time to learn a language which they do not need when entering university because they will study in French. In Algerian rural schools, it is much more difficult as we do not have a suitable atmosphere and the actual program does not satisfy the teaching aims and the learners' needs. Middle school pupils in rural areas are losing their motivation to learn English language and are becoming more unmotivated as time goes by.

Some studies state that the main reason for the differences between urban and rural pupils' performance, learning and achievement are geographical location, resources, technology and also the quality of teachers. In most rural areas, life has a total different focus and it is not based only on education. Students in rural areas have a very low performance compared to students in urban areas because it is related to their parents' education. There are other reasons like the financial factor, logistic support, less qualified teachers and inadequate books (Hossain, 2016, pp.1-2).

Demotivation has become frequent in the Algerian middle schools in general and in rural schools in particular and the number of unmotivated learners is increasing. Moreover, a demotivated learner is someone who has lost his interest for some reason. Dornyei (2001) mentions that demotivation do not mean that the learner has lost his motivation completely. This means only that a strong negative factor limits the present motivation while other positive motives still stay ready to be activated.

According to Dornyei (2001), demotivation is the external force, which may make people reduce or lose a certain behavior tendency or the conduct of behavior. He also defines demotivating factors as external forces having negative effects on language learning motivation of learners and might eventually exterminate eagerness to participate in language learning activities. Kaivanpanah and Ghasemi (2011) claim that "any failure to learn a second language may be largely due to the existence of demotivating factors on the part of learners "(p. 90). This definition focused on the external factors and was criticized for failing to take into account the internal factors. However, later empirical studies showed that, in addition to the external factors, the internal factors might also cause motivation recession.

Statement of the Problem

A number of studies, including Gardner (1985), Dornyei (2001), Csizer and Kormos (2008), and Mora Vázquez, Trejo Guzmán, and Roux Rodríguez (2010), have been conducted to determine whether the students' motivation has any significant impact on their learning. However, despite these studies on the effects of motivation on learning, the significance of motivation's negative side, namely, demotivation has been underestimated.

So, there are many factors that contribute to middle school pupils' demotivation and weak performance in English language in rural areas in Algeria. It is generally agreed that the standard of competency of rural pupils is not satisfactory and most of them are not interested in learning English language, compared with urban pupils, rural pupils generally have poor English proficiency and lower abilities in English, it is clearly seen in their exam results. So, in addition to know what motivates a pupil to learn English, being aware of what demotivates him is also an important issue for both teachers and learners.

Research Question

The present research addresses the following research question:

What are the major factors of demotivation to learn English among the Algerian Middle School pupils in rural areas?

Hypothesis

To answer the research question of the present study, it is hypothesized that there are certain factors that demotivate middle school pupils to learn English language in the Algerian rural areas and that the identification of these demotives would make English language learning and teaching more effective among those pupils in rural areas.

Research Methodology

In order to investigate the topic under discussion and answer the previous question, two instruments are used, a questionnaire and a semi-structured interview. The questionnaire will be submitted to 272 pupils of middle school in Jijel rural areas (Erraguene, BoucifOuled Asker and Djimla), and the interview will be held with their teachers of English.

Significance of the Study

English language is taught in the Algerian schools as a compulsory subject; nonetheless, there has been a difference in the English language proficiency and in the level of motivation to learn English by pupils from urban and rural areas. Since English has become a very important language in Algeria, there is a necessity to find suitable strategies to teach the pupils in the best way. Students living in urban areas tend to have more English proficiency and motivation than those living in rural areas. So, this paper attempts to show the main factors that cause demotivation and influence the low English proficiency among most of the rural students in our country. Some of the main reasons of demotivation in rural areas rely on different situations that are going to be exposed in this research so that possible solutions can be proposed.

The aim of the study is to investigate the factors of demotivation in learning English among pupils of middle school in rural areas and how to avert these factors because motivation plays an essential and a determinant role in the process of EFL learning. Also, to reveal the sources of demotivation that affects pupil's performance in English language in rural areas and the causes that prevent them from learning English appropriately. Besides, another objective is to provide teachers with suggestions and solutions that help them raise their pupils' motivation and enhance their English proficiency.

Organization of the Dissertation

This study is divided into two chapters. The first chapter is the theoretical and second chapter is the practical. It also consists of a general introduction and a general conclusion that will sum up the major points of the whole study. The first chapter is divided into two sections, the first section deals with motivation, its definition, the most influential theories, types of motivation and the factors that affect motivation. The second section discusses demotivation in foreign language learning and the most important studies on EFL demotivation. The second chapter is composed of three sections. The first section is devoted to the presentation of the research methodology that will be implemented to investigate the factors of pupils' demotivation to learn English language. The next section is devoted for data presentation and analysis, whereas the last section attempts to discuss the major findings of the study. Finally, the study ends with some pedagogical recommendations and suggestions for a more developed research, with some limitations of the study.

Chapter One: Demotivating Factors in Learning English in Rural Areas

Introduction

Demotivation is an issue which has been the focus of attention in the area of second and foreign language learning and teaching. It has been observed that in the context like Algeria, students feel unable to develop their proficiency in English language. They have less exposure to it and therefore find it difficult. Being a compulsory subject in the middle school and the secondary school, there is a need to find a better way out of this problem. This research seeks to investigate the major factors of demotivation to learn English language among Middle School pupils in rural areas in Algeria. The first chapter provides a necessary background for a better appraisal of the construct of demotivation, it is divided into two sections, the first section discusses the situation of English language teaching and learning in Algeria. Then, it introduces the term of rural areas. The second section deals with demotivation which is the central element in this research in addition to the term of motivation which is briefly defined and explained.

Section One: English Teaching in Rural Areas

Introduction

Among the most serious problems Algeria faced after independence was the problem of language. It was a very hard issue for a country that lived under the French colonization for 132 years to remove the colonial system and recover its identity which is most embodied in language. This section starts with a theoretical background about English language teaching in Algerian schools and the reforms that are concerned with the English education. The research will explore on the description of the Algerian language planning and policy since independence which is a combination between Arabization policy and the education reform of 2000. This section will briefly review three key concepts; urban,

semi-urban and rural areas in Algeria will discuss their definitions and explore the main differences between them. Finally, it will highlight the problems and challenges that exist in rural regions among EFL learners and the different attitudes in learning English in those regions.

1. Historical Background of English Language Teaching in Algeria

Being fully aware of the importance of English as a foreign language, both nationally and internationally, the Algerian government incorporated English as another foreign language besides French to be included in the national educational system. English is compulsorily taught in the Algerian middle schools and secondary schools and universities, and even in some military, economic and cultural institutions. However, English does not particularly play an important role in the national and social life of the Algerian people. Because English is neither one of the historical components of the Algerian cultural identity, nor one of the students' natural communicative environment, it is, to a certain extent, absent only the English they hear, speak, read or write in the classroom (Slimani, 2016, pp.33-34). Furthermore, the exchange programs provided by the British Council and the U.S Embassy contributed a lot to the spread of English language in Algeria, for instance, the Fulbright program , the Active Citizens program and the Youth Leadership program (YLP) (Belmihoub,2015,pp.46-47).

2. English Language in the Algerian Educational System

Since the independence (in 1962), Algeria has tried to set an effective educational system which responds to the national needs, the government has introduced basic reforms and new methods and approaches as far as the English language teaching is concerned. After 1990, the Algerian government set a new policy that includes English at all levels. Until 2004, English was taught from the eighth level in the middle school to the third level

in the secondary school. However, during this period, the Algerian learners did not show much interest in learning English because EFL textbooks were not motivating. From 2004 till now, with new educational reforms, students start learning English from the 1st grade in the middle school until they pass their baccalaureate exam (Madani, 2018, pp.14-15).

2.1. Primary School

English was never taught in primary school until 1993. A new decision to enhance the English language teaching at an early age was introduced by giving the opportunity to primary school pupils to choose either French or English as a compulsory foreign language. However the program was experienced only in some primary schools, it was stopped because the majority of parents preferred French as an alternative to English for their children. Unexpectedly, this reform was not approved as the number of those who selected English was negligible (Rezig, 2011, pp.1329-1330).

2.2. Middle School

English used to be taught in middle school in the second year (8th grade) as a school subject and as a second foreign language. When the Fundamental Schooling System was applied, the middle school consisted of three years (from seven to nine) (Khetir, 2017, p.101). Later on, English is introduced in first year middle school and must be taught for four years with specific programs, curriculums and lessons followed and respected by teachers in order to achieve the learning objectives. From their first year in middle school, the students study English with specialized EFL teacher three times a week. Each trimester they take two tests and one exam (Benadla, 2012, p.146).

2.3. Higher Education

At university level, English is introduced in different curricula at different departments, either as a main subject in the English Department where students are required to attend

certain modules such as linguistics, phonetics, oral expression, written expression and so forth, or simply as an additional but ‘compulsory’ module at other departments, and here students are required to follow ESP courses depending on their area of research and their needs, as well (Khetir, 2017, p.101).

3. Language Planning and Language Policy in Algeria

Algeria is considered as a multilingual society since the linguistic situation is varied and complex in the sense that many varieties are used. First, Classical Arabic which is considered as the official language, it is said to be the language of formal discourse. Second, Algerian Arabic (Colloquial Arabic) and Berber are spoken in daily life interactions. Because of historical reasons, French is used as first foreign language. In addition, English is used as second foreign language, it imposes itself as an international language and it becomes, implicitly, part of the Algerian sphere (Z.Djebbari and Djebbari, 2020, p.43). Furthermore, the Algerian authority launched the policy of Arabization in which Arabic represented Algeria’s sole official language in 1931. Arabization sprang from the assumption that any independent country needs to have its own language. According to Kerma (2018): “The Arabization policy was meant to erase all the colonizer’s remnants on the one hand, and to unify Algerians politically and linguistically on the other hand” (p. 137).

4. Teaching English as a Foreign Language in Rural Areas

Many scholars stress the difficulty of setting boundaries between rural and urban regions, especially in Arab countries, where we note that there is a communication and overlap between the two spaces, especially at the present time, due to the rapid technological development that touched the countryside and also the city at a close speed. National definitions of urban and rural areas differ significantly from one country to

another. Many countries use a minimum population size to define an urban area. Some countries do not use a statistical definition but designate urban areas by administrative decision. In other countries, the sectorial employment or provision of infrastructure and services is used to determine whether settlements should be classified as urban or rural.

4.1. Definition of rural areas

Many studies tackled the concept of rural and tried to give it a definition depending on certain standards. According to Sandrson (n.d.), a rural area is the linking between people and their institutions in a local area where they live on agriculture and in a village that usually represents the focus of their collective activities (as cited in Zouzou,2014,p.263).

Among the definitions that are in line with the nature of our rural society the definition of Zouzou (2014) who argued that arural area is a relatively sparsely populated and densely area, its economy is based on agriculture as the main activity, its population is homogeneous and among them mechanical solidarity is common, and notables play a major role in it (p263).

4.2. Definition of semi-urban areas

According to the National Office of Statistics(L'Office National de la Statistique), in Algeria, semi-urban area includes at least 5000 inhabitants and has the same characteristics as urban areas, only it differs in the minimum number of people who work outside agriculture. Sub-urban is another related term that is similar to semi-urban, a sub-urban area is adjacent to major cities and has the same characteristics as urban ones (as cited in Takouk, 2010,pp.18-19).

4.3. Definition of urban areas

According to Zouzou (2014), it seems that the first basis that was taken to define the concept of urban is the statistical method for applying it in most countries. The National Office of Statistics in Algeria, in the framework of the general population census, adopted a definition of urban space that includes a set of criteria; administrative Standard, the minimum population standard (5000 inhabitants), availability of minimum social and educational facilities and finally, population growth rate among various general population statistics (p265).

After this, we can arrive at a concept of urbanism that combines these characteristics and corresponds to the nature of our urban areas. According to Zouzou (2014), an urban area is a social unit on a specific geographical area in which institutions, jobs, and services vary and in which agricultural activity is reduced. It is characterized by a relatively high population density and the heterogeneity of its population, among whom organic solidarity is spread among them, and it is an open system that affects and is affected by its external surroundings, of which the countryside is a large part (p 265).

Table 01: Distribution of urban and rural areas in Jijel

Area	Type	populatio n	Area	Type	Populatio n
Jijel	Urba n	171209	Chakfa	Semi- Urba n	33715
Ziama el Mansouriah	Semi- Rural	16053	BordjT'har	Rural	4938
ErragueneSouici	Rural	3215	El-Kenner Nouchfi	Urba n	20128
El Aouna	Rural	16855	SidiAbdelaziz	Urba n	12891

Selma Benziada	Rural	1168	El Ancer	Urban	25483
Texenna	Semi-Urban	19912	KheiriOuedAdjoul	Rural	5818
Kaous	Urban	33186	Djemaa Ben H'bib	Semi-Urban	18604
Djimla	Semi-Urban	22059	BouraouiBelhade	Rural	13123
BoudriaBenyadjis	Rural	13598	El Milia	Semi-Urban	99149
Taher	Urban	98234	OuledYahiaKhadrouche	Rural	23265
Emir Abdelkader	Rural	48844	Settara	Rural	19242
Ouadjana	Urban	12165	Ghabala	Rural	6648
Chahna	Rural	11149	SidiMaarouf	Rural	27504
BoussifOuled Asker	Rural	17035	OuledRabah	Rural	13562

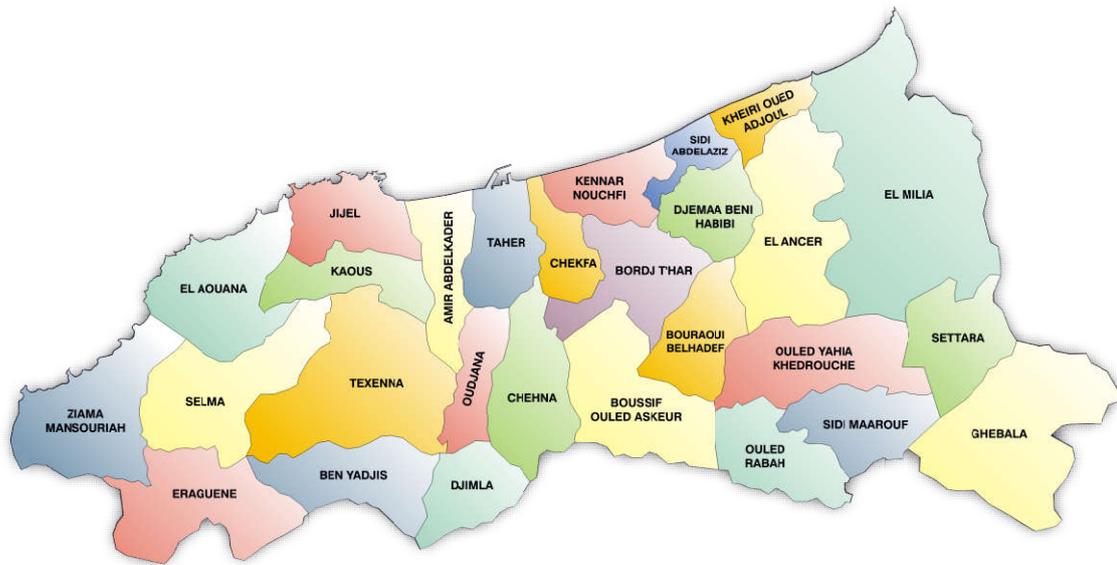


Figure 01: Map of Jijel

5. Teaching English Challenges in Rural Zones

According to (Ramos, 2016) there are several factors that inhibit English teachers from working in rural areas such as isolation, cultural adaptation and the way families raise their children.

First, isolation in both social and professional context as well as the place of working plays a major role in influencing teachers' adaptation. Teachers that come from urban areas, find it very difficult to adapt with such an environment. Some of them lack academic interaction with their peers.

Second, the cultural adaptation to the rural environment in daily life represents another major factor that hinders teachers from exceling in rural areas, In terms of daily routines and the culture of the community and the students(Barley and Briham, 2005).

According to Ramos "teachers must be qualified to teach multiplesubjects, and most of the time they are qualified in just one or two of them, which does not represent a

problem in urban areas, but poses a problem when the rural teacher has to manage subjects as diverse as math, sciences, arts, English as a foreign language and social sciences” (Ramos, 2016,p. 213)

Finally, the fact that teachers are required to teach multi-level courses in some rural communities does not solve the problem of future teachers, and does not even mention salary solved the above-mentioned problems while reflecting the reluctance of teachers to work in rural areas.

The third related issue is how families view their children’s education. Some families do not realize that learning is more important than basic knowledge of reading, writing and mathematics. In addition; automatic admission to elementary school has an impact on students' final academic level. "All students are allowed to advance to higher grades without restriction. These students find it difficult to master the final level of English" (Tayade, 2013, p.22). Because students in these schools do not perform well in standardized tests, they cannot go to college, not to mention the sometimes insurmountable difficulties of sending young men and women to expensive cities. Some courses are developed in the city center and focus on the urban environment, so their content and appeal to learners are often irrelevant. Rural students may also lack motivation. Students who rarely travel outside the school district; still They only contact the people closest to them, so English is a rare thing that has nothing to do with their lives, which is closely related to the so-called emotional filtering hypothesis (Majid, Muhammad, Puteh, and Bunari, 2008) as cited in (RAMOS HOLGUÍN, BERTHA; AGUIRRE MORALES, JAHIR). Of course, the learning process is optimal, with very positive self-esteem, and no high degree of fear. Otherwise, the process will not succeed.

6. Attitudes in Learning English in Rural Areas

A number of researchers have investigated about attitudes in learning English in a rural school. One of the studies conducted by Zulkefly and Razali(2018) was about attitudes towards learning English as a second language in Malaysian rural secondary schools. The purpose behind this research was to examine the students' attitudes towards learning English in one rural school in the country. The findings showed that some students have negative attitudes because of having a bad experience in learning or using the English language such as not being able to perform well in learning English. As a result, those students were ignoring the lesson and disturbing their classmates. In the other side, some students consider the experience as a motivation for them to work harder to improve their English language proficiency by reading lot of English books and listening to English music so that they could widen their vocabulary list (pp.1142-1151).

Not only Zulkefly and Razali, but Yunus and Abdullah (2011) also study attitudes towards learning English in primary rural school students. The objective of the research was to report the findings of investigating attitudes of the sixth grade students in their primary school. In collecting the information, the researcher used a questionnaire to collect the data. The first findings showed that English was an interesting language for the year six students. Most of them enjoyed learning English. It was supported by the second findings which showed that they had a strong desire to be good and successful in English. However, the researcher also found some negative attitudes. These students still demonstrated attitudes of shyness when approached to answer questions or called on to provide feedback. There were prolonged hesitations, very short answers of not more than two words and some provided no answers but preferred to stare at their books to avoid answering questions (p.2635).

Ler (2012) also conducted a study to explore cultural factors affecting English proficiency in rural areas. The study aims to investigate the rural cultural problems and to

determine their effect on the learning of English. The researcher gained the data by interviewing twenty students from different ethnic backgrounds in six rural schools. The findings of the study showed that there are five major problems, namely peer pressure and motivation, attitudes towards English, teaching methodology, school culture, and all these identified problems are closely related to the rural setting (p.1).

Other studies of attitudes in learning English at rural schools had been conducted by Khattri, Riley & Kane (1997). They studied students at risk in poor rural areas, the researchers first compared outcomes from students in poor, rural schools with outcomes from students in poor, urban schools in order to determine whether poverty alone affected student outcomes, or whether location also plays a role. The results of the research indicate that these students are at risk of educational failure due to the lower levels of educational resources in rural schools (pp.85-93).

Conclusion

Algeria, as the rest of the globe, has developed the use of English to ensure better communication, as well as, better access to knowledge for students, workers, researchers and so forth. Despite the fact that language of instruction in Algeria is either Arabic or French, Algerian decision-makers try to implement the use of English at all levels of education due to its vital role played and held in almost all the fields. However, there are too many problems in our country particularly in rural areas; students in rural areas are unable to attain the primary English language competencies due to prevailing challenges that exist there. Unfortunately, these problems and challenges can lead to unfavorable attitudes of EFL rural learners in learning English language and lack of language inputs and exposures.

Section Two: Demotivating Factors in Learning English as a Foreign Language

Introduction

This section introduces the term motivation and its definitions which are given by different researchers along with the theories that have studied the concept of motivation. In addition to that, it explains briefly the types of motivation which are integrative, instrumental, intrinsic and extrinsic. Also, the issue of demotivation, the core of this study, is discussed. The section sheds light on the major factors of demotivation in learning English as a foreign language and the famous studies conducted by Dornyei, Oxford, Muhonen, Sakai and Kikushi.

1. Motivation in learning English as a foreign language

Due to the lack of enough motivation, some difficulties may occur for foreign language learners. Without desire to learn, it is very hard for learners to gain effective learning. Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation (as cited in MitraAlized, 2016, p.11). So, motivation provides learners with a goal to follow, it has a key role in language learning.

1.1. Motivation in L2 theories

Several theories of L2 acquisition have acknowledged the importance of motivation. The first of them is Krashen's Monitor Theory, which includes the Affective Filter Theory, based on the significance of emotional factors and motivation as key elements which control language acquisition processes (Dulay, Burt & Krashen, 1982, as cited in Fernandez & Canado, 2001, p.323).

Secondly, In Carroll's conscious reinforcement model (1981), the process of language learning starts when the learner is fully motivated to communicate something to someone. Reinforcement occurs when the desired end is obtained (Mubasher, 2013, p.65).

In third place, in Bialystok's (1978) model on the role of strategies of second language learning, motivation once again has a key role in the transformation of explicit linguistic knowledge. Such a transformation is intensified in motivated subjects, as they seek out more communicative situations in which to participate (p.80).

In turn, Schumann's (1986) acculturation theory considers that social and affective factors, such as the degree of assimilation of the foreign culture, personality, and motivation, affect the level of competence in the L2. Amongst the most relevant social factors defined as "the reasons the learner has to try to learn the L2" (p.383).

Two further models, Lambert's (1974) psycho-social model and Clément's (1980) social context model, include motivation as a central factor in L2 learning. The extent to which the L2 is learnt is held to depend on the subjects' anthropological inclinations, on their attitudes towards the foreign community and towards L2 learning, and on their degree of motivation. Clément even goes as far as to claim that motivation determines the level of competence achieved by the subjects (as cited in Fernandez & Canado, 2001, pp.323-324).

1.2. Definition of motivation

Motivation has numerous and diverse meanings. "The word motivation derives from the Latin word *moverem* meaning to move" (Dornyei & Ushioda, 2011, p.3). Motivation is the inspiration that leads someone and argues him/her to reach his/her aim and perform or behave in a certain way.

Motivation was defined by Harmer as an internal drive that forces somebody to reach a particular objective, it is one of the important factors that influence individuals' levels of success in any activity (2001, p.51). Another outstanding definition was provided by Dornyei, "motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do" (2001, p.1). The concept of motivation influences people's behavior and way of thinking, and gives them a purpose to achieve their aims. When motivation is involved, students always try to encounter challenges and overcome hardships.

1.3. Types of motivation

The first two types of motivation that are going to be discussed here were first introduced by Gardner and Lambert (1972); they are integrative and instrumental motivation. The work of Gardner and Lambert paved the way for further research that led to the emergence of the latter two types of motivation in this paper, they are intrinsic and extrinsic motivation.

1.3.1. Integrative and Instrumental motivation

Gardner (1985) believes that interactively motivated students are active and more successful in FLL, because they have a strong desire to be part of the target language society, those kinds of students are more successful in learning a foreign language more than other students. Integrative motivation is a usual behavior of someone who appreciates the target language community and wants to join that community (as cited in Mahadi and Jafari, 2012, p.232).

Concerning instrumental motivation, Gardner (1983) stated that learners with strong instrumental motivation are eager to acquire a new language to realize certain goals. Rather than having a personal goal, students tend to learn a language for functional reasons

such as getting a job, passing an examination, or just for the sake of education. Instrumentally motivated learners perform mainly for the attainment of external rewards, it is considered that their desire to learn another language is aligned to accomplish some non-interpersonal purposes (as cited in Al Ta'ani, 2018, p.91).

1.3.2. Intrinsic and extrinsic motivation

Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation, they stated that “The most basic distinction is that intrinsic motivation refers to doing something because it is inherently interesting or enjoyable and extrinsic motivation refers to doing something to a separable outcome (p.55).”

Intrinsic motivation is an inner drive that pushes a person to pursue an activity. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. For example, a student who completes an activity for his/her own enjoyment without pressure from an outside source to participate in the task could be considered as an intrinsic motivation.

On the other hand, extrinsic motivation is the performance of any activity in order to obtain an outcome. Extrinsic motivation is driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments.

1.4. Motivation vs. Demotivation

Motivation is considered a one of key factors in second and foreign language learning. To put it simply, it explains why a person starts to learn a language and what keeps him/her interested in the long process of L2 learning (Dornyei, 2005, p.65). Moreover, motivation is one of the determining factors in success in L2 and it has been

claimed that nearly everyone who is motivated to learn a language will be able to master at least a reasonable working knowledge of it (Dornyei, 2001a, p.2). Due to the significance of motivation in L2 learning, many researchers have taken an interest in the issue and it has been widely researched since 1950s. The L2 motivation research has, however, traditionally concentrated mainly on positive influences that energize the learning process and thus, neglected the darker side motivation, that is, demotivation.

Demotivation, in a nutshell, concerns negative influences that reduce or cancel out motivation (Dornyei, 2001b, p.142). They may relate to particular learning-related events and experiences, factors in the social learning environment as well as experiences and personal engagement of learners outside the classroom (Dornyei and Ushioda, 2011, p.137). These negative forces have a significant role in L2 learning process and it has been suggested that demotivation can have a greater influence on the learner's learning experience than the initial positive motivational basis. Moreover, it has been argued that failure is often directly related to demotivation. As a result, there has been a growing

Interest in the topic since L2 learning is the area of education that is perhaps most commonly characterized by failure to learn (Dornyei and Ushioda, 2011, p.142).

2. Factors affecting motivation

Since motivation has a dynamic impact on student's performance. Harmer in his book *The Practice of English Language Teaching* argued that motivation can have a variety of effects on attitudes, behaviors and results. Harmer (1991:51) clearly states "the motivation that brings students to the task of learning English can be affected and influenced by the attitudes of a number of people. It is worth considering what and who these are since they form part of the world around student's feelings and engagement with the learning process".

According to Harmer 1991 there are seven factors that affect the motivation which are: the society we live in, the teacher, the method, goals and goal setting, learning environment, interesting classes and significant others.

2.1. The society we live in

Harmer (1991) believe that there are views of language learning that will affect the learner attitudes such as the importance of the learning English in the society, whether the learning of a language part of the curriculum belong to high or low status, then the choice of the learner if he had to choose between two languages, and finally, the images that associated with English is positive or negative. “All these views of language learning will affect the students’ attitudes to the language being studied, and the nature and strength of this attitude will”.(Harmer, 1991,p.52).

2.2. The teacher

Harmer clearly says” a major factor on continuance of student’s motivation is the teacher”. The teacher plays an essential role in increasing the student’s motivation he is the responsible also of the negative or positive affect of the student’s attitudes and the classroom atmosphere. (Harmer, 1991,p.56) in his describing to what they do inside the classroom “they are like orchestral conductors ‘because I direct conversation and set the pace and tone”.

2.3.The method

according to Harmer it is important that both the teacher and the student to have enough confidence in the way of teaching and learning because it will help them to rise their motivation in order to learn and get positive results, in contrast the loss of confidence will affect negatively on their motivation and success.

2.4.Goals and goal setting

Harmer mentions that motivation is stick to the person's desire to achieve a goal. Harmer (1991:53) clearly says "the teachers need to recognize that long-term goals are vitally important but that they can often seem too far away" harmer (1991) also says "short-term goals, on the other hand, are by their nature much closer to the student's day-to-day reality".(p.53)

2.5. Learning environment

Classroom atmosphere is another factor that affects student's motivation; Harmer (1991) believes that physical appearance and emotional atmosphere of the lesson can have a powerful effect on the initial and continuing motivation of students. Harmer (1991) "when students walk into an attractive classroom at the beginning of the course it may help to get their motivation for the process going. When they come to an unattractive place motivation may not be initiated in this way" (p.53) the attractive classroom make the students more motivated to learn and that will affect positively on their results. Harmer spotlight on two ways to make the classroom motivated; which are the physical appearance and the emotional atmosphere "we can still do a lot about their physical appearance and emotional atmosphere of our lessons both of these can have a powerful effect on the initial and continuing motivation of students". Harmer suggests some ways that helps to change the atmosphere such as using music, the immovability of the furniture. But all these are less important as the emotional atmosphere which the teacher is the responsible about giving a suitable and positive environment by creating the right conditions to their students such as giving them feedback and correction.

2.6. Interesting classes

Obviously, in order to keep students motivated, they need to be interested in the topics they are researching and the activities and topics offered to them. We must give them many objects and exercises to keep them busy. The choice of teaching materials is

also critical, but how to use them in the classroom will be more important. (Harmer,1991,p.53).

3. Studies on EFL demotivation

Since demotivation strongly affects the learning, many researchers interested to study demotivation and the reasons behind. Despite the widespread prevalence of language-learning failure, L2 demotivation remains rather under-researched area with a relatively short history of empirical literature stemming from the process oriented period of L2 motivation research”(Dornyei&Ushioda, 2011, p. 142). It is necessary to review some studies that highlighted this phenomenon. The following studies about demotivation will be presented by Oxford (1998) ,Dornyei (1998), Muhonen (2004), Sakai and Kikushi (2009)

3.1 Oxfords' (1998) Model

Oxford study, as quoted by (Dorneyi and Ushioda ,2011,p.143) in order to describe a situation in which you experienced conflict with a teacher and talk about a classroom in which you felt uncomfortable, Oxford 1998 carried out an investigation based on the analysis of 250 American students from high school and university about their learning experience this study lasted for 5 years. Four factors of demotivation were emerged: the first factor, the teacher's personal relationship with the students, including the lack of caring general, hypercriticism and patronage/ favoritism. The second factor the teacher's attitudes toward the course or the material including lack of enthusiasm, sloppy management and close-mindedness. The third factor is style conflict between teachers and students, including multiple style conflicts, conflicts about the amount of structure or detail conflict about the degree of closure or seriousness of the class. The last factor is the nature of the classroom activities, including irrelevance, overload and repetitiveness.

Oxford (2001) conducted research from 473 narrative students' participants from a variety of language and cultural backgrounds. Oxford's investigation also analyzed the descriptive structures of language teachers they particularly liked or dislike, or language structure that had experienced considerable harmony or conflict with them.

Students description have been divided into three main teaching methods as stated (Dornyei and Ushioda,2011,p.144)

- The autocratic approach, in this way, all power is in the hand of the teacher (teacher as hanging judge, preacher).
- The democratic/ participatory approach, this means the distribution of power, responsibility and decision-making between teachers and students. (Teacher is seen as member of family or co-learner).
- The laissez-faire approach, undermine the decision-making authority of teachers and their participants (The teacher is absent like blind Eye, bad babysitter).

Oxford's investigation confirmed that the teacher behavior and attitudes are seemed to be one of the essential factors of demotivation. That related to both autocratic and laissez-faire approaches. In short, both too much and too little control by the teacher was perceived to be demotivating, impact negatively on student's feeling, self-efficacy and sense of control (Dornyei and Ushioda,2011,p.144), As results, it considered to be a demotivating factor.

3.2 Dornyei's Model (1998)

Dornyei's investigation focuses on the learner's demotivation. This study aimed at exploring factors which demotivate L2 learners. 50 participants were selected from various

secondary schools in Budapest using one-to-one structured interviews. The participants were studying either English or German as a second language.

The analysis of the data showed that nine demotivating factors were identified and mentioned by at least two students as the primary source of their demotivation. The results show that the teacher his or her personality, competence, teaching method, style and rapport with students is the main source of students demotivation and accounted for 40 percent of total frequency of occurrences. The second source of demotivation is the learner's reduced self-confidence with 15percent of pupils. That was indirectly concerning the teacher due to some classroom event with the teacher control. The teacher and the learner's reduced self-confidence were found to be the major demotivating factor. Later, two demotivating factors were appeared, inadequate school facilities and the negative attitudes towards the L2 for more than 10 percent of students.

3.3 Muhonen's (2004) investigation

Muhonen's investigation 2004 (as cited in Amemori, M, 2012, p.p. 26_27) aimed to provide information on demotivation on a Finnish context. This study is focusing on three main areas: finding out factors that demotivate pupils in English classroom, the frequency and order of the important of these factors, and their relation to gender and school achievement. This study followed a combination of qualitative and quantitative approach. 91 ninth grades, 50 of them were males and 41were females from secondary school in yvaskyla were asked to describe the issues that had had influence their motivation to learn English negatively. And explain how these factors can affect their motivation through writing a written task.

Five 5 demotivating factors were emerged from the writing task. The largest category concerned directly *the teacher* as the main source of demotivation (including lack of

competence, teaching method and personality). The second demotivating factor was *learning material* (including boring exercises and meaningless tasks, lack of variation in exercises, in addition to, the bad shape and boring textbook). The third factor is *learner characteristics*; it is found that student characteristics affect motivation in two ways: First, students' low confidence in language ability and lack of skills are the most frequently mentioned aspects of student characteristics. They fell behind in class. Learning English is especially difficult. Bad experiences such as test failures are also considered negative. Surprisingly, it turns out Language skills can also lead to low morale. Some students find it difficult to become interested in English because learning has become too easy and static. The fourth factor is *school environments* this topic contains three types of questions. First, some students criticized the English timetable for teaching too early or too late in the afternoon. At this time of the day, it is difficult for students to concentrate on learning English. Second, changing teachers is seen as frustrating. In addition, some students find that being a good teacher becomes a less competent teacher or being a teacher becomes a teacher Long-term teachers who are absent for a long time are also considered to be the cause of low morale. The last factor is *the learners' attitudes towards the English language*. There were, however, no clear reasons given for why the pupils were not interested in learning English. Instead the pupils had stated that English is a stupid subject, there is no point in learning it and it had never been an interesting subject.

The purpose of this study also aimed to find out whether there are differences in demotivating factors between boys and girls, and between low-achieving and good students. The results of the study showed that there was no significant difference between boys and girls. However, there are some differences in terms of teachers and textbook topics. Boys are more likely than girls to attribute negative emotions to teachers. They are also more likely to attribute negative emotions to themselves. When comparing negative

factors with students' English scores, students with lower scores found that learning English was more negative than students with higher scores. Ratings are more frequent than those with lower ratings.

3.4 Sakai and Kikuchi's(2009) investigation

sakai and kikuchi 2009 model conducted a study in Japanese upper secondary school students. The main purpose of this study is to shed light on firstly, to investigate the demotivating factors to study English, secondly, to examine the differences in terms of factors between less motivated and more motivated learners. To collect data, a questionnaire consisted of 35-6 point was administered to 656 students for four Japanese upper secondary schools. The questions were designed to measure six constructs that derived from previous studies of second language demotivation conducted in Japanese context. "Teachers, characteristics of classes, experiences of failure, class environment, class materials, lack of interests." The students were asked to choose one of the following alternatives for each statement in the questionnaire 1- Not true 2- Mostly not true 3- Not either true or untrue 4- To some extent true 5- True . The students also were instructed to answer a question of motivation to learn English in order to divide students into less motivated and more motivated; 1- I have almost no motivation 2- I have a little motivation 3- I have moderate motivation 4- I have high motivation.

The results of Sakai and Kikuchi's study that aimed to find out which factors the students found demotivating the results showed that learning materials and test scores were the main factors that demotivate the learners of second language, in addition , students consider lack of intrinsic motivation are essential factor of demotivation as well. In contrast the previous studies showed that the factors relating to teachers are the primary factor that affects demotivation among the EFL learners.

Concerning the second aim was to find out if there were differences in demotivating factors between less motivated and more motivated students. The results showed that the students that are less motivated found argued that learning contents, lack of intrinsic motivation and test scores are the main factors than those who were more motivated.

Conclusion

To conclude, English language learning is the center of significance due to the fact that English language has emerged as the lingua franca in the world. The importance of this language cannot be neglected as it is the leading language of science and technology. This chapter presented some important terms about demotivation to learn English among middle school pupils in rural areas in Algeria in order to highlight the main reasons of demotivation and what cause lower English proficiency among students from rural areas. For a better learning of English, there is a need for learners to develop a positive attitude towards English language learning. In this regard, several researchers investigated the factors and the sources of motivation to improve the process of foreign language learning. Furthermore, the dark side of motivation, demotivation, has recently been the focus of attention in the area of foreign and second language learning and teaching.

Chapter Two: Research Methodology, Data Analysis and Discussion

Introduction

The current chapter is devoted to the description and the analysis of the data generated by the questionnaire and the interview. The main objective is to identify the real factors that lie at the heart of demotivation to learn English among three middle school pupils in Jijel rural areas. This chapter encompasses three sections: the first section, research methodology, wherein the general fieldwork design is discussed, followed by the analysis of the data collected in the second section. The third section is concerned with the

discussion and the interpretation of the results obtained from the analyzed data. Additionally, the chapter ends up with acknowledging the limitations of the research study along with suggesting some pedagogical recommendations for future research.

Section One: Research Methodology

The research methodology of this study is a combination of qualitative and quantitative research; the instruments that have been used are both the questionnaire and the interview.

1. Data collection

As previously mentioned, there are two instruments that have been used to collect data: a questionnaire was administered to 103 pupils from three rural middle schools in Jijel and a semi structured interview was carried out with (04) teachers at the same middle schools.

1.1. Population and Sampling

The participants of the study are a total of 272 pupils, selected randomly from three middle schools in Jijel rural areas. 103 pupils from Boudib Ahmed Middle School (DharTala, Djimla), 97 pupils from Zaarour Messaud Middle School (Boucif Ouled Asker) and 72 pupils from Kribaa Ammar Middle School (Erraguene). The rationale behind choosing middle schools pupils from all levels is:

- 1- English is introduced in the Algerian educational system starting from middle school.
- 2- All levels are concerned by the study to check whether pupil's motivation is increasing or decreasing when they pass from one level to another.

In addition to the questionnaire, another instrument has been used, an interview was conducted with (04) teachers of English from the same Middle Schools Kribaa Ammar

(Erraguene), Boudib Ahmed (Dhar TalaaDjimla) and ZaarourMessoud (Ouled Asker). It allows the interviewees to express their thoughts, ideas and opinions freely.

1.2. Research Instruments

This study investigates the reasons behind pupils' demotivation to learn English language in rural areas, hence both the teachers' and the pupils' points of view are very essential to build a clear idea about what is really going on in the class. So, two research instruments were adopted to collect the needed data; they are namely a questionnaire and an interview: the questionnaire was distributed to middle school pupils of all levels (272) and an interview addressed to the teachers (04).

1.3. Questionnaire for Pupils

The questionnaire as Brown (2016,p6, as cited in Dornyei 2003,p6) clearly mentioned is, “ as any written instruments the present respondents with a series of questions or statements to which they are to react either by written out their own answers or selecting from among existing answers.” 23 questionnaires were administered to 272 pupils of three middle schools in Jijel rural areas. 22 fifty-two questions are close-ended questions (yes/ no question, Likert scale, multiple choices) and one open-ended questions in which the students are asked to mention any potential factors.). The questionnaire was administered to 62 pupils from first year, 77 pupils from second year, 71 pupils from third year, and 62 pupils from the fourth year. 300 questionnaires were distributed and only 272 were handed back with valuable information.

1.4. Interview for Teachers

A semi-structured interview was conducted with (04) teachers from the same three middle schools KribaaAmmar (Erraguene), Boudib Ahmed (Dhar TalaaDjimla) and Zaarour Messoud (Ouled Asker). It consisted of two parts: the first part was about

education context and was made up of nine questions. The second part comprises six questions related to motivation and demotivation.

The purpose of the interview was to create a relaxed atmosphere and make the interviewees express their thoughts freely.

Section Two: Data Analysis

1. Analysis of the Questionnaire

The following section is dedicated to the description and the interpretation of the data collected from the pupils' questionnaire.

A- Background Information

Q1: what is your gender?

Table 02: pupil'sgender

Level	male	percentage	female	percentage	total	Percentage
Ms1	27	43,54%	35	56,45%	62	22,79%
Ms2	26	33,76%	51	66,23%	77	28,30%
Ms3	30	42,25%	41	57,74%	71	26,10%
Ms4	26	41,93%	36	58,06%	62	22,79%
Total	109	40,07%	163	59,92%	272	100%

The total number of pupils is **272**, it is clear from the table above that the leading majority is females with **(59, 92%)** which largely exceeds males' number which represents **(40, 07%)**.

Q2: what is your school's name?

Table 03: schools' names:

Name of school	Number of pupils	percentage
KribaaAmmar (Erraguene)	72	26,47%

Boudib Ahmed(Djimla)	97	35,66%
ZaarourMessoud(Ouled Asker)	103	37,86%
Total	272	100%

Table 02 reveals that the participants of this study belong to three different rural schools: 72 of pupils making up (26, 47%) of the participants from KribaaAmmar Middle School, 97 of the participants making up (35, 66%) from Boudib Ahmed Middle School, and finally 103 of the participants making up (37, 86%) of the total number of the participants are from ZaarourMessoud Middle School.

Q3: what is your educational level?

Table 04: Educationallevel:

Level	Number of pupils	Percentage
MS1	62	22,79%
MS2	77	28,30%
MS3	71	26,10%
MS4	62	22,79%
Total	272	100%

The table above shows the first year middle school pupils (MS1) represent(22, 79%), the second year (MS2) (28, 30%), the third year (MS3) (26, 10%)and the fourth year (MS4) (22, 79%).

B-Demotivating factors in learning English in rural areas:

Q4: Do your parents motivate you to learn English?

Table 05: Parents motivating their children to learn English.

Level	Yes	no	total	percentage
Ms1	25	37	62	22,79%
Ms2	29	48	77	28,30%
Ms3	29	42	71	26,10%
Ms4	20	42	62	22,79%
Total	103	169	272	100%
percentage	37,86%	62,13%	100%	

The results show that most of the pupils (**62, 13%**) of all levels do not receive positive reinforcements from their parents to learn English; only (**37, 86%**) receive positive reinforcement, which is considered as one of the important factors that motivate the pupils to learn English. The interest of parents is reflected on their children positively, and this interest is revealed through giving them moral and material stimulation.

- If yes, how they motivate you?

Table 06: Types of motivation given by parents

Choices	Moral	percentage	material	percentage	both	percentage	total	Percentage
M1	20	66,66%	3	10%	7	23,33%	30	29,12%
M2	15	71,42%	3	14,28%	3	14,28%	21	20,38%
M3	5	33,33%	2	13,33%	8	53,33%	15	14,56%
M4	20	54,05%	5	13,51%	12	32,43%	37	35,92%
TOTAL	60	58,25%	13	12,62%	32	31,06%	103	100%

As the table displays, the majority of participants receive a moral motivation (**58, 25%**) which has a positive impact on their results. Parents depends less on the material support(**12,62%**),while (**31, 06%**) of parents use both material and moral stimulation to motivate their children .This shows the role of parents in raising their children motivation and in enhancing their performance in learning English language.

Q 05: To what extent are you motivated to learn English?

Table 07: Motivation among middle school pupils

Level	I have almost no motivation	I have a little motivation	I have moderate motivation	I have high motivation	total
MS1	07	17	12	26	62
MS2	23	21	23	10	77
MS3	19	25	13	14	71
MS4	26	17	11	08	62
Total	75	80	59	58	272
Percentage	27,57%	29,41	21,69	21,32%	100%

(26)pupils from the three Middle Schools feel highly motivated to learn English since it is their first time, while the majority of the pupils have almost no motivation(MS223),(MS3 19),(MS4 26).The table also shows that the answers of the participants were almost similar : (27, 57%) of pupils have almost no motivation, (29, 41%) of pupils have little motivation ,(21, 69%) have a moderate motivation, and (21, 32%) have a high motivation. The answers of this question divided the participants into two groups: less motivated pupils who answered “I have almost no motivation” or “I have a little motivation», and more motivated pupils who answered “I have a moderate motivation” or “I have a high motivation”.

Q06: How much are the following statements true for you as demotivating factors?

1-Learning content and materials

Table 08: Most of the lessons focus on grammar

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	17	04	11	30	62

MS2	22	09	19	27	77
MS3	16	07	10	38	71
MS4	06	10	22	24	62
Total	61	30	62	119	272
percentage	22,42%	11,02	22,79	43,75	100%

From the table above, it appears that the majority of pupils (**43,75%**) of all levels stated that most of the lessons focus on grammar. (**22, 42%**) do not agree with, while the minority (**11,02%**) answer with mostly not true ,and(**22,79%**) answer neither true nor false. According to the findings, pupils were forced to memorize grammar rules and this unmotivated them. In terms of grammar-based teaching, pupils stated that teachers overemphasized on grammar and lessons were examination-oriented, leaving no opportunities to communicate in English language inside the classroom.

Table 09: English passages in the textbook are too long and difficult to interpret

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	23	06	11	22	62
MS2	32	18	07	20	77
MS3	33	07	04	27	71
MS4	12	09	05	36	62
Total	100	40	27	105	272
percentage	36,76%	14,70%	9,92%	38,60%	100%

The table above shows that many pupils (**38, 60%**) have difficulties in understanding the passages from the English textbook because the passages are generally too long and contains some words and expressions difficult to understand. moreover, the content of the book sometimes doesn't meet pupils' needs within their zone. while (**36, 76%**) are able to understand the textbook passages.

Table 10: English is not important as the other subjects

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	20	10	08	24	62
MS2	16	12	08	41	77
MS3	17	12	03	39	71
MS4	09	09	12	32	62
Total	62	43	31	136	272
percentage	22,79%	15,80%	11,32 %	50%	100%

The majority of pupils (**50%**) agree with the statement “English is not important as the other subjects”. while (**22, 79%**) consider that English is not important subject as the others, (**15, 80%**) mostly not agree and replied with the English subject is important as other subjects(**11, 32%**) neither true nor false. Most of pupils consider English subject not as important as mathematics, so most of them do not focus on studying it seriously.

2-Teacher’s competence and teaching styles

Table 11: Teacher’s explanation is not easy to understand

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	10	10	21	21	62
MS2	06	06	06	59	77
MS3	02	10	12	47	71
MS4	06	03	23	30	62
Total	24	29	62	157	272
percentage	8,82%	10,66%	22,79%	57,72%	100%

As clearly displayed in table (10), the larger number of the participants in the investigation (**57, 72%**) agree that the teacher’s explanation is not easy to understand. (**22, 79%**) were neutral (**10, 66%**). From the results we can also comment that the majority of the teachers’ explanation is not easy to understand due to teachers’ difficulty in simplifying the content of the lessons. Moreover, English teachers generally face

difficulties in French, which represent another challenge to pupils who are not accustomed to such a method. (They already have difficulties with French language).

Table 12: Teacher's reaction to pupils' mistakes:

Level	Ridicules ourmistakes	Get angry	Do not care	Correct only the mistakes	Thank us for trying then correct the mistakes	total
MS1	07	05	12	33	05	62
MS2	08	09	11	45	04	77
MS3	05	07	23	32	04	71
MS4	04	06	18	32	02	62
Total	24	27	64	142	15	272
percentage	8,82%	9,92%	23,52%	52,20%	5,51%	100%

The table above shows that most of the participants (52, 20%) state that their teachers just correct the mistakes and carry on the lesson, while (23, 52%) of participants clearly state that their teacher does not care about correcting their mistakes. (5, 51%) of the participants argued that their teachers praise them even if their answers were wrong. Those teachers try to encourage those pupils and motivate them to learn more and improve their level in learning English. However; (8, 82%) of teachers, according to the pupils responses, ridicule the pupils' mistakes and others (9, 92%) get angry. This influences the pupils' participation and makes them dislikes the subject.

Table 13: Lessons are difficult to understand.

Level	Not true	Mostly not true	Neither true nor false	True	total
MS1	32	10	08	12	62
MS2	12	14	15	36	77

MS3	17	12	11	31	71
MS4	09	11	10	32	62
Total	70	47	44	111	272
percentage	25,73%	17,27%	16,17%	40,80%	100%

The table above shows that most of pupils agree with the statement that their “lessons are not easy to understand”. (40,80%) agree that they have difficulty in understanding English lessons, while (25, 73%) disagree with those first-year pupils in particular due to the fact that their lessons are easier and they are motivated to learn English for the first time. (17, 27%) answer with mostly not true, while (16, 17%) of them neither agrees nor disagrees. The difficulty of the lessons is due to the content which is not suitable for their level. Also, the topics are not suitable for their environment (rural area) and contain expressions and words that are difficult to understand. This is a strong reason that makes pupils reluctant and unmotivated.

3-Inadequate school facilities

Table 14: Using ICTs such as computers, internet, videos and DVDs motivate you to learn English

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	07	03	04	48	62
MS2	01	03	06	67	77
MS3	01	03	00	67	71
MS4	02	04	14	42	62
Total	11	13	24	224	272
percentage	04,04%	4,77%	8,82	82,35%	100%

The results exhibited in the table above show that (82, 35%) of the students agrees that using ICTs such as computers, internet videos and DVDs motivate them to learn English. The results display the importance of using ICTs to learn English. The minority of

the participants disagree with the use ICTs, while (04, 04%) answer with mostly not true ,and the last (8, 82%) answer with neither true nor false.

4-Lack of intrinsic motivation

Table 15: I lost my interest in learning English

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	23	13	04	22	62
MS2	20	06	13	38	77
MS3	04	08	23	36	71
MS4	10	03	12	37	62
Total	57	30	52	133	272
Percentage	20,95%	11,02%	19,11%	48,89%	100%

The findings related to this question reveal that the majority of pupils (48, 89%) lost their interest in learning English because of the lack of intrinsic motivation and this may cause the loss of interest in learning English. (20, 95%) did not lose their interest in English, whereas (19, 11%) answer with neither true nor false. Only (11, 02%) answer with mostly not true. It is worth mentioning that if pupils do not have a clear goal in their English study, their enthusiasm would likely wane because of the temptation of the surroundings. Therefore, it is important for educators to make the pupils aware of the purpose and the importance of English language.

Table 16: knowing the purpose behind learning English.

Level	Not true	Mostly not true	Neither true nor false	true	Total
MS1	10	07	13	32	62
MS2	05	12	12	48	77
MS3	06	06	20	39	71
MS4	09	07	22	24	62
Total	30	32	67	143	272
Percentage	11,02%	11,76%	24,63%	52,57%	100%

In Table (15),(52, 57%) of the participants do not know the purpose behind studying English. Others (24, 63%) answer with neither true nor false. (11, 76%) of pupils answer with mostly not true. Only (11, 02%) of the participants were answer that they

know the purpose behind learning English. It is very important, then to know the purpose behind studying the English language as a subject that makes the pupils well acquainted with it, and helps them to improve their grades.

Table 17: English is not a compulsory subject.

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	05	06	15	36	62
MS2	09	04	23	41	77
MS3	09	08	10	44	71
MS4	08	07	21	26	62
Total	31	25	69	147	272
percentage	11,39%	9,19%	25,36%	54,04%	100%

From the table, (54, 04%) of the pupils were answer true. (25, 36%) answer with mostly not true. Some (11, 39%) consider English as a compulsory subject while only (9, 19%) are neutral. As a result, the lack of motivation is related to the students' lack of interest in learning English. English as a subject is not a compulsory unit compared to mathematics and Arabic.

5-Test and exam score

Table 18: I got low scores in the exam.

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	32	05	07	18	62
MS2	24	10	06	37	77
MS3	31	02	03	35	71
MS4	17	05	04	36	62
Total	104	22	20	126	272
percentage	38,23%	8,08%	7,35%	46,32%	100%

Obtaining low test scores and bad marks in the exam was perceived many pupils as a strong demotivating factor, especially for less motivated pupils.(46,32%) stated that they are unable to achieve high marks in the exams.(38,23%) get good scores, (08,08%)

replied with mostly not true . (07, 35%) replied with neither true nor false. It is clear that if the pupil does not understand the subject, he will get a bad mark. We think it is a good enough reason to make him hate the subject. As a result, good marks play an important role in encouraging pupils to double their efforts to enhance their level.

Table 19: I could not get good marks as my friend did in the exam

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	24	05	04	29	62
MS2	22	11	05	39	77
MS3	32	02	03	34	71
MS4	14	09	14	25	62
Total	92	27	26	127	272
percentage	33,82%	9,92 %	9,55%	46,69%	100%

The results show that (46, 69%) of the pupils agree that the marks of their friends affect their motivation. Peers and friends are important; they may affect each other either positively or negatively. When some pupils get higher marks, the others feel inferior and depressed even though they work hard. This will demotivate them to exert themselves.

Table 20: I have difficulty in memorizing English words and phrases.

Level	Not true	Mostly not true	Neither true nor false	True	Total
MS1	13	02	06	41	62
MS2	20	07	08	42	77
MS3	30	05	11	25	71
MS4	13	08	08	33	62
Total	76	22	33	141	272
percentage	27,94%	8,08%	12,13%	51,83%	100%

The table above shows that (51, 83%) of participants stated that they face difficulty in memorizing English words and phrases, and only (27, 94%) of them are able to memorize these words. (8,08%) of pupils answered with mostly not true, while (12,13%) answered with neither true nor false. This reveals that difficulties in memorizing words

and phrases may result in pupils' failure in achieving success, or may reduce their confidence in learning English.

Table 21: English timing is not suitable for me

Level	Not true	Mostly not true	Neither true nor false	true	total
MS1	38	06	08	10	62
MS2	31	10	16	20	77
MS3	27	08	13	23	71
MS4	21	13	11	17	62
Total	117	37	48	70	272
percentage	43,01	13,60	17,64	25,73	100%

(43, 01%) of pupils have no problem with English timing; however, (25, 73%) of participants see that English class is not appropriate when it is scheduled late or after sports session. Pupils feel exhausted and apathetic.

Table 22: Equipment you have in your school.

Level	Yes	No	Total
MS1	33	29	62
MS2	27	50	77
MS3	32	39	71
MS4	20	42	62
Total	112	160	272
Percentage	41,17%	58,82%	100%

(58, 82%) of pupils replied that they were not satisfied with the equipment and facilities given by the school; the rest of them (41, 17%) expressed their satisfaction. This explains why the quality learning environment may affect pupils' learning attitudes and motivation. The allocation of teaching facilities and continuous improvements inside schools are two of many other elements that need to be considered in rural schools.

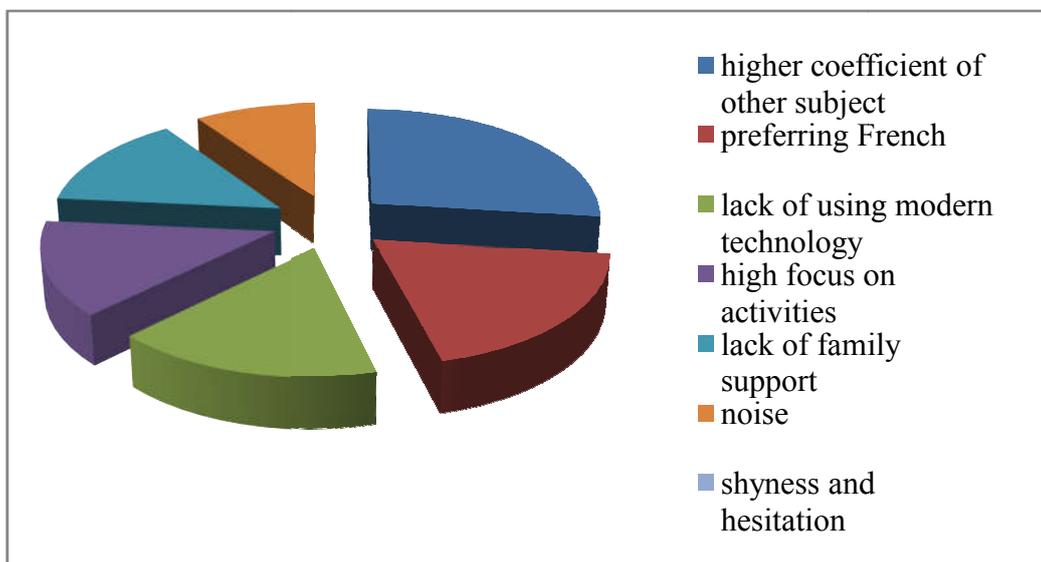
1. If no, which one of this equipment is not available in your school?

Table 23: Schoolequipment

Level	transportation	Heating services	Library(books in English)	canteen	textbook	Total
MS1	15	04	08	04	02	33
MS2	14	08	13	04	00	39
MS3	20	06	10	09	05	50
MS4	14	05	11	07	01	38
Total	63	23	42	24	08	160
Percentage	39,37%	14,37%	26,25%	15%	5%	100%

In the above table, (39, 37%) of pupils suffer from the lack of transportation; (26, 25%) stated that English books are not provided by the school and merely (5%) do not possess the textbook which is considered as an important tool for learning English. Other services such as heating (14, 37%), and the canteen (15%) are not available in rural schools. we think that a positive learning environment is conducive to success.

23-Are there any other factors that demotivate you to learn English?



The aim of this open question is to give pupils the opportunity to provide other demotivating factors which are not mentioned in the questionnaire.

First of all, some pupils claimed that they concentrate on other subjects like mathematics which has a larger coefficient, and is considered by many of them as the most

important subject in the school. Second, pupils prefer to study French instead of English because they have already learned it in primary school. Other respondents have ascribed their demotivation to the lack of using modern technology. Compared with urban schools, rural schools receive less funding because of their smaller populations and consequently cannot cover all their staff needs. A third demotivating factor was the high focus on activities has been mentioned. The participants stated that they get bored because of the daily tasks; instead, they want to practice English and speak it fluently. Communicative English is important as it can help learners to see value in their studies and it strengthens their communicative skills. Furthermore, some pupils state that the reason behind their demotivation to learn English is the lack of family support. They feel disappointed when they ask their family members for help in doing their homework, but no aid is given. In addition, they say that their families have no idea about how they are doing in school, nor about their grades and behaviors. Pupils do better in school when their families are involved in their education. Pupils whose families participate in their education have higher levels of attendance, homework completion, academic outcomes and, more important, high motivation. Finally, this question allows us to explore extra factors of demotivation such as noise that is caused by some naughty and disturbing pupils; shyness and hesitation to speak that prevent pupils from participation and create a kind of psychological complex.

2. Analysis of the Interview:

❖ **Question1:How long have you been teaching English in middle schools?**

The answer:

Two teachers out of four answered that they have five years of experience in teaching English; one teacher spent two years in middle school, while the other teacher

answered with four. From these answers, we conclude that teaching English is a fresh experience for the aforementioned teachers, and therefore need support and accompaniment.

❖ **Question2: Why did you decide to become a teacher?**

The answer:

Three teachers out of four clearly stated that they like teaching from the infancy, i.e., teaching was their childhood dream jobs. For instance, T2 (teacher two) said that she chose teaching because she wanted to make a difference in the future of children. For her, it is a great challenge and that something very interesting. Unlike her, T4 (teacher four) declared that he was obliged to work since he stayed jobless for 2 years, so he chooses teaching in a middle school. The choice of teaching plays an essential role in the teacher motivation because if the teacher is obliged to teach just to get a job, he will make fewer efforts in his work.

❖ **Question 3: What are some common behaviors of the students in your classroom?**

The answer:

The following behaviors have been clearly noticed and identified by the four teachers:

- Lateness, boredom, side conversations, non-participation, lack of interaction, disruptive talking, chronic avoidance of work, classmates' harassments.

❖ **Question 4: What are the difficulties of rural pupils in learning English?**

The answer:

The answer of this question was various from one teacher to another. T1 (Teacher one) said that both parents and their offspring do not consider it as an important subject as others. Even the teacher tries to double his effort to make them motivated, he cannot do it alone because the environment itself do not encourage on that. T2 clearly stated that there are many difficulties that face pupils in learning English in this area such as the environment; even they learn this language inside the classroom they cannot practice it outside, they have less confidence to speak English, Moreover. He thinks that pupils prefer learning mathematics and get good mark to pass. T3 (teacher three), states that the difficulties that face rural pupils are in the three skills: writing, reading and especially speaking. T4(teacher four) declared that the problem is in writing and speaking, they cannot write a correct short paragraph and they cannot express themselves orally she mentioned that the first responsible for the weakness of pupils in rural areas is the teacher because they did not receive any training. From the previous saying we can assume that the environment of pupils can play a major role in making this pupil like or dislike a subject if the environment demotivates this pupil, he will automatically avoid studying it especially if it is into the house. Moreover, we cannot neglect the role of the teacher in this problem because he considers as the main factor because he interacts directly with his pupils and he knows their difficulties and weaknesses.

❖ **Question 5: How do parents of rural areas perceive the English language?**

The answer:

The four teachers assumed that parents consider English as a secondary subject because they do not have the culture of learning this language. We can conclude that parents also considered as a factor that demotivate those pupils since they do not aware of the important of this language.

❖ **Question6: Do you usually have student-parent meeting?**

The answer:

T1, T2, T3, T4, claimed that such meetings happen once in a blue moon. they highlighted the importance of encountering parents and discussing their positive involvement in their children`s education.

❖ **Question7: What topics are usually mentioned at the meeting?**

The answer:

The four teachers mentioned that the topics that are usually tackled are generally related to the children progress, marks, and behaviors in class. These are general topics that they focus even in urban areas.

❖ **Question8: Is English module one of them?**

The answer:

Three teachers out of four agree that English module is one of them because they talk about all modules. A parents-teachers meeting is a good opportunity for parents to develop their understanding of this module and to discuss factors that can affect pupils learning and development.

❖ **Question9: Is there a parents' association at the school?**

The answer:

All the teachers assumed that there is no association in their middle schools. The role of this association is to facilitate parent-school relationships, improve the school abilities,

and help pupils financially and morally. it is considered as a linking bridge between home and the school.

Part2: Motivation and Demotivation

❖ Question10: How can you define motivation?

The answer:

The answer of this question from the four teachers was that motivation is the driving force behind any human action. Motivation in education it consider as the key of success that make pupils or learners double their effort to do their best in learning.

❖ Question11: To what extent do your pupils interact with you during the English session?

The answer:

Three teachers out of four said that the interaction in the English classroom is poor because pupils do not interest with this subject. The other teacher stated that pupils of first level are highly interacting in the English session, while in the other levels, the interaction is average. Interaction is then a central issue in teaching English as a foreign language. The teacher plays a central role in making his pupils interact with him, his role to make them motivated in order to get positive results in this subject.

❖ Question12: Do you use special techniques to motivate your pupils when you feel that they have a negative response towards your lesson?

The answer:

Two out of four of teachers respond negatively. In their first year they tried to use some techniques such as group work, positive feedback, picture and videos to explain the

lesson, but when they saw their pupils do not interact with them they change this method, they enter the classroom and explain the lesson without using any technique to make them motivated. Techniques like group work/ pair work, positive feedback, communicativeness games, develop meaningful and respectful relationships with the pupils helps to motivate them.

❖ **Question13: Have you received any training courses or pedagogical techniques that help you raise your pupils' motivation?**

The answer:

All teachers declared that they did not receive any training courses or pedagogical techniques that help them to raise their pupil's motivation. The four teachers said that it would be better idea to train teachers about this topic because motivation is a pivotal aspect in teaching.

❖ **Question14: Do you think that the content of the syllabus is suitable for rural pupils' abilities?**

The answer:

Three out of four teachers claimed that the content of the syllabus is not suitable for rural pupils' level. The English syllabus and the content of the textbook do not really suit the pupil's abilities and their environment (rural areas). There should be more communicative tasks such as role plays. Exceptionally, one teacher said that it is suitable for the pupils and it is up to the teacher to adapt and make changes according to his/her pupil's level, needs and abilities as long as he/ she sticks to the main objective. From this discussion we cannot ignore that the content syllabus need some changes especially in

learns the English language you have to tackle the four skills (reading, writing, listening, and speaking).

❖ **Question15: Do you use another language during the lesson to explain and clarify things?**

The answer:

According to the four teachers, they use French language during the lesson to explain and clarify things. That may create another problem in which the pupils cannot understand French and that makes them totally ignore this subject because they cannot even understand words and expressions.

Section Three: Data Discussion and Interpretation

1. Limitation of the Study

As any other research, the present study faced a number of difficulties and limitations:

- The lack of sources and references particularly those related to the issue of demotivation in EFL learning and the issue of English language teaching-learning in rural areas in Algeria.
- Some teachers refused to answer the interview stating that they were busy. Similarly, some pupils did not answer all the questions of the questionnaire; they seemed astonished and were not accustomed to do such things.
- Time of data collection was done in difficult circumstances, since the study was conducted in three different rural schools in Jijel, and it was really hard to go to these areas with the lack of means of transportation. Besides, teachers of middle school went on strike

the same period we started our data collection which obliged us to wait for other weeks until they stopped the strike.

Conclusion

The second chapter has presented the results obtained from both the questionnaire and the interview. The questionnaire addressed middle school pupils (all levels) in three rural schools in Jijel and the interview with 04 EFL teachers from the same schools. The results show that middle school pupils in rural areas face serious problems and difficulties that result in demotivation to learn English language and that even teachers are aware of this situation. Moreover, we collected pupils 'personal factors they perceive as demotivating, and if it was more coming from the inside or the outside. Therefore, the obtained results confirm the hypothesis advanced at the beginning of the dissertation.

General Conclusion

Since English is a foreign language for the people of Algeria, learners of our country find it a complex task in their education. Considering the global needs, English should be appropriately implemented as a subject at primary levels. It is a matter of great sorrow that effective implementation of English curriculum is still far away, especially in rural areas of Algeria. English is yet a matter of fear for learners. The success in learning any foreign or second language depends to a large extent on learners 'motivation to learn this language. However, there are certain factors that cause demotivation among students of English which, in turn, leads to a low achievement in their performance in the target language.

So, the present study has investigated the factors that demotivate middle school pupils to learn English in the Algerian rural areas, the case in Jijel middle schools. This research is exploratory in its nature; it was built up around the theoretical framework elaborated by Sakai and Kikuchi (2009).

This study includes two main chapters; the first chapter is the theoretical part that reviewed the related literature. The second is the practical part and is consisted of three sections. The first section described the research methodology adopted to carry out this investigation. The second section was devoted to the presentation and the analysis of the results obtained by means of two research tools namely the pupils questionnaire and the teacher's interview. Subsequently, the third section discussed the most important results from the research instruments in relation to the research questions.

Demotivation is a really complex concept and one of the commonest problems that teachers encounter in their classes. The findings of this research revealed a number of demotivating factors; the most mentioned one by the participants was the lack of intrinsic motivation. Since intrinsic motivation is a key to the learners 'achievement, it equips them with a real interest in the subject matter. However, rural pupils see little value in the course of English language; they seemed to be careless and unaware about the importance of English language. Lack of intrinsic motivation leads to lack of effort and ultimately lack of success. Thus, teachers and parents must work hand in hand and use certain techniques and strategies to foster intrinsic motivation among pupils of rural areas. After the lack of intrinsic motivation, learning contents and materials and low test scores in the exams are considered also as demotivating factors to learn English among middle school pupils of rural areas. Pupils are unsatisfied with the course content, focus on grammar structures, focus on exams and the memorization of language. In this regard, it might be the case that pupils tend to prefer lessons that do not focus on grammar or exams but to focus on interaction and communication instead. Obtaining low test scores was perceived as strongly demotivating for many pupils in rural areas, especially for less motivated ones. Furthermore, Inadequate school facilities and teaching competence and teaching styles are also sources of demotivation, that is, insufficient school facilities whether on the part of

schools or teachers, or insufficient use of these facilities by teachers in English sessions, can highly discourage the pupils in learning English. Rural pupils face difficulties in understanding their teachers' ways of explanation and they find it easier when those teachers use Arabic to clarify things. What is noticed among teachers of rural areas that they are themselves demotivated, particularly, those who live in an urban area and work in a rural area, they are obliged either to go there in the morning and come back in the evening or to stay for the whole week. As a result, those teachers feel uncomfortable and not relaxed in their work. Another factor that contributes in rural pupils demotivation is the lack of parents' motivation, the role of parents is totally absent. Learners, in general, get motivation through praise and appreciation on better performance by their parents.

Hopefully, this humble work have contributed in helping EFL teachers in rural middle schools in Jijel to know what discourage their learners to learn English and to make the instructors, parents, administrators and curriculum designers aware about the situation. If the mentioned factors of demotivation are taken into consideration, the outcome would be beneficial for both teachers; to have manageable and motivated learners to teach, and students who will be fully engaged with the learning task since nothing will stop or prevent them from giving their best.

However, we cannot deny the fact that this study has encountered some limitations. The most restricting opponent was time. To gather the information using a questionnaire for pupils and an interview for teachers from three different middle schools in Jijel rural areas was not an easy work.

Accordingly, our suggestion to those who interested in the field of educational psychology, especially demotivation, is to conduct a further and deeper study on the

phenomenon in relation to other variables such as gender, cognitive abilities, social backgrounds, beliefs and more important teachers' demotivation .

2. Pedagogical Recommendations

Establishing the factors behind demotivation to learn among middle school pupils in rural areas and why there is a lower English proficiency, the researchers suggest some recommendations.

- It is essential to understand the differences in culture and behaviors of learners in these places, so that they can develop a better environment, and also to create certain activities that can be more suitable with this kind of learners.
- A stimulating atmosphere for language teaching can be created by displaying posters, charts, maps, advertisements and signs together with works produced by the learners themselves in the classroom.
- Teachers should motivate their learners to speak English without hesitation and fear of making mistakes. There may be a number of grammatical utterances, but the learners should be encouraged to continue speaking. Shy learners also need to be motivated by giving them positive feedback.
- It is usually seen that the learners are so accustomed to using their mother tongue (Arabic) in class. In such cases, the teacher should make English speaking compulsory in the class. The teacher himself should speak English in the class and motivate his pupils to overcome their fears.
- Teacher should be shifted from content-based to skill based so that the four basic skills of the learners could be developed.

- Since the aim of learning any language is to use it in communicating thoughts and ideas, teachers always try to develop English communication ability of the learners apart from teaching the rules of grammar.

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Appendix

Pupils' Questionnaire

Dear pupil,

We would very grateful if you could answer the present questionnaire intended to collect data for our Master research entitled “Demotivating Factors in Learning English among Middle Schol Pupils in Rural Areas.

Yyour answers will be of great help to accomplish this study.

Questions:

A-Background information

Q1: Gender: Male Female

Q2: Name of your middle school

Q3: Your educational level

MS1

MS2

MS3

MS4

B-Demotivating factors in learning English in rural areas

Q4: Do your parents motivate you to learn English?

Yes

No

Q5: What kind of this motivation do you receive from your parents?

Material

Moral

Both

Q6: How self- motivated are you to learn English?

I have almost no motivation

I have a little motivation

I have moderate motivation

I have high motivation

Q7:

How much is the following statement true for you as a demotivating factor?

1-learning content and materials

1. Most of the lessons focused on the grammars.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

2. English passages in the textbooks were too long and difficult to interpret.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

3. English is not as important as other subjects.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

b- Teachers' Competence and Teaching Styles

4. Teachers' explanations were not easy to understand.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

5. Teacher's reaction to pupils' mistakes

- | | |
|---|--------------------------|
| Ridicules our mistakes | <input type="checkbox"/> |
| Get angry | <input type="checkbox"/> |
| Do not care | <input type="checkbox"/> |
| Correct only the mistakes | <input type="checkbox"/> |
| Thanks for trying then correct the mistakes | <input type="checkbox"/> |

6. Lessons are difficult to understand.

- | | |
|---------------------------|--------------------------|
| Not true | <input type="checkbox"/> |
| Mostly not true | <input type="checkbox"/> |
| Not either true or untrue | <input type="checkbox"/> |
| To some extent true | <input type="checkbox"/> |
| True | <input type="checkbox"/> |

c-Inadequate School Facilities

7. Do you think using ICT such as computer, internet , videos and DVDs motivate you to learn English

- | | |
|---------------------------|--------------------------|
| Not true | <input type="checkbox"/> |
| Mostly not true | <input type="checkbox"/> |
| Not either true or untrue | <input type="checkbox"/> |
| To some extent true | <input type="checkbox"/> |

True

d- Lack of Intrinsic Motivation

8. I lost my interest in English.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

9. I lost my understanding of the purpose of studying English.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

10. English is not a compulsory subject.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

E- Test scores

11. I got low scores on evaluation test

Not true

Mostly not true

Not either true or untrue

To some extent true

True

12. I could not do as well as my friends on test.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

13. I had difficulty in memorizing words and phrases.

Not true

Mostly not true

Not either true or untrue

To some extent true

True

14. English timing is not suitable for you

Not true

Mostly not true

Not either true or untrue

To some extent true

True

F- Facilities in the school

15. Are you satisfied with the equipment provided by your school?

Not true

Mostly not true

Not either true or untrue

To some extent true

True

16. Which one of these materials are not available in your school

Transportation

Heating and cooling services in school

Library

Canteen

Books

17. Are there any other factors that demotivate you to study English?

If yes, please explain

.....

.....

Teachers' interview

This interview is part of our investigation that focuses on the demotivating factors to learn English among Middle school pupils in rural areas, a case study in Jijel rural schools. Your answers and information will be used for academic purposes.

Thank you in advance for your collaboration

The questions:

Part 1: Education Context

Q1: How long have you been teaching English in middle schools?

Q2: "Why did you decide to become a teacher?"

Q3: What are some common behaviors of the students in your classroom?

Q4: What are the difficulties of rural pupils in learning English?

Q5: How do parents of rural areas perceive the English language?

Q6: Do you usually have student-parent meeting?

Q7: What topics are usually mentioned at the meeting?

Q8: Is English module one of them?

Q9: Is there a parents association at the school?

Part2: Motivation and Demotivation

Q10: how can you define motivation?

Q11: To what extent do your pupils interact with you during the English session?

Q12: Do you use special techniques to motivate your pupils when you feel that they have a negative response towards your lesson?

- If yes, explain please

Q13: Have you received any training courses or pedagogical techniques that help you raise your pupils' motivation?

- If yes, can you explain how?
- If no, don't you think that it would be a better idea to train teachers about this topic?

Q14: Do you think that the content of the syllabus is suitable for rural pupil's abilities?

- If yes, explain
- If no, what do you suggest to enhance the content?

15: Do you use another language during the lesson to explain and clarify things?

- If yes, which one and why?

Thank you very much for your huge help!!

- **Teacher 01**

Part 1: education context

A: How long have you been teaching English in middle schools?

B: I'm a middle school teacher. It's the fourth year for me teaching English.

A: Why did you decide to become a teacher?

B: It was my dream from infancy to become a teacher, so teaching was my choice.

A: What are some common behaviors of the students in your classroom?

B: There are some common behaviors of the students in my classroom such as:

- ❖ Talking to each other while I'm explain the lesson

- ❖ Do not do their work seriously

- ❖ Do not participate only few of them

A: What are the difficulties of rural pupils in learning English?

B: It is a really important to highlight on this topic, I noticed that in Algeria they do not care about this area. For me the problem is the pupils themselves they do not consider this language important. Also there is no one motivate them to learn it; to be honest the teacher cannot do it alone it is need to the parents also they have to be aware of the important of learning English language.

A: How do parents of rural areas perceive the English language?

B: As I mentioned before, perhaps their parents do not even know if they study it or not or even they know they do not consider it as important subject as mathematics and other modules. The most essential in their parents is seeing his son pass to the next level.

A: Do you usually have student-parent meeting?

B: It is rare to do such meeting

A: What topics are usually mentioned at the meeting?

B: The topics are the pupils' marks and their behavior in classroom.

A: Is English module one of them?

B: Yes the module of English is one of them.

A: Is there a parents association at the school?

B: No there is not.

Part2: Motivation and Demotivation

A: How can you define motivation?

B: It is like a power that activates pupils to make them do their best in learning.

A: To what extent do your pupils interact with you during the English session?

B: Well, pupils of all levels do not really interact with me I think it is because they are not interested with this subject also the time is not suitable we cannot cover all the details of the lesson.

A: Do you use special techniques to motivate your pupils when you feel that they have a negative response towards your lesson?

B: I used to use some techniques to motivate them like pictures so videos but I noticed that they do not even care I stopped that, now I come to my class explain the lesson and leave.

A: Have you received any training courses or pedagogical techniques that help you raise your pupils' motivation

B: No I did not receive any training courses. Yes of course it is so much better to train teachers in order to motivate their pupils

A: Do you think that the content of the syllabus is suitable for rural pupil's abilities?

B: No, the content is high level than pupils' levels. It is above the ability level.

A: What do you suggest to enhance the content?

B: I guess that they have to teach them the four skills with topics that suit their environment and real life situation.

A: Do you use another language during the lesson to explain and clarify things?

B: Since we are not allowed to use the Arabic language, we use French to explain the difficult words and expressions. The problem is they do not understand French so it is hard to make them understand everything.

• **Teacher 02:**

Part 01: Educational Context

A: How long have you been teaching English in middle schools?

B: I have been teaching English for five years in the Middle School.

A: Did you choose teaching English because you like it or just for job sake?

B: I decided to become a teacher to be able to make a positive difference in the future of children. For me it is a great challenge and it is a lot more fun interacting and learning with kids.

A: Do you face any difficulties in teaching English in rural areas?

B: Some common behaviors of pupils in my classroom are:

- A. Lateness.
- B. Side conversations.
- C. Disruptive talking.
- D. Chronic avoidance of work especially boys.
- E. Harassing classmates.

A: What are the difficulties of rural pupils in learning English?

B: Rural school pupils are weak in English due to some teachers lack of training, inadequate knowledge or pedagogy. Rural pupils do not realize the importance of English as a language of communication, whereas, this is the most important aspect of this global language. They lack the confidence to speak in English; expression in the language is weak.

Another obstacle is individual circumstances. Location is the main reason for learners because mostly they live in rural or slum areas. Learners don't have exposure to the language.

A: How do parents of rural areas perceive the English language?

B: People in rural areas see the English language as a secondary subject, not an essential one.

A: Do you usually have student-parent meeting?

B: Once in a blue moon. The student-parent meeting is extremely rare in rural areas.

A: What topics are usually mentioned at the meeting?

B: The topics which are usually mentioned are the pupils' progress in learning, their marks and behavior in the classroom.

A: Is English module one of them?

B: Yes, it is.

A: Is there a parents association at the school?

B: No, there is not.

Part 02: Dotivation and demotivation

A: How can you define motivation?

B: We can define it a key of learning something because if the person or the learner have motivation he will make more effort to do his job or to learn.

A: To what extent do your pupils interact with you during the English session?

B: Interaction has been a central issue in teaching and learning English as a foreign language. Classroom discourse in English is poor and has less attention due to lack of sessions and time especially with First year pupils where the teacher should give a plentiful room for pupils to speak and write the language by setting various interaction modes in the classroom.

A: Do you use special techniques to motivate your pupils when you feel that they have a negative response towards your lesson?

B: Yes, in order to raise pupil's motivation to learn English the teacher should:

- ❖ Make the class communicative through group activities
- ❖ Make English practical using realia whenever possible; role playing, giving pupils real life situations.
- ❖ Make class fun when pupils are having a good time, they will be more engaged in learning. Their motivation will come from them rather from the teacher.
- ❖ Give feedback (like compliments and encouragement, as well as criticism).
- ❖ Develop meaningful and respectful relationships with the pupils.
- ❖ Be inspirational.

A: Have you received any training courses or pedagogical techniques that help you raise your pupils' motivation?

B: Yes, I have received training courses and techniques that help pupils stay engaged and pay attention during the lesson (i.e motivated). The first thing that I learnt is that fostering pupils' motivation is difficult but necessary aspect of teaching that instructors must consider. Pupils who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even be disruptive.

A: Do you think that the content of the syllabus is suitable for rural pupil's abilities?

B: The main objective of teaching languages in general and English in particular is to enable communication in all its formally developing pupil's competences and skills. However the English syllabus and the content of the textbook do not really suit my pupil's abilities and their environment (rural areas). There should be more communicative tasks such as role plays. We need more time for 1st year since they need more practice.

A: Do you use another language during the lesson to explain and clarify things?

B: Yes I use French because we cannot use Arabic but it create another problem with them because they do not understand French.

- **Teacher 03**

Part 01: Educational Context

A: How long have you been teaching English in middle school?

B: I have been teaching English for 4 years.

A: Why did you decide to become a teacher?

B: Because I love the Language. Honestly, it wasn't a choice to be a teacher. I had other plans but things happen.

A: What are some common behaviors of the students in your classroom?

B: My learners' behavior in class is a mixture of Motivation, Boredom, side talks, laziness, enthusiasm.

A: What are the difficulties of rural pupils in learning English?

B: The difficulties that face rural pupils is writing and expressing themselves orally in English.

A: How do parents of rural areas perceive the English language?

B: Parents perceive English as a secondary subject.

A: Do you usually have student-parent meeting?

B: Rarely.

A: What topics are usually mentioned at the meeting?

B: Discussing their children's progress, marks and especially their behavior in class.

A: Is English module one of them?

B: No.

A: Is there are a parents' association at the school?

B: No.

Part 02: Motivation and Demotivation:

A: How can you define motivation?

B: Generally speaking motivation is the driving force behind any human action; motivation also can be defined as the intrinsic or extrinsic power which activates learner's behavior and progress towards the learning.

A: To what extent do your pupils interact with you during the English Session?

B: My ms1 pupils highly interact in the English session. However, with the other levels the interaction is average.

A: Do you use special techniques to motivate your pupils when you feel that they have a negative response towards your lesson?

B: Yes

- . Seating arrangement
- . Group work/pair work
- . Extra points
- . Rewards
- . Positive feedback
- . Games

A: Have you received any training courses or pedagogical techniques that help you raise your pupils' motivation?

B: Yes through discussions of the most common problems of learners and suggest solutions. For instance we study each situation alone then we find the appropriate technique for it, Also, through studying the effectiveness of group work and pair work. Agreeing on the fact that games have an important impact on English learning and it's a great way to motivate learners.

A: Do you think that the content of the syllabus is suitable for rural pupils' abilities?

B: Yes, it is suitable. Since it is up to the teacher to adapt and make changes according to his/her pupils' level, needs and abilities as long as he/she sticks to the main objective.

A: Do you use another language during the lesson to explain and clarify things?

B: Yes, Both Arabic and French. Sometimes it is difficult to get the pp understand the idea especially abstract things and also in order to save time.

- **Teacher 04**

Part 01: Education Context

A: How long have you been teaching English in middle schools?

B: I have 5 years of experience in teaching English in middle school.

A: Why did you decide to become a teacher?

B: I graduated from the department of English. Teaching was not a choice it was not my dream job. Since I did not find a job I start teaching in this school.

A: What are some common behaviors of the students in your classroom?

B: There are some common behaviors of the students in my classroom such as:

- ❖ They are talkative pupils with no stop.
- ❖ The majority do not respect me while I'm explaining the course.
- ❖ They do not do their work especially boys.
- ❖ Lack of participation.
- ❖ Lack of interaction with me.

A: What are the difficulties of rural pupils in learning English?

B: Everything is playing a role in

A: How do parents of rural areas perceive the English language?

B: Simply parents here and people in general do not have the culture of learning English language.

A: Do you usually have student-parent meeting?

B: Maybe one time in year. But the parents do not come.

A: What topics are usually mentioned at the meeting?

B: In general we tackle the marks and the results of the pupils and their behaviors

A: Is English module one of them?

B: Yes of course we talk about all the modules.

A: Is there a parents association at the school?

B: No, there is not.

Part 02: Motivation and Demotivation

A: How can you define motivation?

B: It is a desire or an act of doing something and double your effort to success in it.

A: To what extent do your pupils interact with you during the English session?

B: To be honest the interaction in my class is very poor, pupils do not interact with me

A: Do you use special techniques to motivate your pupils when you feel that they have a negative response towards your lesson?

B: To be honest no, I came to class and explain my lesson very well. Because I think to use those techniques you have to receive training about that.

A: Have you received any training courses or pedagogical techniques that help you raise your pupils' motivation?

B: No unfortunately I did not.

A: Do not you think that it would be a better idea to train teachers about this topic?

B: Yes of course. Motivation plays a major role in make the person learn something or success in something.

A: Do you think that the content of the syllabus is suitable for rural pupil's abilities?

B: Mostly speaking the textbook is not suitable and its language is hard for pupils living in remote areas.

A: Do you use another language during the lesson to explain and clarify things?

B: Yes I use French language to explain and it rare to use Arabic language. To makethemunderstandalmost the wholelesson.

Resumé

Cette étude vise à examiner les facteurs de démotivation qui entravent le processus d'apprentissage de la langue anglaise chez les collégiens algériens en milieu rural, l'étude est conduite dans trois écoles rurales de Jijel. Les outils de recherche utilisés étaient un questionnaire et un entretien semi-directif. Le questionnaire a été administré à 272 élèves de trois collèges des zones rurales de Jijel, *Erraguene, BoucifOuled Asker et Djimla*. Les élèves ont été choisis aléatoirement parmi tous les niveaux. De plus, l'entretien semi-directif a été mené avec 04 enseignants d'anglais des mêmes collèges. On émet l'hypothèse qu'il existe de nombreux facteurs qui démotivent les collégiens des zones rurales à apprendre l'anglais. Les résultats de la recherche ont montré que le manque de stimulus intrinsèque des élèves du collège dans les zones rurales est considéré comme une forte source de démotivation. Le contenu et le matériel d'apprentissage ainsi que les faibles résultats aux examens entraînent également une démotivation chez ces élèves. Les infrastructures scolaires inadéquates, la compétence et le style des enseignants sont des sources modérées de démotivation.

ملخص

تهدف هذه الدراسة الى تفصي عوامل التثبيط التي تعيق عملية تعلم اللغة الانجليزية لدى تلاميذ المدارس الاعدادية في المناطق الريفية الجزائرية. تمت دراسة هذه الحالة في المدارس الريفية بولاية جيجل. أدوات البحث المستخدمة هي الاستبيان والمقابلة الشبه منظمة، وتم تقديم هذا الاستبيان ل 272 تلميذ من ثلاث مدارس إعدادية في المناطق الريفية بجيجل هي: ايراقن، بوالسيف وأولاد عسكر وجيملة. وقد تم اختيار التلاميذ بشكل عشوائي من جميع المستويات. بالإضافة الى ذلك, تم اجراء مقابلة مع 04 مدرسين للغة الانجليزية من نفس المدارس الاعدادية. تفترض هذه الدراسة بأن هناك العديد من العوامل التي تثبط تلاميذ المدارس الاعدادية في المناطق الاعدادية في المناطق الريفية من تعلم اللغة الانجليزية. حيث أظهرت نتائج البحث ان الافتقار الى الحافز الذاتي لدي تلاميذ المدارس الاعدادية في المناطق الريفية يعتبر مصدرا قويا للإحباط. المحتوى و المواد التعليمية والدرجات المنخفضة في الامتحانات تسبب ايضا تثبيط الدافع بين هؤلاء التلاميذ. تعتبر المرافق المدرسية غير الملائمة وكفاءة المعلمين وأسلوبهم من المصادر المعتدلة للإحباط.