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Language Attitudes Toward English in Algerian EFL High School Classrooms: A Comparative Study Between Rural and Urban Areas

**A thesis submitted as partial fulfillment of the requirements for the
degree of Master's in Didactics.**

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Declaration of Originality

I certify that this thesis is my own original work and has been completed under the supervision of my supervisor. All sources of information used in this research have been properly acknowledged and referenced.

I further declare that this work has not been submitted, either wholly or partially, for any other degree or qualification at any other institution.

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Dedication

I dedicate this work to my beloved parents for their endless love, support, sacrifices, and encouragement throughout my academic journey.

To my beloved people, thank you for your patience, understanding, and constant motivation, and for being with me during every step of this experience.

Finally, I dedicate this work to everyone who contributed, directly or indirectly, to the completion of this research. May this achievement reflect the value of your support and confidence in me.

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Abstract

Recently, English has become the dominant international language of communication. As a result, learning English has gained increasing importance in many countries, including Algeria, which has undergone a significant language policy shift, integrating English as the primary foreign language of instruction since 2022 across all educational levels. Post this transformation, it has become essential to examine how the language is received by students across different educational settings, reflecting the stark disparities in learning conditions between rural and urban areas. This study investigates the learning attitude of Algerian high school students toward English as a foreign language (EFL) in two distinct educational settings, rural and urban areas, examining how geographic locations and socio-economic conditions shape the students' cognitive, affective, and behavioral attitudes toward English language learning. To achieve these objectives, a mixed-methods design was employed, combining structured student questionnaires, semi-structured teacher interviews, and non-participant classroom observations in both rural and urban areas, conducted through two high schools in Saida province, with a sample of 90 students and 4 teachers across the rural and urban settings. Results revealed that learners from both settings hold a positive attitude toward learning English as a second foreign language, which they recognize as a crucial tool for their future. However, significant disparities were found concerning the environmental exposure and support, and resource availability between the two environments, which diverge in these factors, impacting the students' language acquisition and outcomes. The overall results indicate that while motivation is strong toward learning English in both settings, the systematic disparities between these two contexts continue to hinder the learning equity in the Algerian education institutions, which EFL learning quality reveals a critical implementation gap in Algeria's Anglicization policy.

Keywords: Algerian education, Anglicization policy, educational equity, language acquisition, learning attitude, rural-urban disparities.

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List of Abbreviations:

Abbreviation	Meaning
ABC	Affective, Behavioral, Cognitive (Tripartite Model)
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
EMI	English as a Medium of Instruction
ESL	English as a Second Language
ICT	Information and Communication Technology
SLA	Second Language Acquisition
TL	Target Language

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General Introduction

General Introduction

In the present day, English has become the global lingua franca of science, technology, commerce, and international communication. Its acquisition has become almost synonymous with reaching for opportunity, which learning English became among the most significant educational goals across different national contexts, including those where English holds no official status. As a response to this globalization, Algeria serves as an illustration of this phenomenon. Historically, Algeria has long been a multilingual country, shaped by Arabic, Tamazight, and French. Each language included in the Algerian context holds its own historical weight and meaning. As the switch toward English emerged, many studies were conducted to discuss and illustrate the attitude toward the sociolinguistic shift and its impact on the Algerian educational context.

Yet, post the huge sociolinguistic shift toward English in Algeria, the attitude toward the target language acquisition must be recognized, whether positive or negative, motivated or impartial, which will introduce the learning outcomes of second language acquisition (SLA). Including not only the efforts the student is willing to invest, but the emotional and cognitive process toward learning the language matters more. Regarding the Algerian educational context, where English is being introduced with reliable educational tools and institutional ambitions, but the lack of material readiness between the diverse areas in the Algerian educational institutions shapes the students' attitude toward the language, which, in understanding their overall behavior, becomes a must.

The learning attitudes are influenced by several features that might hinder or increase the learning outcomes. They are deeply influenced by the learning environment and the resources available in the classroom and outside the classroom, in addition to the support provided at home and exposure to the target language in daily life; all these factors shape the learners' perspectives toward the language and influence their overall behavior toward acquiring the target language. In Algeria, as in many other countries, environmental conditions vary in shaping the learner attitude in learning, which the geographic location, the divide between rural and urban areas, translates directly into a

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divide in educational quality. A student learning English in an urban environment and a well-equipped highschool with more exposure to the language and valid resources will inhabit different learning experience from a peer studying in a less supportive environment where the student's classroom may represent the only point of contact with the English language.

In this disparity, and its consequences for the student attitudes, the present study seeks to investigate how Algerian high school students in rural and urban settings perceive the English language, and what factors shape their attitudes toward learning the language. Also, this work investigates whether the geographic locations and different educational environment affect the learners' behavior toward learning the English language, and influence their attitudes. The study was conducted across two high schools, located in rural and urban areas in Saida province: Kadi Mohamed High School in an urban setting, and Bouadi Merzoug High School in the rural municipality of Sidi Amar. Participants were second-year high school students, alongside their teachers. The aim was not simply to compare the two groups, but to investigate and understand the attitudes of students from different educational settings and learning environments, with the same educational levels, toward learning English in different corners of the same state.

To address these questions, the study adopts a mixed-methods research design, combining structured student questionnaires with qualitative data gathered from semi-structured interviews and non-participant classroom observations. This triangulation method allowed for a comprehensive analysis and valid research data, which captured both the statistical patterns and the lived experiences implicit in students' attitudes toward English.

General Introduction

This study aims to answer the following questions:

1. How do students in rural and urban Algerian high schools perceive the English language?
2. What factors influence students' motivation and attitude toward learning English in rural and urban classrooms?
3. Does the geographical location (urban vs. rural) influence the affective attitude of Algerian high schools toward English?

In attempting to answer these questions, the study works with three hypotheses:

Research Hypotheses

1. Urban students are expected to show more positive attitudes toward English than rural students, owing to greater exposure to the language and access to better educational opportunities.
2. Students' attitudes toward English are shaped by a combination of factors, including exposure to the language, available educational resources, the classroom environment, and the level of community and family support.
3. Geographical location is expected to influence students' affective attitudes toward English, with urban students displaying greater positivity, confidence, and motivation than their rural peers as a result of more favorable learning conditions and broader contact with the language.

This study is divided into three chapters. The first chapter provides a theoretical foundation, reviewing the previous literature on language attitudes and motivation, with introducing the sociolinguistic profile of Algeria, in addition to the urban-rural divide in Algerian EFL learning contexts. The second chapter presents the methodological framework of the study, including the methods employed for the data collection and data analysis methods, it also highlights a set of ethical considerations and limitations. The third chapter presents, analyzes, and discusses the findings derived from the three

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research instruments, relating them to the research questions and hypothesis before concluding the study.

Thus, this study contributes to investigating the role of different settings in shaping the learners' behavior toward the target language, and whether the different educational settings affect the learning outcomes or the environment itself influences the students' behavior. The study not only compares two distinct high schools, but also provides a window into deeper questions, whether Algerian learners, wherever they happen to live, believe in learning the English language? Or the geographic setting does change and influence their perspectives toward learning any language, including English.

Chapter One:

Literature

Review

1.1.Introduction

Learning a language presents significant challenges for both educators and learners. within the context of learning English as a second language, ESL, The process depends on various factors, including the methods of learning, timing, sources, and most critically, learning environments. every student In the process of learning a language must adapt to both the target language and the pedagogical atmosphere. A deep disparity exists between students from urban settings, which are typically resource-rich and equipped with a supportive educational environment, that encourages them to develop their learning skills, and their peers in rural educational environments, who often study at a lower educational level, with limited access to learning materials and resources. This stark disparity in learning conditions creates an unbalanced academic reality, where rural students are at a disadvantage compared to their peers in urban settings. Despite this systemic disparity, both sides of students are expected to meet the same national academic standards and obtain equal levels of academic achievement, regardless of the educational equity gap. This chapter will examine the sociolinguistic profile in Algeria within the recent educational reforms. As a matter of fact, it highlights the sociolinguistic divergence regarding the attitude of learners towards English as a second language in both rural and urban areas. Additionally, it integrates the difference in EFL learning contexts in the different areas. moreover, it sheds the light on the different empirical studies concerning the rural-urban language gaps. By identifying the learning gaps in learning between rural and urban areas, the review justified the sociolinguistic gaps analysis needed.

To fully grasp the scope of this linguistic phenomenon, this chapter contextualized the transition with both macro-sociolinguistic policies and the micro-level of educational environments. While existing literature illustrates the government-propelled English linguistic shift, a critical diversity exists between the institutional policy and its optional implementation across disparate regions. This review tends to examine the general wave

of Strong inclination interprets the reason behind geographical and socio-economic disparities that influence actual students' experiences.

1.2. The Sociolinguistic Profile of Algeria

A sociolinguistic profile is the way each language spoken interacts; it is more like an expression of the speaker's identity through the language used. Concerned with the speakers, the way it is shaped, and the social status assigned to it. In Algeria, as is common, the most used languages are Arabic and Tamazight. Furthermore, the Algerian people are known for the flood of the French language among them, which is considered the most usable foreign language in the country. It is also recognized as the second applied language in all the different domains.

Due to the huge spread of the English language among different races around the world, English has become a lingua franca. In 2026, the status of English in Algeria is characterized by a fast government-led transition. Nowadays, the Algerian government is introducing English to the educational system and supporting the idea of making English the medium of instruction (EMI), which is systematically replacing the historical dominance of French (Sakrane, 2025). The Algerian schools from primary to medical faculties have experienced a strategic 'Englishisation' (Hamzaoui, 2024)

Recently, the Algerian educational system has undergone a shift from French to English. This switch has created a linguistic conflict between the French and English languages. In fact, the target language, English, has been affected by the current second language of Algiers, French, and the first foreign language. Gouider (2025) has provided notes that integrate the effect of the French language upon the pronunciation and the use of grammar and lexical semantics, which most probably students are facing such difficulties when using the English language, which leads to errors in using the language itself. Moreover, Negadi (2025) supported the idea of the positive effect of French on the English language learning. Thus, he provided that learning proficiency depends on the French-based background proficiency. He assumed that the French language's high

acquisition can somehow help and elevate the English language learning landscape, as the two languages can be similar at the level of grammar and word order. Cheriguene (2025) discusses the idea of multilingualism, which learners with French (L3 FL1) and Arabic (L1) are influenced by these layered interference languages in the learning process within the EFL classrooms.

Post the educational reforms in the Algerian educational system, the language proficiency has experienced a major shift that went from French to English, starting by introducing English in the primary schools as the first foreign language in Algeria. The shift tracing began in 2022 by introducing English to the primary educational levels, knowing that the evolution was traced since 1993, and reformed in 2022. (Benyagoub & Sebti, 2025). However, the rush in enacting this policy unveiled several gaps in teaching young learners the target language (Mankour, 2025). Under the process of language shifting, studies have shown the difficulties faced by teachers in introducing the language to the young learners (YL). This lack of pedagogical preparation for delivering the language to the YL has created logistical hurdles that prevent the success of the process. According to Mankour (2025), the hierarchy of untrained contract teachers constitutes the structural weak point that threatens the long-term sustainability of early English instruction. Grini and Benrabah (2025) argue that the logistical hurdles caused by the disconnect between a digitally oriented curriculum and the lack of basic classroom technology create a resource gap that hinders teachers' effectiveness.

Furthermore, alongside the psycholinguistic impact of implementing such changes by introducing English to children who are used to dealing with a totally different language from an early age, it creates a reality in the child's mind. In fact, YL are often motivated by English more than French. Thus, they experience orthographic interference from French.

Hadj Amar (2025) in her research argues that linguistic conflict in Algerian classrooms extends beyond the emotional and cognitive realms of the learners. Students

nowadays gravitate to English since it is a symbol of modernity, additionally and world language rather than French, which is characterized as the colonial connotation that is approximately distinct from. The researcher addressed the cognitive side, which she added the fact that French impacts the acquisition of the English language, since it is the FL1it acts as a permanent filter that prevents students from thinking in the target language (English). Moreover, A major cognitive hurdle is spelling. Student will face serious troubles in spelling English words, knowing that their brain is used to the French words only, and that is because the brain defaults to the more established linguistic map.

1.3. Language Attitude

In sociolinguistics, language attitude is defined as the way students react toward any language that they are learning. The attitude is for both psychological evaluations and the states that learners hold towards the target language. It is known as the way learners react and accept the language learned, the level of acceptance, and the way learners are prepared to intervene with the TL grander (1985). These attitudes are divided into a tripartite model consisting of cognitive, affective, and behavioral components (Baker, 1992). Which of these aspects represents the learners' beliefs toward the language utility, which means for the cognitive part, for instance, the learners' interests will be detected whether the science or global commerce interested him, which leads to the fact that the cognitive side is the part of which interest the learners

Affective components represent the emotional side; the learner's way of reacting towards the language matters because it uncovers the level of readiness the learner has, since it has a direct relation with emotions. If the learner does not like the language and his feelings towards the target language are not good, the learning level will be hindered. In other words, it is concerned with the feeling toward language, whether he sees it as beautiful and deserves to be learned with passion or not.

Finally, behavioral factors that influence learners' readiness to use and acquire the language. Thus, the learners' behavior is the way they accept the TL, and at what level

they are ready to learn and use the language they are exposed to. IN addition to the efforts used by learners in the learning process, which integrates the level of acceptance and excellence that learners reach, it can be either positive or negative since it depends on the learner's level of acceptance of the new language that they are exposed to, plus the efforts they make to learn and acquire effectively the target language (Baker, 1992).

In Algeria, these attitudes are currently undergoing a significant shift. Researchers like Hadj Ammar (2025) argued that the burgeoning rivalry between the FL1 in Algeria and the FL2 in the Algerian schools is driven by these three aspects. As it is known, in Algerian classrooms, English is the most usable language even outside the classroom walls, the language of the future, plus the tool for technological advancement. Meanwhile, French, which is determined as the current FL1 in Algeria, is currently the language that is often used by YL in and out of the educational context. His cognitive shift is mirrored by a strong affective preference for English, which is emotionally associated with global pop culture and a modern "cool" identity, leading to higher behavioral engagement—such as seeking out English-language media outside the classroom (Haddam, 2025).

Furthermore, the tripartite model, also known as the ABC model, in the Algerian educational context, is determined as the academic framework used by researchers to analyze the linguistic shift. It helps explain the reactions of learners toward English or any other target language (Hadj Amar,2025;Allou,2025). First, cognitive, according to Hadj Amar (2025), is the way Algerian learners think about a language's objective value. It can be divided into three components. The global tool, which refers to the powerful cognitive consensus, meaning the Consciousness that English is the language of science, the global language used by a huge number of people around the world. The academic belief, which represents high school students, links English to the academic aspects and advancement, plus the economic opportunities. Last, the shift represents the switch in the educational atmosphere. passion or not.

The affective represents the emotional reaction. This means the inner feeling toward any language the learner is exposed to. Hadj Ammar (2025), in her research, highlighted an emotional reality in which students feel more attached to English because of the global identity it represents. According to Hadj Ammar (2025), the affective connection is where students most clearly distinguish between the 'colonial legacy' of French and the 'global promise' of English.

Behavior, or action, is the readiness toward the target language. According to Mankour (2025), behavioral attitude is often seen in how learners participate and are involved in the class. In the sight of Mankour (ibid) and other researchers, the lack of tools in the educational environment affects the students' ongoing performance in general. Their actual behavior has yet to reach its full potential due to the lack of materials and tools in the educational classrooms.

The language attitude is a process shaped by the intersection of individual demographics and social contexts, not just a psycholinguistic event. There are various factors that have a crucial role in shaping the overall attitude of learners. According to several existing studies, age, gender, and environment are the primary determinants of how an individual perceives and values specific languages.

1.4. Age and Generational Shift

This research benchmarks the crucial role of age in shaping attitudes toward learning. Since it acts as a sociolinguistic variable and a biological variable. Baker (1992) in his research examined the dual role of age on the attitude exposed from learners. YL tend to have more malleable attitudes, and often their attitude is positive toward the dominant global languages in both education and technology. In contrast, Kircher and Zipp (2022) addressed the older generation learners as well. Studies conducted have shown that the frequency of exhibiting a stronger emotional attachment to their heritage languages. In Algeria, studies have identified a huge gap between old and new generations regarding the status of foreign languages. Recent studies have

assumed the older generation is mostly into the French language, aged 45 and up, due to its historical administrative and educational role. Furthermore, young Algerians nowadays, especially adolescents and up, those who are aged from 18 to 40, are increasing their interest in the English language, since they are shifting to a positive attitude toward this foreign language and are seeking more interest in applying the English language as an official second language for the Algerian community. This positive attitude is due to the cohort's views of English as the medium of global e of communication and the new generation, which sees English as a superior vehicle for academic and professional advancement. Rather than French, which is often perceived as a colonial legacy.

1.5. Gender and Social Dynamics

Recent studies indicate the high differences between the two genders in the learning process. Many studies have assumed that females are more motivated toward acquiring new languages, since they are perceived to be the gender that cares much more than males. Moreover, many recent studies indicate that female learners often show a stronger preference for Native Speakers. Females, learners care more about pronouncing the words in the most satisfying way, or in other words, in a suitable way that is pretty close or equal to the native speakers' pronunciation. Rather, males on the other side see the language in a more rigid way, which they may focus more on utilitarian and competitive aspects.

Additionally, Lakoff (1975) in her book *Language and Woman's Place*, argued that women are socialized to use a specific "women's language" (WL) characterized by uncertainty (hedges, tag questions, polite forms). She argued this style was subordinate and kept women in their "place" in the social hierarchy.

Furthermore, many other studies assume that female learners are more into the linguistic reforms compared to men, knowing that linguistic reforms are more personally relevant to those who are currently excluded by standard language norms.

1.6.Environmental

Many recent studies have investigated the huge difference the environment can create regarding the language learning process. It plays a decisive role in shaping learners' attitudes toward English as a foreign language.

Based on Zebda's (2024) research, the environmental conditions shape the learner's attitude since the interplay of the local environmental conditions and the broader economic structure shapes the needs and attitudes of the learner.

The study conducted has suggested two main factors influencing the learner's attitude broadly. Starting with the "Neighborhood Necessities". According to Zebda (ibid), the neighborhood necessities refer to the immediate availability of community-level resources. that denotes the accessibility to the essential resources that help in facilitating the learning process for the learners, such as quiet study spaces and reliable internet access. These factors are essential in shaping the learner's attitude since they are concerned with the psychological readiness and practical ability to prioritize education.

Additionally, the economic behaviors and expectations internalized within the family and local network are primary drivers of student needs. This indicates that the external environment plays a crucial role in shaping the learner's educational attitude, which, according to Zebda (ibid), the learner often adopts the most socio-financial model observed in their surroundings, that been introduced more than once. In other words, students with early exposure to any financial status tend to exhibit a more proactive attitude across all socioeconomic strata. Zebda (ibid) highlighted that the external social influence affects the learner's educational consumption, including peers and family expectations. In this research, the researcher identified many points to defend the idea, but the main point tackled was that education policy must look beyond the classroom rather than inside classrooms.

1.7. Instrumental vs. Integrative Motivation

Instrumental and integrative motivation is the distinction that represents the foundation of the SLA second language acquisition theory. This is delineated as the student's interpretation of the language, whether it is seen as the socio-cultural assimilation or a practical tool for advancement.

Benaissa and Zeghib (2023), in their research, accentuate a predominantly pragmatic orientation among modern learners. In their research, the researchers have tackled many aspects to exhibit the distinction between instrumental and integrative motivation.

Upon the research data, 100% of the surveyed students categorized English as a cornerstone for their future, as students identify English in their perspective as a critical mechanism for their academic success and future career advancement, and not cultural affinity. Moreover, according to Gherzouli (2025), English nowadays has become more than an optional cultural pursuit; rather, it has become a must. Unlike before, today English is seen more as a life skill, which the majority tend to acquire and opt for the language successfully with suitable outcomes. It upgrades to be a skill that not all people have.

Furthermore, the current research highlights a dominant Instrumental Motivation, which demonstrates that learners view English as a functional tool for professional advancement rather than self-enjoyment. The shift of market-driven motivation joins the landscape with the appearance of Anglicization in the Algerian educational context, where the English language has become more than a knowledge language but is increasingly positioned as the essential medium for accessing global research and the international job market.

To sum up, Benaissa & Zeghib (2023) and Gherzouli (2025) argued that learners' view of English has changed through the years; students' perspective toward learning

English is not an optional skill or adding a new language to their cerebral cortex, but it is seen as a mandatory requirement for their future.

1.8. EFL Learning in Rural vs. Urban Contexts

In the learning process, each learner must have a suitable environment that helps them learn successfully. In the acquisition of English as a second foreign language (SLA), there are several factors that influence the learning process and language acquisition. Mostly, it is influenced by the socio-economic and geographic environment. In acquiring the language, the atmosphere in which the language is learned has a huge effect on the learner's perspective toward the language being learned and the way in which the learner masters the language (Cummins, 2000)

Overall, language acquisition is influenced by where the learner is situated. The distinction between rural and urban areas regarding the teaching-learning process is wide and constant. The huge gap between rural and urban learning environments is primarily defined by "resource gap", which includes all the fundamental pillars for a successful educational system that help in increasing the learning levels, among them the ICT resources (Information and Communication Technology), or the technological foundation that refers to the technology base in an institution, methodological soundness that refer to the strength and quality of the teaching methods, and the ancillary educational activities that refer to the activities used out of the classrooms strict settings (Warschauer, 2003). Tackling the urban and rural areas in the context of learning English as a foreign language might dive to the point that English for learners in urban centers might be the fabric of daily life, where they can see the language around them everywhere in social media or private language institutions, or wherever they go. On the other hand, rural learners cannot interact with the language, which in their setting, frequently serves as the sole point of contact with the target language. The distinction between these two areas in the learning process creates inquiries concerning educational equity, which the resource gap might address.

1.8.1. The Urban Advantages in EFL Learning

Research conducted by Aouda and Khelfi(2025) has tackled the urban advantages, which it represents a significant divide in how ambition is realized. According to Aouda and Khelfi(ibid), there is a huge difference between students with linguistic aspiration and the actual pedagogical realities they encounter. The urban advantages are characterized by several key factors that give them positive advantages for the educational system.

The very first factor that is believed to influence learning is environmental reinforcement. According to Benaissa and Zeghibib (2023), students in urban areas have more benefits than those in rural areas. They have better centers that provide a language-rich ecosystem. As noted in their research, urban educational institutions provide learners with better digital infrastructure, and students will have a better learning experience, with all the means needed for a better educational structure. Additionally, learners situated in urban areas also benefit from greater social and digital exposure, which strengthens language learning through daily interaction with language in media or technological tools that enhance their level of interpreting and acquiring the target language, and facilitate the overall understanding and reinforce their receptive skills.

Another study conducted by Gherzouli (2025) addressed infrastructure and Digital Synergy, which is considered one of the critical key factors for the urban advantages, since among the pivotal components of this advantage is the availability of consistent technological tools. Gherzouli (ibid) illuminates that urban institutions are better equipped with more developed equipment and tools that support the learner's abilities to acquire and learn in a better environment. The researcher integrates the benefits addressed due to the suitable learning atmosphere that supports modern pedagogical strategies and approaches that allow students to go from theoretical knowledge to theoretical application.

Furthermore, Aouda and Khelfi (2025) addressed the institutional support that suggests the advantages urban area students have while the standardized curriculum remains systematized. The urban students have more advanced benefits, which allow them to supplement their educational level and form of education with external resources, such as practicing the target language in specialized language centers and specialized institutions that help them upgrade and evaluate their language learning. In addition to the English-speaking circles that gave opportunities to the learner to use the language for better transcription and understanding, these advantages are often absent in rural settings.

Students from urban areas have more advanced advantages that give them an edge to learn in a suitable learning atmosphere with a proficient educational system that provides them with higher teaching quality. Rather the national curriculum is standardized and strict, and it is united to all educational institutions from the different areas, but the urban advantages act as catalyst, that the urban advantages provide extracurricular scaffolding that turns high motivation into fluency. And that is what makes the urban learners more advanced than others in remote areas, where they are not able to reach the same level of progressive learning abilities that facilitate learning.

1.8.2. The rural challenges

EFL learning in rural areas can be highly challenging because it is characterized by significant structural hurdles. The lack of developed educational strategies that foster students' success and elevate their language learning abilities is expected to lead to a disconnection between the national educational goals and local classroom realities. Regarding the challenges students from rural areas face during their educational trajectory, there are several obstacles that define the rural struggle.

A study conducted by Bensnoui (2024) tackled the disconnect between national educational goals and local classroom realities. Which he have mentioned two main obstacles that define the rural experience.

The study highlighted a huge difference in the resource abundance in the rural educational institutions, unlike the urban centers. Bensnoui (2024), in his research, highlights the importance of high-tech facilities and the effect of the lack of educational materials on the learning quality. Rather, the equal standard curriculum is equal for both areas, but the variance of educational teaching aids might cause a huge educational gap. The research pointed out the absence of high-tech materials such as functional language and stable internet connectivity, which relegate the learning process to traditional methods like textbooks. That will prevent learners' exposure to audiovisual materials, which helps in increasing their listening and speaking skills.

Moreover, another significant finding in Bensnoui's (ibid) study is transcribing the teacher training gaps as displayed in the pedagogical support. This indicates teachers from urban areas do not have the appropriate opportunities for higher professional development, as they face instructional isolation that reduces their chances in develop or being introduced to CLT (Communicative Language Teaching) approaches. This gap will hinder their skills in implementing interactive techniques without the necessary training as educators. Crucially, Bensnoui (ibid) argues that in rural areas, the classroom is the only point of contact between students and the English language.

Institutions are the only way students are introduced and interact with the target language in rural classrooms. The study highlighted the lack of modern educational tools like the internet or private English centers that are often found in cities, in addition to the media, which help as well to increase language use and interpretation. Rural students are entirely dependent on the public educational system. That indicates the need for classroom interaction as the only way to use and acquire the target language. Which is frequently under-equipped to meet their high instrumental aspirations.

In essence, the study conducted by Bensnoui (2024) indicates the different challenges faced by rural student during their educational journey. Thus, regarding both centers (rural & urban), students share the same instrumental motivation, but the

geographic gap is a matter of educational equity. It can either hinder or develop the learner's skills and abilities under the educational pattern. Rural students face different challenges in their educational institutions, but they must overcome systematic neglect to reach the same proficiency as their urban peers.

1.8.3. Parental and Social Background

The environment has a crucial role in the development of the (SLA) second language acquisition. A study by Mankour (2025) suggests that the learner's progress also depends on parental support and knowledge. The parents can be a significant barrier that reduces their child's progress due to their lack of English language or any other target language. This often results in homework feedback which show the lack of parental knowledge of the language. Additionally, it hinders the development of divergent thinking towards the language within the family units. A study by Choudhury et al (2024) indicates the effectiveness of parental support to their child with regular school communication, which indicates the importance of parents' involvement at home. Parents with lower proficiency and a lack of language proficiency often struggle with matching the school experiences with the home reality.

Parental education for learners is considered the best way to apply the previous information learned in school. Many studies have identified that parental education is more suitable for developing the child's language skills. Educated parents help their child to acquire and foster language and use the language repetitively at home, which would enhance the child's verbal and intellectual development, which is much better than letting the child grow up alone.

Motivation plays a critical role in shaping the student's behavior toward the target language. Shengyao et al. (2024) indicate that the parental positive attitude towards English shapes their child's intrinsic motivation. Whereas the way parents react toward English greatly affects their child's perspective regarding the language. Furthermore, the study suggests that the positive attitude towards English of parents helps their child's

overall attitude toward the language as well. Hence, the parental support in learning a second language enhances their child's understanding and acquisition of the language. On the other hand, the negative attitude and lack of parental motivation toward the language affect the child's perspective negatively and result in low student motivation and a negative outlook. Another important point this study highlighted is that homework is a site of struggle. When a parent lacks the needed language skills to help their child with homework, homeschooling becomes a huge gap rather than an additional learning opportunity. For many families, home works constitute a unavoidable burden that hinders the parental role in helping their child with additional homework that might help in language development. But instead, due to the lack of proficiency to assist, it became an inherent constraint that limited the parents' abilities to assist and help their child with the tasks. For parents with intellectual disabilities, home tasks became more than an academic task, but it represents a socialization process

Synthesizing these points, education stands upon specific standards that build a strong structure for a successful educational system. The disparity between urban and rural EFL outcomes does not depend only on the geographic competence, but also on the impact of different settings in shaping the learners' receptive skills.

1.9. Review of Related Empirical Studies

Under the umbrella of the disparity between rural and urban areas within the educational context. Many studies have been conducted to investigate the different structures found in the educational system regarding both areas. Including the incomes and interpretation of students to the outcomes and the extrinsic attitude toward learning a new language as the second language acquisition (SLA).

In Algeria, studies indicate the effects of the environmental gap that occurs in educational institutions, which distinguishes the students from both areas' attitude toward the language, in addition to the lack of technological items that enhance the educational quality. Moreover, recent international studies tackled the distinct relationship between

these two areas and highlighted the importance of setting centers in shaping the learner behavior toward the target language. This indicates the important skills learners from urban areas obtain from the modern educational system, and on the other hand, the lack of motivation rural-centered learners obtain from the unsuitable educational atmosphere.

1.9.1. International Studies on Rural-Urban EFL Learning Disparities

Dragojevic's (2022) research indicates that on a global scale, the relationship between individual perceptions and the institutional frameworks is characterized by the central theme in sociolinguistic research. Dragojevic (ibid) indicates that language attitudes are generally shaped by institutional policies that allocate the meaning from social to specific language varieties. According to his framework, there are two dimensions through which language is operated, named status & solidarity support.

1.9.1.1. Status and policy

The research by Dragojevic (2022) highlighted the effects of promoting the language as the educational official tool for both educational needs and administration, which means to give the language total importance and a higher centrality, making it the official tool for the educational status. Consequently, this hindered and prevented the overall "status" increases. Furthermore, it will be as well linked to the status dimensions such as the economic opportunity, upward mobility, and it will be automatically linked to power.

This political will leads to a social hierarchy where language is viewed as prestigious and utilitarian, rather than viewed as an educational and formal way to contribute and upgrade their educational level, but rather as a prestigious item that elevates their eminent language promotion.

1.9.1.2. Solidarity

The study conducted by Dragojevic (ibid), highlights the importance of solidarity in tied the native languages to the personality and belonging of the person, which it mean rather the status of a global language like English is elevated by the policy, the sense of

belonging will always be tied to the native and original language which is considered as the native personality of each speaker, since it always hit the emotional side of the person that is related to the local language. This light effect negatively affects learners who master the English language successfully and have a reliable background, but are emotionally weaker toward the target language since it remains the second language to be acquired.

An additional point, Dragojevic (ibid) highlighted in his research was the socio-geographic impact. This indicates that the administrative centers have a specific effect on the learner's outcomes. The environment plays a critical role in shaping the learner's attitude toward the target language. According to him, students from urban areas are often more likely to show a more positive attitude toward the prestigious language variety. Whereas, on the other side, learners from different settings "rural", might face status-based issues that refer to the way language is turned into more than a language going under the educational system for the learning aspects, which serves to upgrade the educational level. Rather, the language becomes a symbol of authority and success. Specifically, if the learner lacks the same level as their peers from urban centers of linguistic capital, this hinders their competence regarding English language learning.

The study of Dragojevic (ibid) highlighted significant global patterns regarding the differences between rural and urban educational systems and their effects on students' behavior and outcomes. In this study, the researcher highlighted the evaluative hierarchies that are produced by the same Urban-Rural dichotomy in Algeria.

Another study by Chowdhury and Mustaque (2014) focuses on the negative effect the environmental gap causes regarding the learners' overall behavior. Their study discusses the difference between city and rural students in terms of learning outcomes and language learning proficiency. Their results indicate that learners from rural areas certainly lack language proficiency and have low self-esteem. In comparison to other students in urban areas that are the opposite. Upon their findings, these results are due to

their parent's socio economic contains. Since they cannot afford expensive technological tools that help their child develop his language skills. This lack of resources leads to limited access to the language because they do not use English outside the classroom. Additionally, it will hinder language acquisition development due to the lack of motivation.

Andrade-Molina et al. (2021) examined the motivation gaps in rural and urban settings. They indicate in their study the importance of motivation in the educational system and how it will elevate or hinder the learner's outcomes. In their research, they examined different motivation profiles among students in high school in both settings. Their findings indicate that both students from both centers categorize English as the language of globalization. On the other hand, students from rural centers are less motivated to use English outside the classroom setting. They indicate that the lack of motivation among and insufficient interaction negatively affect their language acquisition level.

1.9.2. Local Studies on Rural-Urban EFL Learning Disparities

Several studies synthesized the role of the environment in shaping the students' behavior, motivation, and learning outcomes toward second language learning.

A study by Zebda (2024) investigated the "Anglicization" process in Algeria. He claims that the shift to English is not viewed only as a policy change, but it is a global scientific integration. According to her results, educators agreed with this transition since they have seen it as the new generation's global advancement. The researcher indicates in her research that, rather than agreement and support for the shift in English, institutional readiness is absent. Educational institutions welcomed the idea of integrating a new language that enhances educational competency. But her analysis reports that the lack of readiness affects the realization of the idea to satisfy both sides. This includes the institutional lack of materials needed to facilitate the implementation of this aspect. and the readiness of educators as well. The lack of trained teachers is the most important

point because without well-trained teachers, the outcomes will be insufficient and worthless. Additionally, the institutional lack of modern technological tools plays a critical role in enhancing the learner's outcomes.

Saidoun and Bensemmane (2024) identify in their study the paradox of high motivation and low proficiency, which indicates that Algerians see English as the language of communication, education, and international mobility. They are highly motivated to learn and acquire the language that is considered the most useful among Algerian learners. But, according to the research, they indicate that English learners have a glitch when it comes to the linguistic side of the language learning process. English learners see a gap between the success in learning the language and being introduced to the linguistic side of the target language. This issue became a huge gap that might hinder the learner's ability to learn the language successfully when there is a lack of pedagogical support from instructors and educators. Hence, the attitude toward language learning shifted from sufficient and positive to a gap and a language that stands between the learner and the dream of achieving a higher level of language as SLA.

Additionally, Saidoun and Bensemmane (ibid) note that the socio-linguistic resistance and support play a crucial role in the educational setting. Their study contributes to the benefits urban students have regarding language learning and training. They added that students from urban settings train their English language using a pro-English environment by being involved in English communities during the daytime and training the English language outside the classrooms, which helps them enhance their academic level in learning. Whereas learner from rural centers do not have such advantages and cannot enhance their learning outside the classrooms. In their study, they highlighted that success in English does not depend on the prestige of the language that is highly rising, but real success begins from the local linguistic environment.

Regarding the shift toward English, many Algerian researchers tackled the new policy of Anglicization in the Algerian educational system. Many recent studies reported

a positive attitude toward this new language shift. Educational institutions have welcomed the English shift within the educational system. As highlighted by the previous studies, the attitude detected toward the Anglicization is positive and acceptable.

A study conducted by Mazot and Khelif (2025) indicates that the Anglicization policy has seen a wide positive attitude, and Algeria's educational institutions have welcomed the integration of the new language. They investigated the attitude toward the amplification of the Anglicization policy. In addition to the global perspective, toward including a new language in the educational structure. Despite the most important part that has to be tackled and cared about the most being the pedagogical gap, these aspirations are going to be applied across different settings and centers. This indicates that serious troubles might occur if there was a lack of readiness toward the policy implementation.

The huge difference in the amplification for the English in educational institutions does not consist on the attitude and the behavior noted toward the idea of integrating the language as a primary second language for the educational Algerian's institution. But the most debatable part is the setting and central differences. Students from different setting does not obtain the same educational level regarding the benefits and struggles that occur to each student from different geographic settings. These differences might enhance higher diversity between students that has the priority in acquiring and learning the language in a better atmosphere and others whom are struggling with preventing the taken language from tight resources generally (the educational institutions). Most studies focus on the university setting and are more like a uniform policy; only limited studies care about the huge differences caused by the differences in setting and how it will affect the students' outcomes, since their daily pedagogical realities are highly different. The diversity in the attitude is also pointed out regarding the different setting's issue of different settings. Much literature indicates that the digital divide between students from different areas causes a diversity in attitude. Even though the English language is positively perceived by both students, they acknowledge that the lack of training and

exposure to the language makes it harder and eventually difficult to learn. On the other hand, students from a better environmental setting are exposed to better learning experiences that help them enhance their educational skills and experience a better learning atmosphere.

1.10. Conclusion

Overall, in this chapter, the literature review highlighted several studies of the sociolinguistic landscape in Algeria. Including the English status in Algeria, which indicates how English overall replaces the French language, which was defined as the second language in the Algerian government. By identifying the linguistic conflict that occurs post the shift from French to English, which is characterized by Anglicization. Moreover, several empirical studies on the shift toward English in the Algerian educational institutions were included as well. Another important part highlighted is the Anglicization and aspiration for the implementation of the English language in the educational system. This detects a positive attitude toward the amplification of the Anglicization policy and indicates the acceptance of applying the English language within the educational context. While the review established a huge positive impression toward the Anglicization, there is limited comparative data regarding the challenges that face high school students from different settings. This lack highly blurs the reality that despite the positive attitude regarding the new integration and the learner's motivation toward learning the language in a sufficient way, the distinct environmental atmosphere affects their skills in learning and enhances their educational levels. There are limited studies investigating the different attitudes toward learning the language in the different settings and the challenges that face students with lower environmental capacities, and how it might prevent their educational skills and restrict them from developing their receptive and interpretive skills toward the language.

Consequently, post addressing these empirical gaps. The shift from examining broad policy to analyzing classroom environments and realities. This indicates the real-life students' experience in their education classrooms. Thus, the way students have been

taught matters in uncovering the average attitudes toward learning English as a foreign language in both settings. Furthermore, while the macro-level transition from French to English represents a historic sociolinguistic transformation in Algeria, the micro-level of students remains disparate.

The next chapter will explain the methodological design and the data collection tools that are going to help in investigating the rural-urban disparities regarding the attitude toward language in the Algerian educational high school institutions.

Chapter Two:

Methodology

Chapter two:Methodology

2.1. Introduction

The purpose of this study is to investigate the overall attitude of students from different settings toward learning the English language. The previous chapter has presented the existing literature studies that investigate the same issue. This chapter is devoted to presenting the methodology and procedure of the study, including the practical part and the steps followed to collect the data and investigate the study issue. This chapter highlights the elements used in collecting the data needed for conducting a proper study that answers the questions and draws coherent conclusions.

To achieve a comprehensive understanding of the study, this chapter presents a research design selected to guide the data collection process. The chosen design integrates a structured framework that supports the investigation of the research questions, enables the drawing of sufficient conclusions that are helpful, and has the needed procedures for testing the research hypothesis.

This chapter follows a specific structural order, presenting the procedures and methodology in organized sections. This chapter opens with a brief definition of the research design section. This part of the study explores the research design selected in the study. Then, the next section describes the samples and the target population involved in the study procedures. That helps in integrating the data used in the study. Then, this section is followed by a wide description of the data collection tools and instruments. It details the procedures used in collecting the data for the study. The fourth section has a brief explanation of the methods used in analyzing the data collected for the study. Finally, at the end of the chapter. Finally, the study highlights the limitations found while conducting the research and observing the results for the data collected.

2.2. Research Design

This study employs a mixed-method design. combining both quantitative and qualitative approaches to integrate the research needed data. In this study, both approaches were included within the study structure. The choice of the design that

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includes both approaches in the study contributes to the study's complexity, that needs both instruments to help in collecting the data needed for the study investigation. The study required a deep understanding of the descriptive phase of the qualitative data, which helps in understanding both the students' and teachers' inner depths, which has a larger interpretation of their perspectives and points of view. This work investigates the behavior and attitudes of students and uses numerical statistical data to provide a solid base that guides the study to guaranteed results.

The Quantitative phase integrates the quantitative data, which is collected to identify the general patterns and test the hypothesis provided previously in the study. While the qualitative phase includes specific instruments that help in the explanation of the

Furthermore, the combination addressed in this study. This relates to the mix between the quantitative tools and qualitative procedures used in collecting the usable data for the study. These two paradigms introduce sufficient results that integrate the statistical data through the qualitative boundaries, including the quantitative data that was collected to identify the general patterns and the qualitative contribution that is present to explain these results in greater detail. This comprehensive framework is essential for achieving data triangulation that increases the validity and reliability of the study. As it allows the cross verification of findings from both approaches.

Lastly, this section of the study will present the approaches used in conducting the research data collection tools. Also, it highlights the selected approaches and explains how they meet the research needs and achieve reliable results and useful data.

2.3. Sampling and Target Population

This study takes place at two high schools from different environmental settings. In both rural and urban areas, the first high school is Bouadi Merzoug high school, which is situated in the Municipality of Sidi Amar, Saida province. The second high school is

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Kadi Mohamed High School, located in Saida province. The study combines both teachers and students from both high schools in rural and urban settings. Both teachers' and students' participation was selected to gather effective data regarding the different attitudes that students show toward learning the English language in both areas. This will help to highlight the difference between students' behavior in both rural and urban settings.

Sampling techniques were used to select the target samples from both high schools in both areas. The samples include 30 students from a rural high school and 60 students from Urban centers, in addition to two teachers from rural high schools and two teachers from urban high schools. The samples were chosen selectively to meet the research needs and to collect the data that would improve the study background of the learner attitude toward learning the English language inside the classroom. Including the challenges faced by both students and teachers during the learning-teaching process. The samples were selected from different areas to highlight the gaps between students from different areas. And to extract the main information about the effects of the different environmental settings on the learner's input and output. Participants were divided into teachers and students from different high schools. A purposive sampling technique was used in participant selection. For the teachers' selection, it was based on a specific inclusion criterion:

- Teachers selected for the study must have at least 6 years of experience.
- They have already taught in both rural and urban areas.
- Participants must be currently employed in the educational industry.

Regarding the students' participation as samples for the data collection phase, the same sampling technique was applied including the following criteria:

- Participants must have studied only in their current setting.

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- Participants in the rural group must have never studied in the urban areas.
- Participants must be currently enrolled in a national high school.
- Participants from the urban setting must have no prior experience in rural high schools.

This sampling method was selected to improve the data collection strategy. This method chosen for the data collection helps in integrating high-quality data that is useful in collecting the needed information for the study. This method upgrades the level of the data collected to be more selective and accurate, which is helpful to extract the needed knowledge without additional information that is unnecessary for the study. Also, this will ensure that the individuals provide the essential knowledge to present robust data.

This section has provided the sample and sampling techniques used in collecting the data. This shows the different sample populations included in the study, in addition to the methods used in collecting the data for reliable research.

2.4. Data Collection Tools

This study investigates the main different attitudes toward the English language in different settings (Rural / Urban). In this study, the data were collected primarily using different instruments that served as the primary research instruments. To ensure the reliability and validity of the research, a triangulation approach was adopted. Triangulation, as defined by Denzin (1978), refers to the use of multiple methods or perspectives to corroborate data. The combination of these instruments allowed for a better understanding of participants' attitudes toward the English language across both rural and urban settings. The procedures are as follows:

Interviews: A semi-structured interview with teachers from both rural and urban settings. Several open-ended semi-structured questions were asked of multiple teachers to collect the necessary data to investigate the differences between the two areas. Teachers

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were asked 20 open-ended questions. The data collected was recorded and stored securely to ensure the safety of all valid information from the interview questions.

Questionnaire: A structured, close ended questions were distributed to the students from the different areas. The questions included in the students' questionnaire consist of the main needed questions to observe and understand the learners' view of the English language, and the questionnaire tackles their perspectives and interprets the overall attitude through examining their answers. The questionnaire was used only with students from both rural and urban settings. Regarding the data collected, the papers were stored and studied with a higher level of attention to avoid the loss of the information that is present in the questionnaire.

Observation: Non-participant observation was included as the third element for the data collection in both rural and urban areas. The observations were non-participant, only watching the behavior in the classroom of both teachers and students. The observation was devoted to integrating the different in-class behavior detected in both rural and urban areas, which shows the different attitude toward learning, including the learning strategies, classroom control, teacher role in presenting the lecture, and, more importantly, the student behavior during the lesson explanation. The observation helps integrate the level of participation and involvement of the teacher in the classroom, whether the teacher can control the student behavior, and how the teacher would react toward unexpected behavior from the student during the lesson. The observation was conducted by observing the classroom without involvement in the classroom, observing the learners' behavior, and taking notes to ensure each part of the observation. The notes taken during the observation were taken into consideration regarding the learner's attitude in the classroom. The data collected through the observations helped effectively answer large questions concerning the attitude of the learners in the classrooms.

The duration of this data collection process was 15 days, divided into 7 days in the rural setting, including all the instruments mentioned previously, and 7 days in the urban

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setting, using the same procedures used with the rural teachers and students. All the information collected during the data collection process was stored and transcribed to ensure that no critical information was lost during or after the process.

2.5. Data Analysis Methods

The Analysis for this study was conducted using a triangulated approach. Integrating both research approaches. Quantitative and qualitative techniques were used to provide a coherent and comprehensive answer to the research question. The data was collected through several instruments, which helped in constructing the needed knowledge for the study structure. The data collected was analyzed through different methods to analyze the mixed data provided by the data collection instruments.

The data analysis tools were structured to process the statistical data collected through the quantitative approach. Using the questionnaire alongside the quantitative approach. The tools selected in the data analysis are used to integrate the mixed methods nature of the research. The dual process ensures that the data analysis results are not only statistically significant but also cover the quantitative side of the contextual data that was gathered through the interviews and observation of the classroom.

The data analysis for this study follows a triangulated approach. Integrating both quantitative and qualitative techniques to ensure the findings collected through the instruments used in gathering the data provides extensive answers for the research questions.

2.5.1. Quantitative Analysis

The quantitative data were collected through the students' questionnaire. Will be analyzed using descriptive statistics. The collected data will be used to generate percentages for each variable. This analysis will focus on identifying the patterns using the samples gathered through the structured, closed-ended questions included in the questionnaire. The results of the questionnaire will be presented using visual aids such as

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tables/barcharts/piecharts. To ensure the quantitative findings have been clearly interpreted.

2.5.2. Qualitative Analysis

The data collected through the semi-structured interviews and the non-participant classroom observation will be analyzed with a thematic analysis. First, the interview's recordings will be transcribed into texts. The writing text of the records will be determined under a systematic coding process. This helps in identifying the keywords and needed transcription across all the field notes. These codes will be classified into different groups that integrate the different participants' perspectives and behaviors. Including their important answers that enhance the systematic findings. For the observation, the notes taken during the observation process will be used to provide contextual evidence. Which neglects or ensures the statements provided by the interview's participants.

2.5.3. Data Integration and Triangulation

At the end of the analysis stage, findings from all instruments will be triangulated. Including the different data collected through the multiple approaches. Starting by comparing the statistical data from the questionnaire with the thematic findings from the interviews, in addition to the objective data collected from the observation. This integration is essential in introducing the relationship between the different data collected through the different tools. It combines the participants' reports through the questionnaire and interviews, with what was observed in practice. By using this process, the validity and reliability of the final research outcomes are increased.

In this section of the chapter, the thematic approach that will be used in analyzing the data collected through different methods for the study structure will help in introducing the needed results for the study, which in turn enhances the findings' validity. That ensures the findings presented in the next chapter will be grounded in evidence and have fewer research sampling errors.

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2.6. Ethical Considerations and Limitations

Throughout the research process, a thematic protocol was followed. All data collected through the different instruments, including the questionnaires and interviews, are presented anonymously, with participant identities kept strictly confidential throughout all stages of analysis and reporting.

However, the research encountered several notable limitations. First, the data were collected within a constrained timeframe, which may have restricted the depth of engagement with participants and limited opportunities for follow-up or member-checking. Second, the relatively small sample size means that the findings may not be fully generalizable to broader populations, as a limited number of participants reduces the statistical power and the diversity of perspectives captured. Together, these factors may have introduced some degree of incompleteness in the data, potentially affecting the richness and representativeness of the results. Nevertheless, every effort was made to maximize the quality and rigor of the data within these constraints.

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2.7. Conclusion

In summary, this chapter detailed the methodology section, including the mixed method framework used in determining the language attitude toward learning English in the different environmental settings.

Moreover, the different data analysis methods are used in integrating and dividing the different types of data, integrating the different quantitative and qualitative analytical tools to interpret findings. Additionally, triangulation is expected to minimize the research errors and enhance the validity and reliability of the study.

With the methodological framework that was established through this chapter of the study, the following chapter will provide the results of the data analysis and the findings derived from the data collection.

Chapter Three:

Findings and

Discussion

Chapter Three: Findings and discussion

3.1. Introduction

This chapter is devoted to presenting, discussing, and analyzing the findings derived from the empirical base of the study. While the first chapter introduced related studies on the differences between the two areas in the teaching-learning process, the second chapter addressed the methodologies used to collect the necessary data to accomplish the research, integrating the main tools and methods used in the data collection process. Eventually, this part of the research focuses on answering the main research questions by analyzing the data collected in the field.

To accomplish a suitable understanding of the research problem, the study adopted a mixed method used in collecting the most important data for the research reliability based on methodological triangulation. Additionally, the data used in the research have been collected through three distinct resources: structured closed-ended questionnaires, semi-structured open-ended interviews, and non-participant observation. This combination of instruments serves as the merger of both statistical extent and contextual depth, which ensures the outcomes from both numerical and textual data are objectively measurable and subjectively meaningful.

The tools used in the research are divided into quantitative and qualitative tools. The qualitative data were collected through the interview and non-participant observation notes, which went through a systematic process of thematic analysis to extract the core patterns and the lived experiences noted during the data collection. The quantitative statistical data have been collected through the questionnaires distributed among students from the different settings and have been processed and analyzed using descriptive statistics, integrating the different percentages and levels.

This chapter opens with an analysis of the main results found using the different data collection methods, starting with the analysis of the students' questionnaires in both settings, using each question with the main result derived from the students' answers. Then, analyzing the interview answers of teachers from both rural and urban settings,

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involving each question with the main result extracted from the teachers' answers. Then, the notes taken through observation will be analyzed using a systematic method to integrate the different points noticed in both settings. Moreover, a discussion of the findings and results with integrating the research questions and hypothesis, using a slight comparison of the findings derived from both areas' results, seeks to answer the main research questions. At last, this part of the study concludes with a slight summary of the main keys mentioned in the study regarding the insights discovered.

3.2.Results and Data Analysis

This section indicates the analysis of the data collected through the different instruments used in the research data collection process. The study follows triangulation, including a numerical and non-statistical combination that helps in conducting sufficient outcomes for the research. Each instrument will be analyzed using a systematic analytical method to observe the validity of the data collected. Furthermore, the instruments' analysis will be divided into both rural and urban settings using a form of comparison between the different outcomes derived from both settings.

3.2.1. Presentation and Analysis of the Students' Questionnaire

The data from the students' questionnaires is analyzed quantitatively using tables and charts. Each question's result is processed and presented in the form of frequencies and percentages in order to facilitate the data interpretation and discussion, integrating both outcomes from the different settings.

The students' questionnaire consists of 17 questions that were administered to second-year high school students from both rural and urban settings. 30 students from Kadi Mohamed High School, located in Saida province, illustrate the rural samples. 60 students from Bouadi Merzoug High School, Sidi Amar, Saida province, represent the urban samples. The outcomes derived from the different settings are processed and analyzed separately using a slight comparison between them to indicate the main differences among students from different environmental settings.

Chapter Three: Findings and discussion

Part One: Personal Information

Q1: . Gender

The table below illustrates the different gender distribution of the participants in the research questionnaires in both rural and urban settings.

Table 3.1. Student Average Gender

	Rural	Urban
Males	30%	48%
Females	70%	52 %

The table above reveals the different participants' genders, which helps in the data collection by answering the questionnaire and providing useful outcomes. The table indicates the variance in both areas regarding the participants' genders, showing that the rural setting has a higher percentage of females than males. In the urban setting, the different sample gender sizes indicate higher variance.

Q2. Age

The participants involved in the study are high school students from different areas. The average age of the participants ranged from 15 to 18 years. The age range between the different areas is mostly equal, as students from both areas have a similar age that suits their educational level, since they are second-year high school students.

Q3.Area

The table below shows the different numbers of participants from the different settings.

Table 3.2. participants number

Rural	30
Urban	60

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The table indicates the difference between the number of students from the rural and urban settings. Which it contributes that rural setting having a lower percentage ranged by 33% and the urban number is measured by 67%. Rural setting has lower number of students compared to urban settings. It is a common thing since the rural setting has a lower population than the urban one. That indicates high schools in the urban areas are likely more crowded than those in rural areas. There were more participants from the urban setting's high schools than from the rural ones.

Part Two: English Exposure

Q4: How often do you hear English outside school?

The following table demonstrates the participants' choices.

Table 3.3. Student English Exposure

Option	Rural	Urban
Never	35%	9%
Rarely	25%	13%
Sometimes	20%	26%
Often	15%	22%
Always	5%	30%

The table above illustrates the different answers regarding the proposed question in the students' questionnaire concerning English exposure outside the classroom. According to the students' outcomes from both areas, we see that learners from the rural setting have less exposure to the English language outside the educational environment, and the outcomes indicate that students' English exposure outside the classroom in rural settings is minimal. In comparison, urban results illustrate that students' English exposure outside the classroom is high and repetitive. This demonstrates the significant difference between the two settings regarding the use of English outside the classroom. The outcomes show opposite results concerning student exposure to the English language between the rural and urban settings, with the lowest range of English exposure found in

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the rural setting, while the urban setting has a higher range. Thus, the findings indicate that students in the urban setting are more exposed to the English language outside their classroom.

The following graphs exemplify the table results for both rural and urban settings:

Figure3.1. Rural students' English exposure

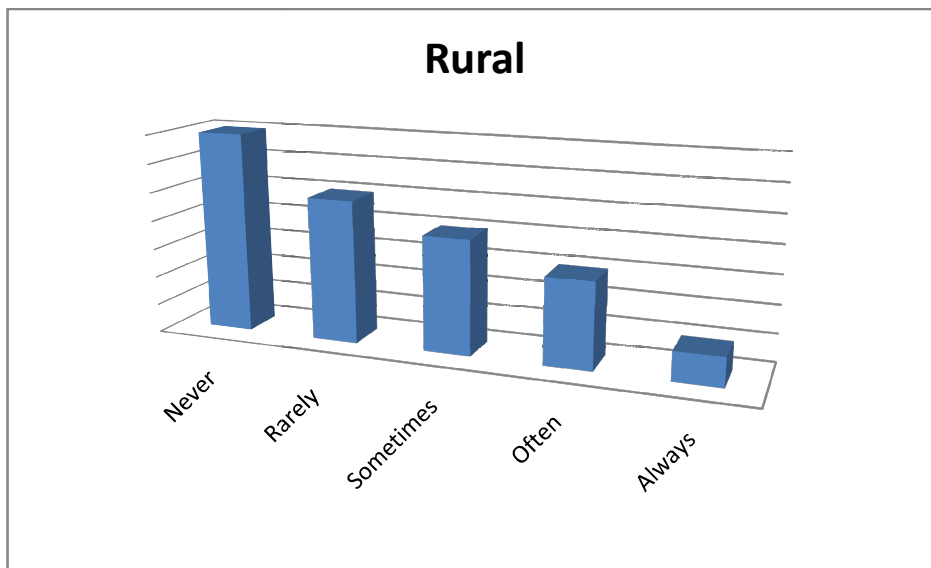
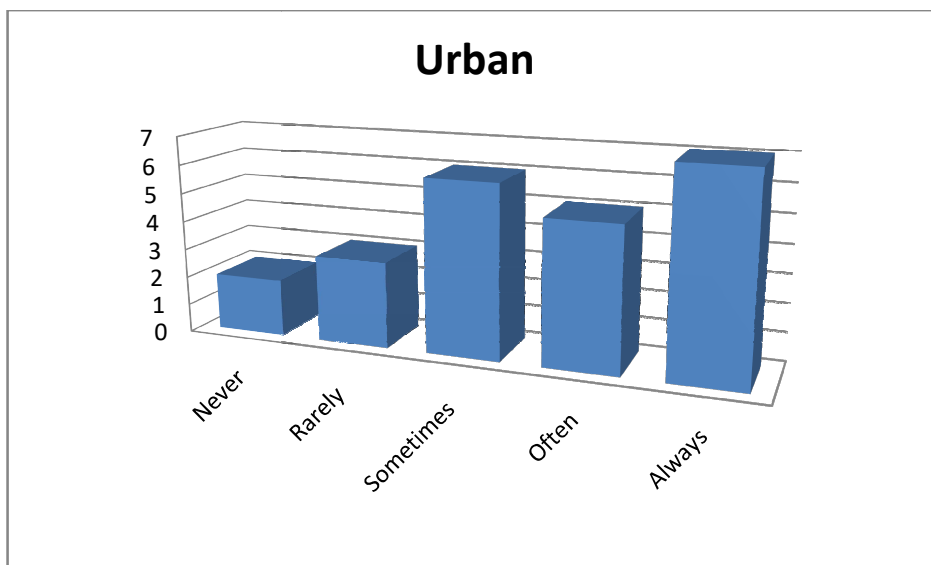


Figure 3.2. Urban students' English exposure



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Q5: Where do you mostly hear/see English?

In this question, the student can choose more than one answer to reveal the sources he/she encounters English in.

Table 3.4. Students' sources of interaction with English

Option	Rural	Urban
School only	25%	5%
Social media	31%	33%
Movies/series	26%	24%
Music	15%	23%
Video games	3%	15%

The following graph exemplifies these results:

Figure 3.3. Rural students' sources of interaction with English

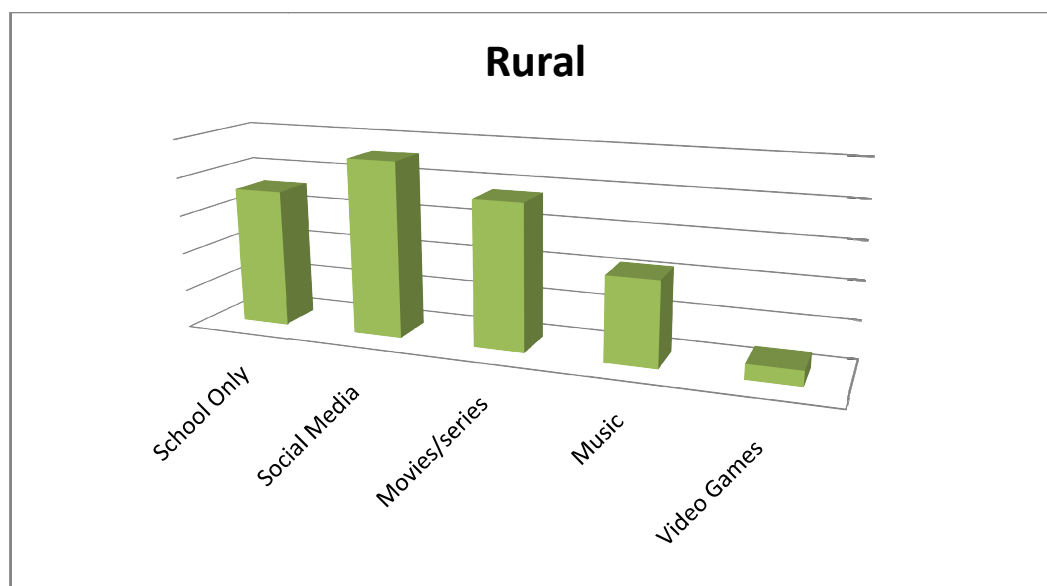
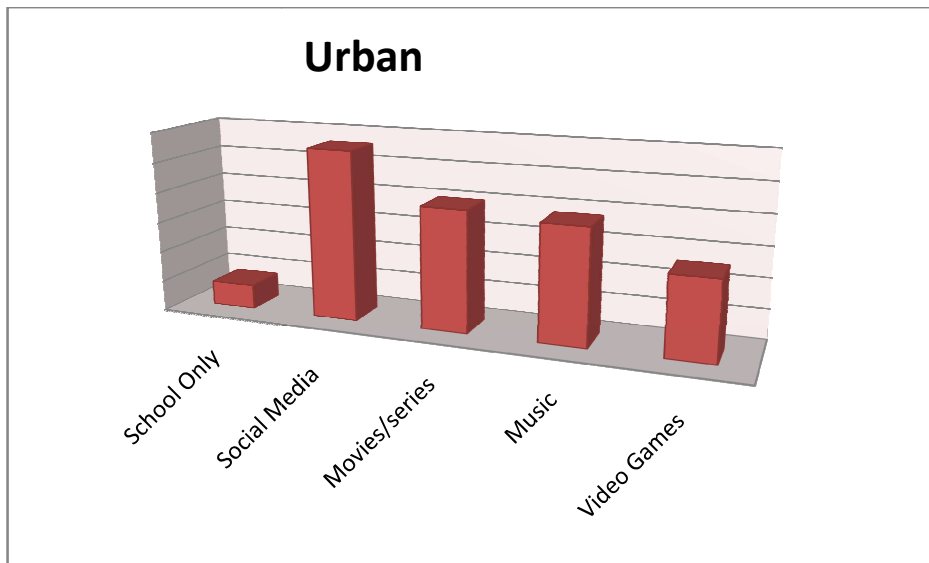


Figure 3.4. Urban students' sources of interaction with English

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The table and graphs above indicate that student interaction with English is extremely handed to the social media landscape. **31%** of rural students are exposed to English through social media more than other sources. Thus, **33%** of urban students are also exposed to English the most through social media. This indicates that both students from both areas have a similar range regarding the social media source. Whereas the higher variation was found in the school source. Rural results indicate **25%** of students interact with English only in the educational environment, where school is the only source they meet the English language. On the other hand, urban results illustrate a lower percentage of **5%** student that are exposed and interact with the English language at school only. Regarding the exposure through other sources like movies and series, a homogenous result was detected between both samples. **26%** of rural students interact with English through the series and movies, which is a sufficient addition to develop their language, since the majority cannot use the language outside the school. **24%** of urban students interact with the English language through movies and series. Which the average range of students from both areas is not distinct. Moreover, a wide difference in the number of students is noted regarding the music resource. A lower range of rural student

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characterized by **15%** of rural student that are exposed to English through music, compared to **23%** of urban students who involve English music as an additional resource to develop their language. This result is due to the different music choices between students from different settings, which indicates that rural students are more likely to be interested in using other resources to develop the language rather than the musical choice. The last resource involved in the questionnaire is video games.

The results illustrate that rural students do not interact with English using video games; the average range of students who interact with the language while playing is **3%**. While **15%** urban adolescents are more interested in video games in English.

Q6. Do you study English outside of school?

This question investigates whether students from both rural and urban settings have different opportunities to learn the English language outside of school. The table below exemplifies the results.

Table 3.5. Students' private tutoring and external English Learning.

Option	Rural	Urban
Yes	37%	64%
No	63%	36%

The following graphs interpret the table results for both settings:

Figure 3.5. Rural students' private tutoring and external English Learning.

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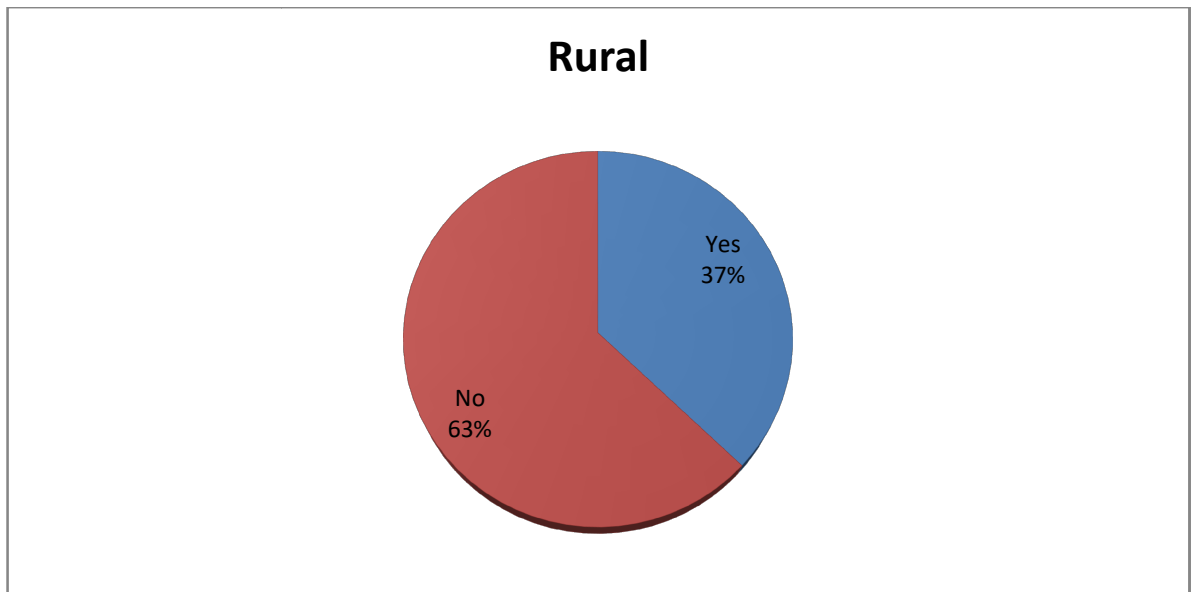
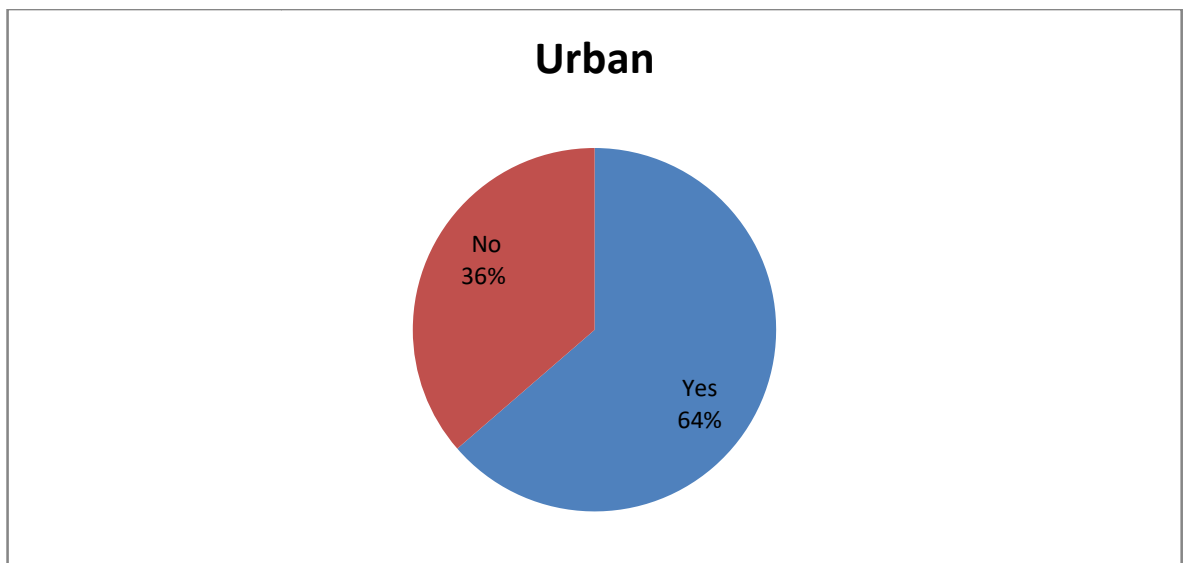


Figure 3.6. Urban students' private tutoring and external English Learning.



The results in the previous figures and table indicate that in both settings, students are being exposed to English outside of their educational institutions. For the rural samples, **37%** of students are practicing the English language in other outside private institutions in addition to their schools. Results demonstrate that a large proportion of

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rural samples measured, **63%** of adolescent learners, do not study the language in additional courses with their current education schools. On the other hand, findings detected the opposite for the urban samples. **64%** of students answered ‘yes’ for the additional education questions. A large part of the samples assured that they are involved in additional educational courses in addition to the school courses. Which integrates that urban students have better resources to elevate their language levels than rural students.

Part Tree: Attitudes Toward English

Q7: I enjoy learning English.

This question investigates the students' attitude towards learning English. The following figure illustrates the founded results concerning both settings.

Figure 3.7. Rural students' attitudes towards the English language learning

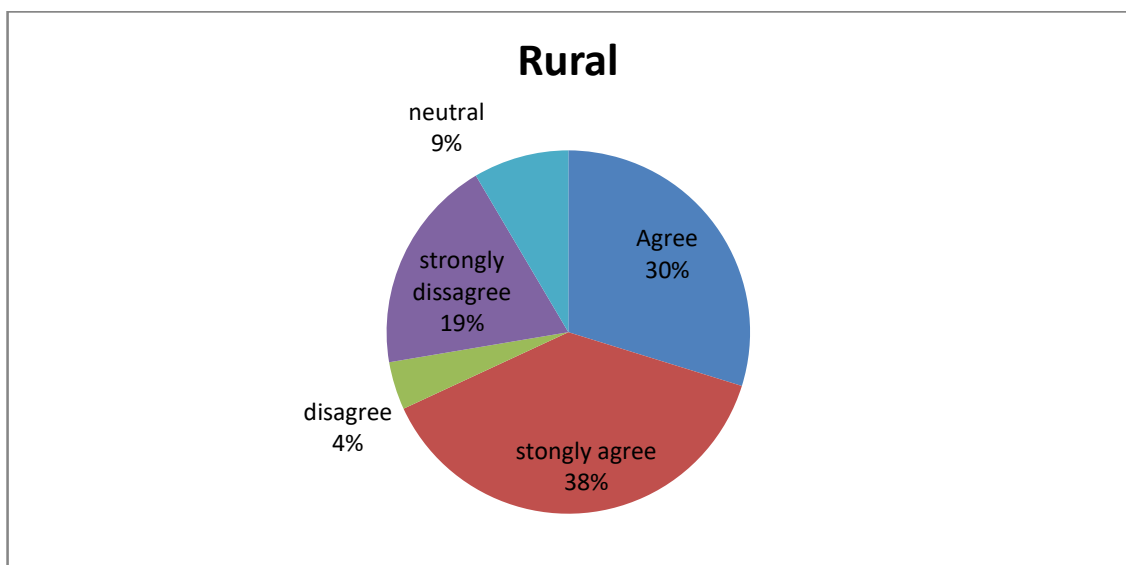
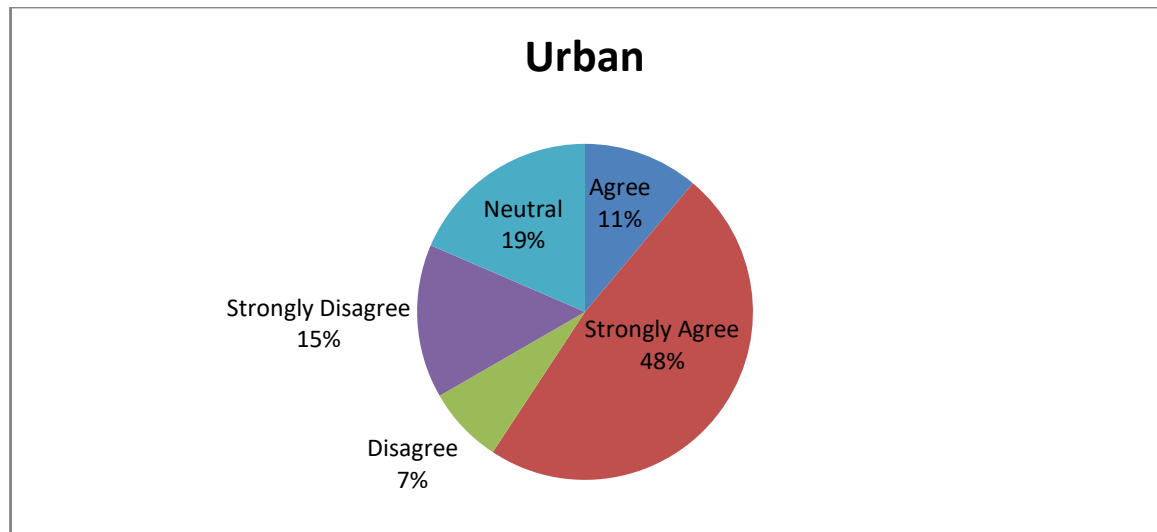


Figure 3.8. Urban students' attitudes towards the English language learning

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From the results above, a positive attitude toward learning the language has been detected in both settings. A large part of the sample, with 48% of urban students choosing "strongly agree" as the primary option, and 38% of rural students choosing the same option. Moreover, 30% of rural students and 19% of urban students agreed on enjoying learning the English language. These results illustrate that the large majority of students from both settings enjoy learning English within their educational context.

Q8: Do you think English is important for your future?

This question is important in uncovering the learners' points of view toward the importance of English in their future careers. The figure below demonstrates the findings in both settings.

Figure 3.9. Rural students' views of English and future opportunities

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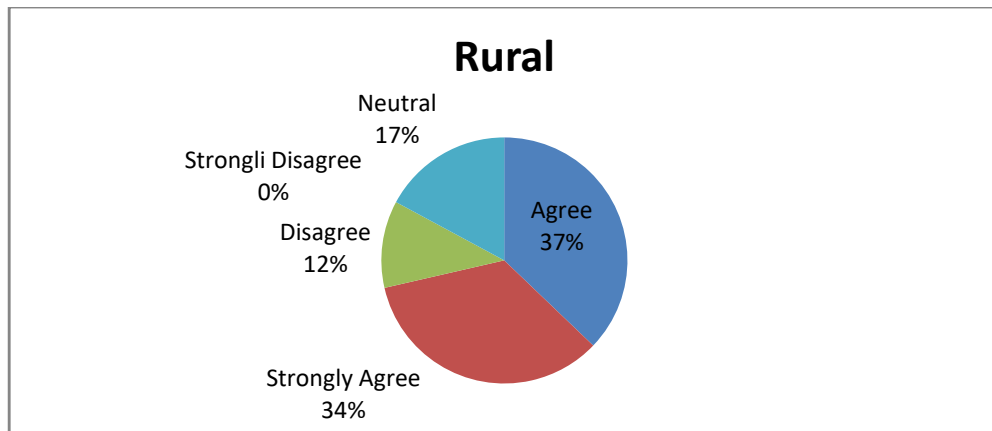
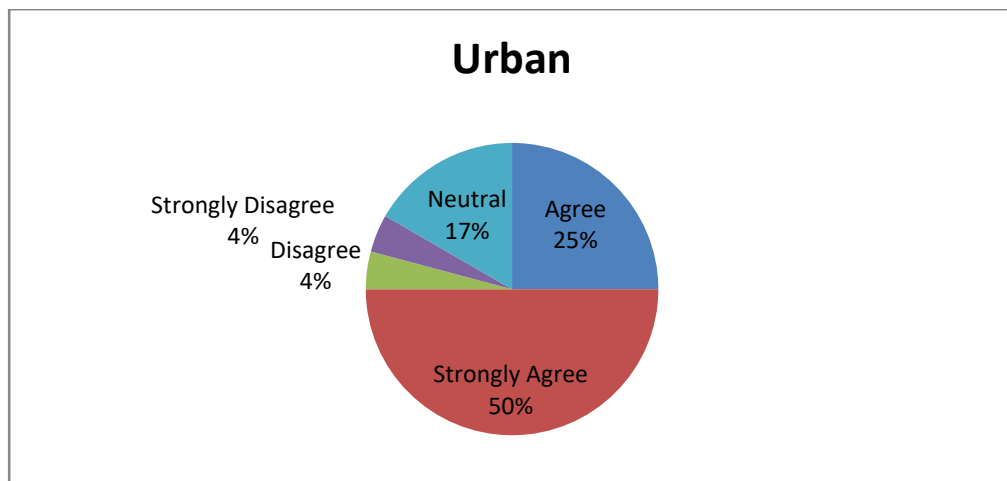


Figure 3.10. Urban students' views of English and future opportunities



The results above show the highest range of samples choosing the options "strongly agree" and "agree" in both settings. Students from both rural and urban areas showed a positive attitude toward integrating English in their future careers. 50% of urban participants agreed on the importance of English for their future. Higher percentages are noticed in the rural results concerning the importance of English in the rural students' future, with 37% and 34% of samples choosing "agree" and "strongly agree" respectively, accurately reflecting the importance and need of the English language in their future careers and opportunities. These results indicate a positive attitude concerning the importance of English for high school learners from both rural and urban settings.

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Q9 English is more useful than French today.

This question measures the linguistic attitude in the Algerian educational system. And preceding the global value. The figures below demonstrate the founded results of both settings.

Figure3.11. Rural Students 'Perceived Utility of English versus French

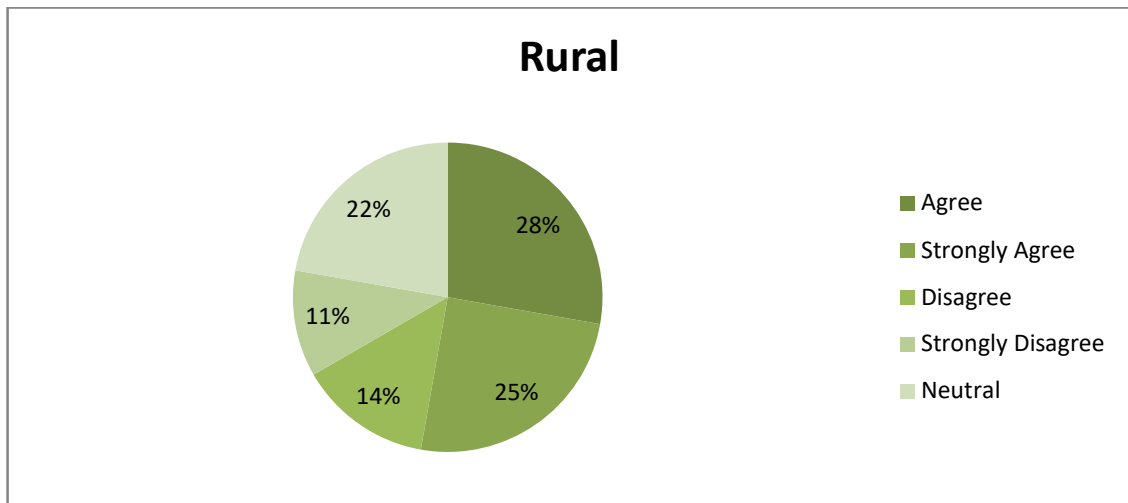
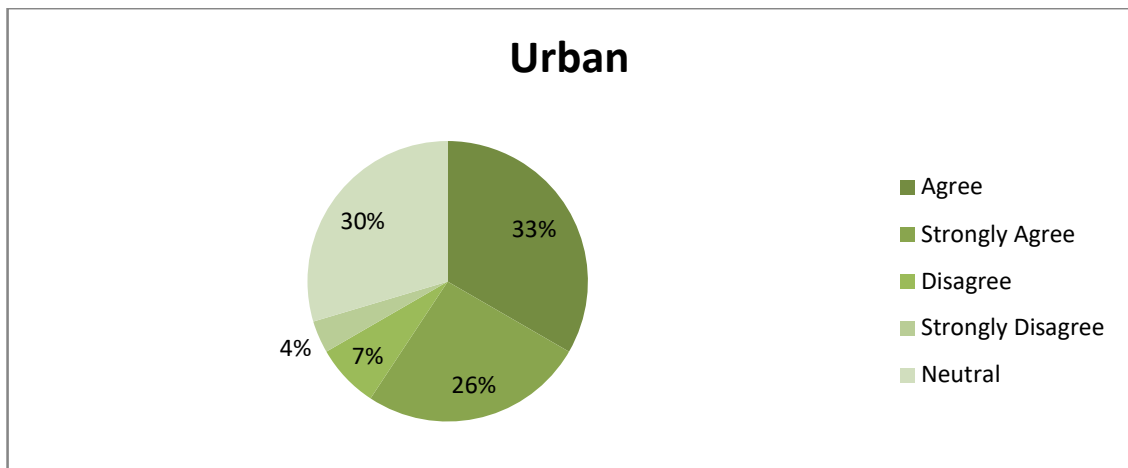


Figure 3.12. Urban Students' Perceived Utility of English versus French



The figures above indicate the different students' perceptions regarding the sociolinguistic shift in the educational context concerning the English and French languages. This comparative attitude question was designed to measure students'

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perceived language utility. The results indicate that a large number of students from both settings consider English more useful than French nowadays. A slight part of rural students, around 22%, were neutral, and a small number of 14% and 11% of participants disagreed with the idea of the sociolinguistic shift to English. On the other hand, a large portion of urban students, ranging between 30% and 26%, agreed on the idea of the linguistic switch, whereas 33% of participants stayed neutral. Overall, a large part of the students agreed with the idea of the language shift, acknowledging the importance of English in their lives.

Q10: Is English a difficult subject for you?

This question indicates the different students' perceptions of the difficulty of the English language. The figure below characterizes the found results.

Figure 3.13. Rural students' perceptions of the English difficulties

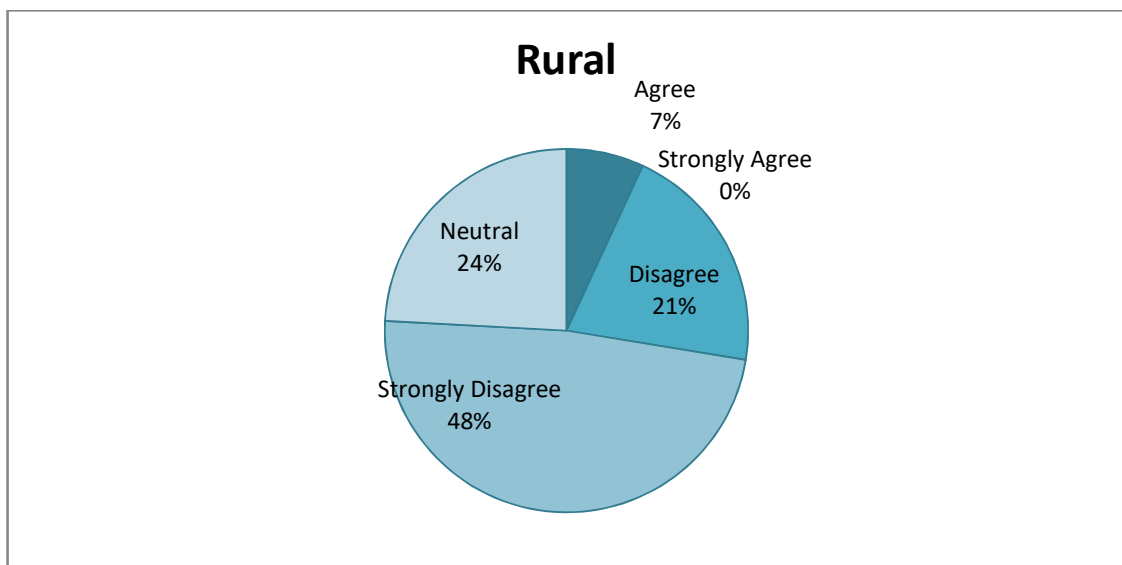
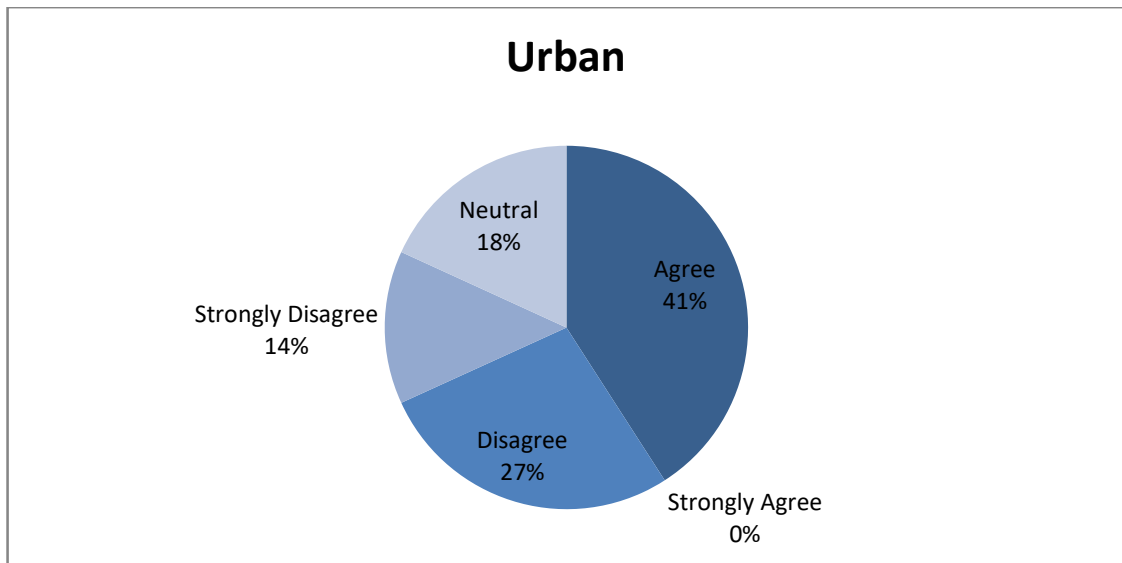


Figure 3.14. Urban students' perceptions of the English difficulty

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The results above indicate a clear answer based on the participants' outcomes. A higher range of urban students, up to 41%, found the English language to be hard as an academic subject. On the other hand, 27% of students held the opposite point of view, disagreeing with that statement. Moreover, none of the students strongly agreed on the difficulty of English as a subject taught in educational institutions. As for the rural samples, a higher range of up to 48% disagreed on the difficulty of the subject, which is the total opposite of their peers in the urban settings. The percentage of rural participants who find English a hard subject is as low as 7%, while 24% remained neutral. These results illustrate a clear distinction in how students from both settings perceive English as an academic subject.

Q11. Do you feel motivated to improve my English?

This question helps in measuring the different students' motivation toward learning the language in both rural and urban settings. The figure below illustrates the results.

Figure .3.15. Rural students' motivation to improve English

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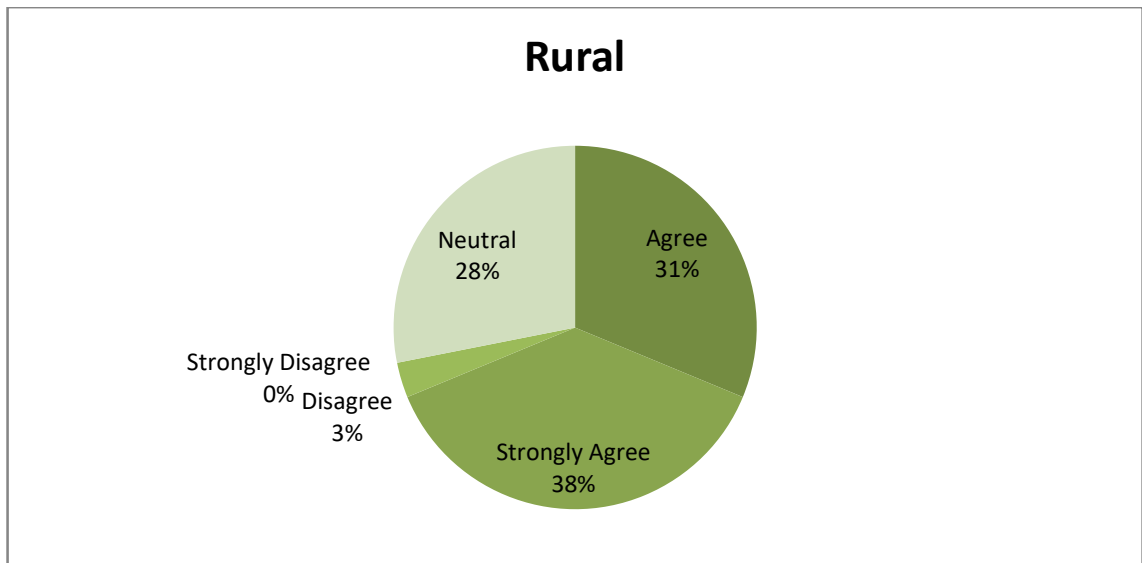
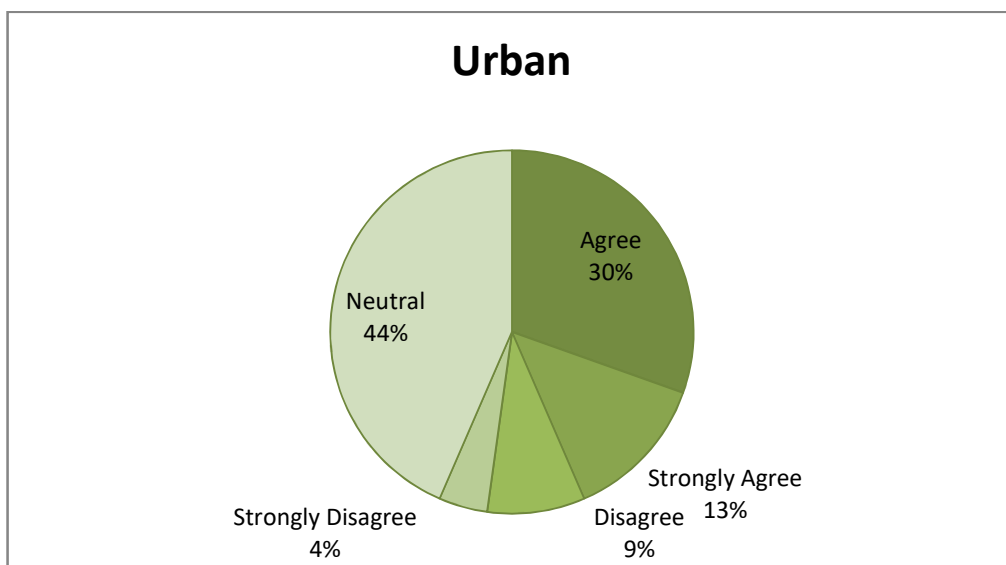


Figure 3.16. Urban students' motivation to improve English



The results above indicate that most rural students, ranging between 31% and 38%, picked the options "agree" and "strongly agree," indicating their higher motivation toward learning and improving their language level. Meanwhile, 28% of participants were neutral. Importantly, none of the participants chose the option "strongly disagree," which indicates a positive outcome toward language learning. In addition, a small number

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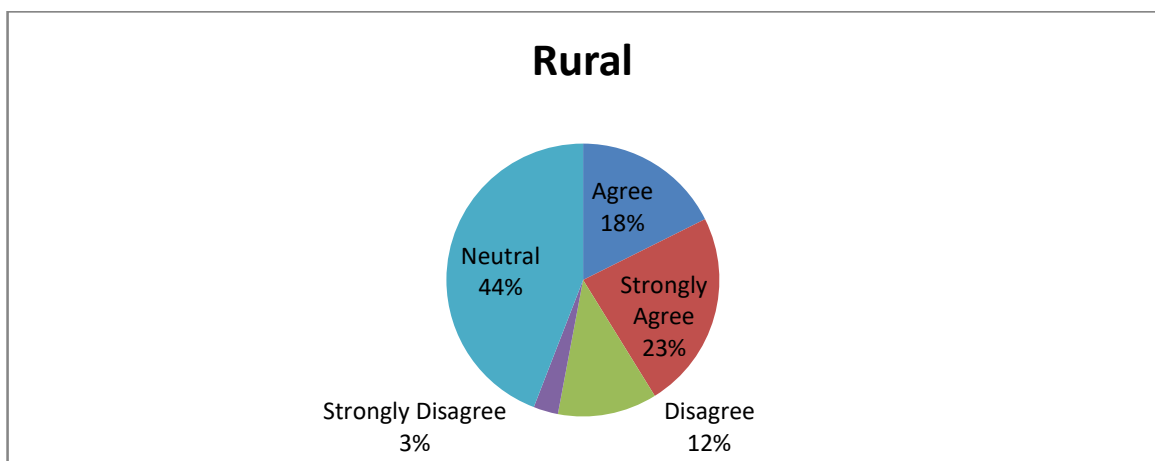
of students, characterized by 3%, showed an opposite attitude toward language development.

On the other hand, urban samples showed different results. 44% of participants were neutral regarding language motivation, while 30% and 13% of students chose "agree" and "strongly agree" respectively to improve their language, indicating that, for the most part, urban participants were motivated to improve their English language. A slight number, measured at 9% of students, disagreed on the improvement point, in addition to 4% of participants who picked the "strongly disagree" option. The results indicate that not all students in the urban settings are interested in improving their language, as a portion of the students did not approve of the idea. On the other side, the rural results illustrate that a large part of students are highly motivated to improve their English.

Q12 . Speaking English makes me feel confident

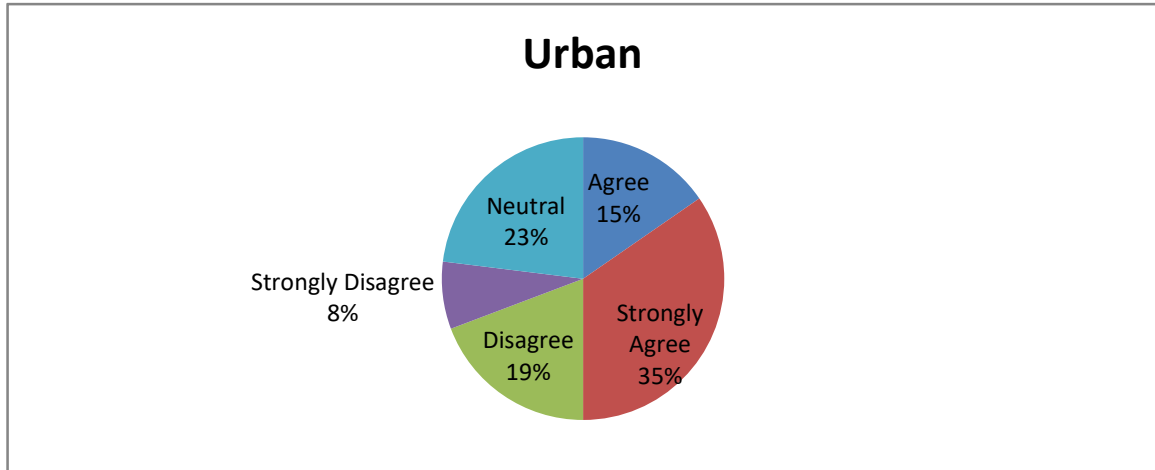
This question aims to highlight the personal reflection on speaking English, the connection between emotional growth and language acquisition, and the students' relationship with using the language and their motivation toward English as more than a school subject. The figure below illustrates the found results for both settings.

Figure 3.17. Rural students' English-speaking confidence



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Figure 3.18. Urban students' English-speaking confidence



On the other hand, urban samples indicate totally different results. 35% and 15% of participants demonstrated positive outcomes regarding confidence while speaking the language, with a large part choosing the options "agree" and "strongly agree," reflecting that using the language elevates their self-esteem. 23% of participants were neutral toward the idea, while a small number, measured at 19% and 8% of students, disagreed that using the language helps them feel confident. Overall, the urban results indicate that a large part of students consider speaking the language a confidence-building experience.

The results above illustrate the range of students' responses according to their choices. The results indicate that 44% of rural students picked the option "neutral," suggesting they do not consider speaking the language as a strong point. Moreover, 18% and 23% of participants agreed that speaking English is a useful tool to enhance their confidence while using the language, while a few members disagreed. The majority of rural students were neutral regarding their language confidence, while the remaining agreed that the use of the language increases their self-esteem.

Q13 I am afraid of making mistakes when speaking English.

This question aims to identify the root cause of students' lack of confidence while using the language. It is linked to how low self-esteem is directly connected to the fear of

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judgment and errors, highlighting the need for a safe classroom environment. The graphs below exemplify these results:

Figure 3.19. Fear of making errors among rural students

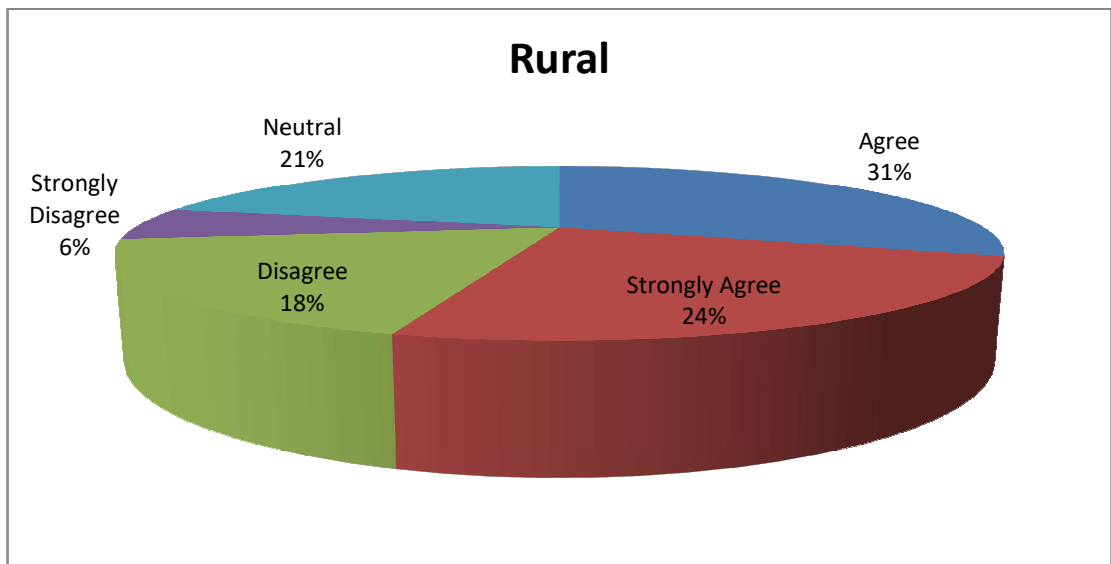
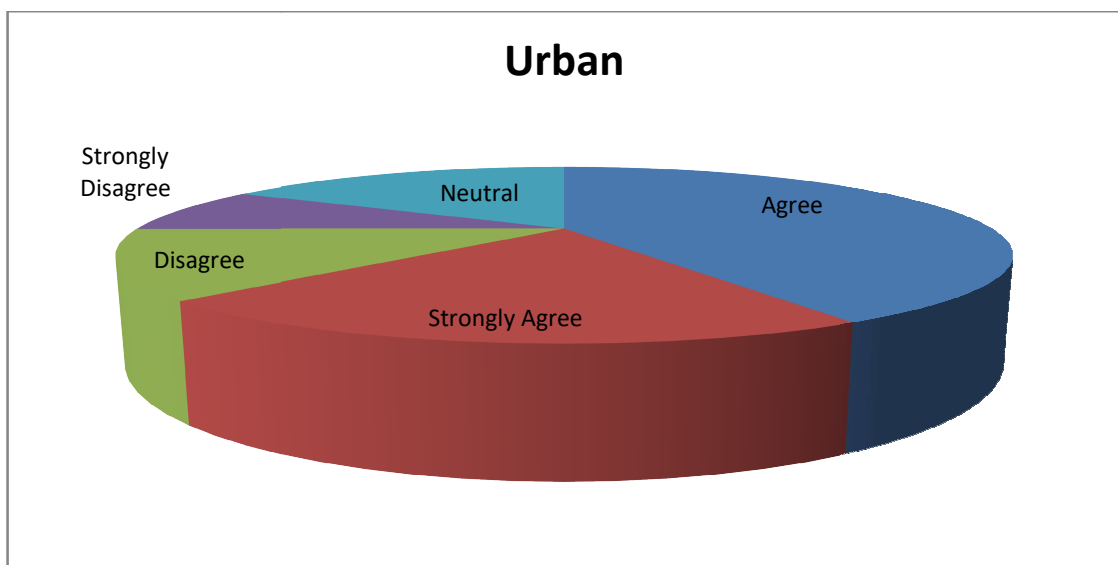


Figure 3.20. Fear of making errors among urban students



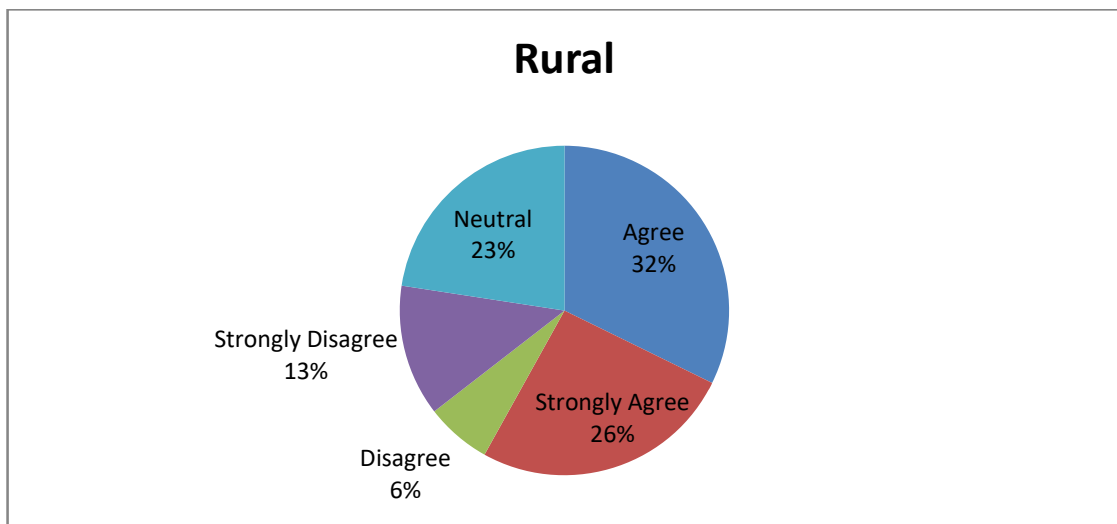
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The results above indicate that a large part of students from both settings do not fear using the language; instead, they fear making mistakes while using it. 31% and 24% of rural students chose the options "agree" and "strongly agree" regarding the fear of making errors when using the language, revealing a high level of language anxiety, with a large part of participants agreeing with the statement. 18% of participants were neutral, while 6% and 21% disagreed. The urban results closely mirrored those of the rural setting, with more than half of the students, 42% and 21%, agreeing on the statement. Overall, a large part of students do not fear using the language itself; in fact, their main fear is more psychological than educational.

Q14 English is only useful for people who live in big cities.

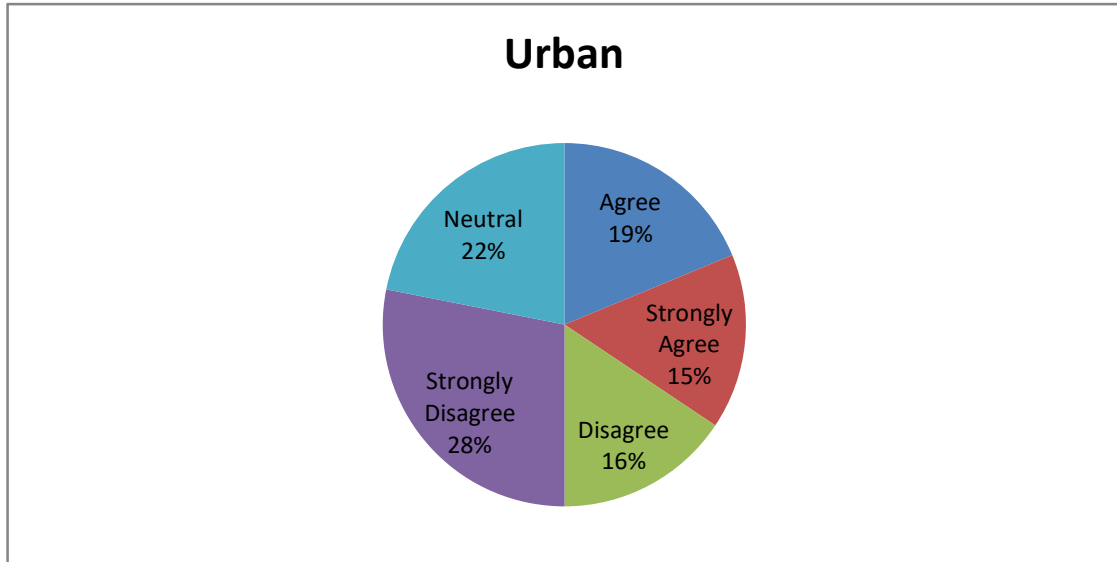
This question is crucial for the study, since it measures the perceived geographic utility of the language. In addition, it directly checks if rural students feel excluded from the language benefits in comparison to their peers in urban settings. The following graph illustrates the findings.

Figure 3.21. Perceived utility of English: Rural students' perspectives



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Figure 3.22. Perceived utility of English:Urban students' perspective



The results highlight an important point regarding the statement. A large proportion of rural participants, between 26% and 32%, selected the options "agree" and "strongly agree," illustrating that they strongly feel the English language is not suitable for their environment. In contrast, only 22% of urban samples agreed on the statement, and the urban students showed no dominant option since their answers were distributed among all choices.

Q15My English teacher encourages students to speak English in class

This question measured the teacher support in the classroom environment and the shift in the factors from students' inner feelings toward the classroom atmosphere. The following graph demonstrates the findings.

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Figure .3.23.Rural students' teacher motivation

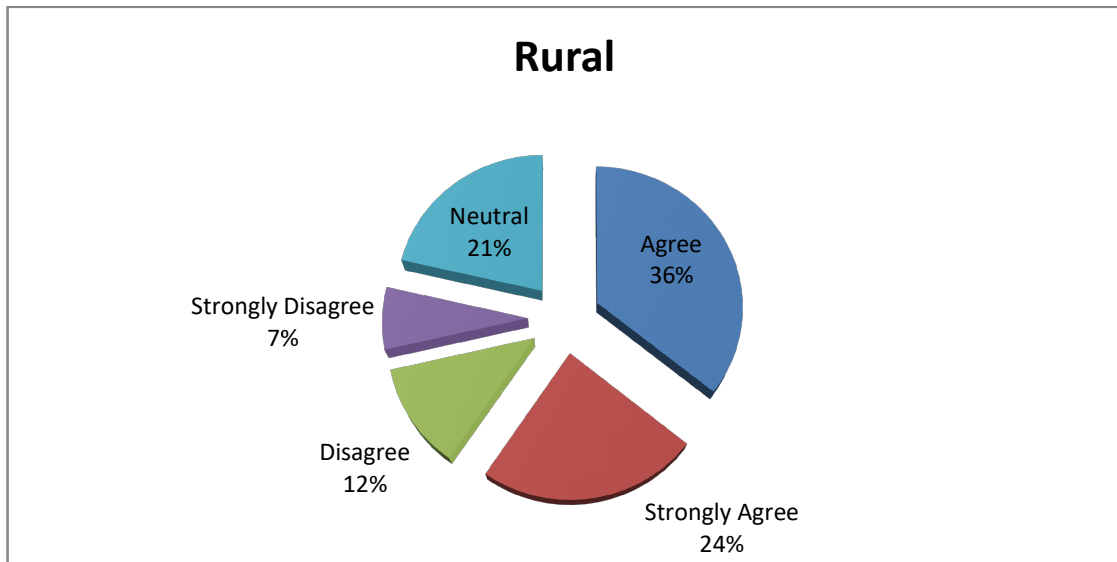
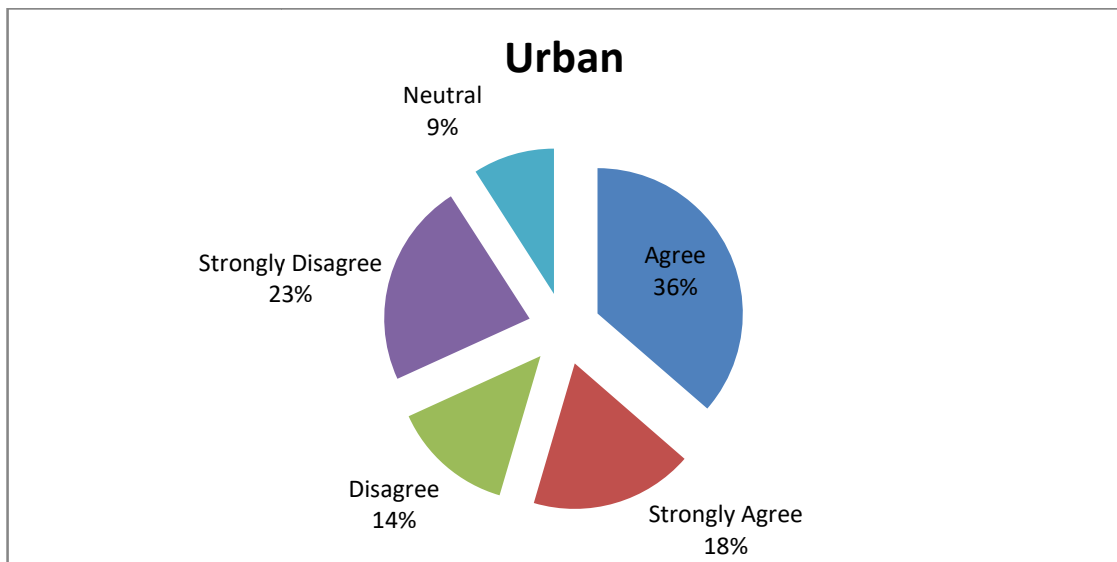


Figure .3.24.Urban students' teacher motivation



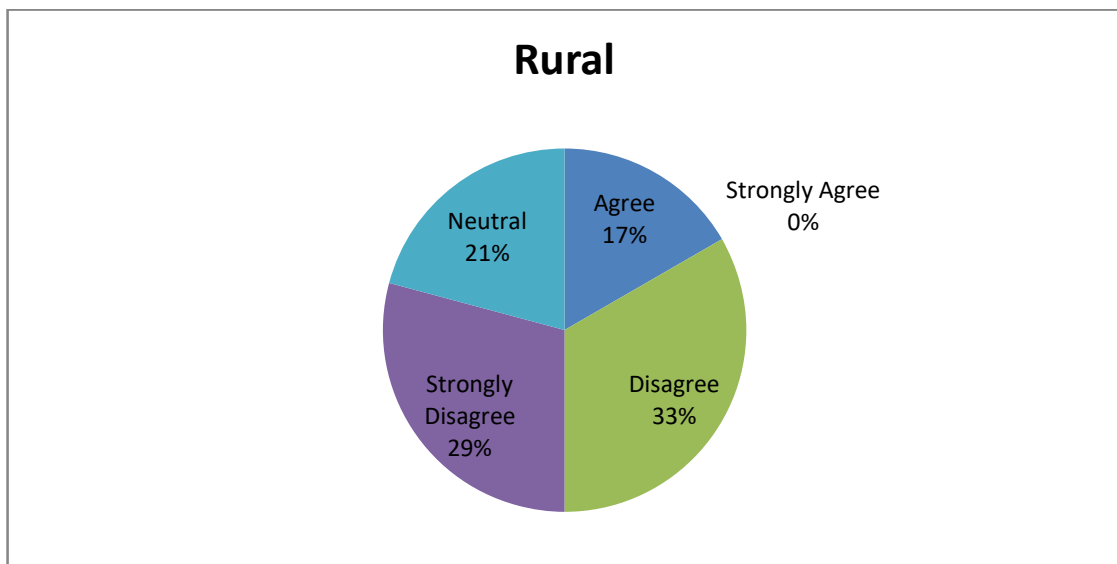
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The graphs above indicates **36% and 24%** of the rural participants agreed on the teacher motivation in the classroom. The rural samples gave a positive outcome towards the teachers' role in the classrooms. A small number of **12% and 7%** disagreed on the teacher's help in improving the students' linguistic skills. The Urban results do not differ from the rural. **36% and 18%** of participants agreed on the teacher motivation. **23% and 9%** of participants disagreed with the statement. The overall results illustrate that the level of teacher encouragement is relatively consistent across both settings. Both rural and urban results indicate that the teachers help students to practice and improve their language within the classroom courses.

Q16 My family supports me in learning English.

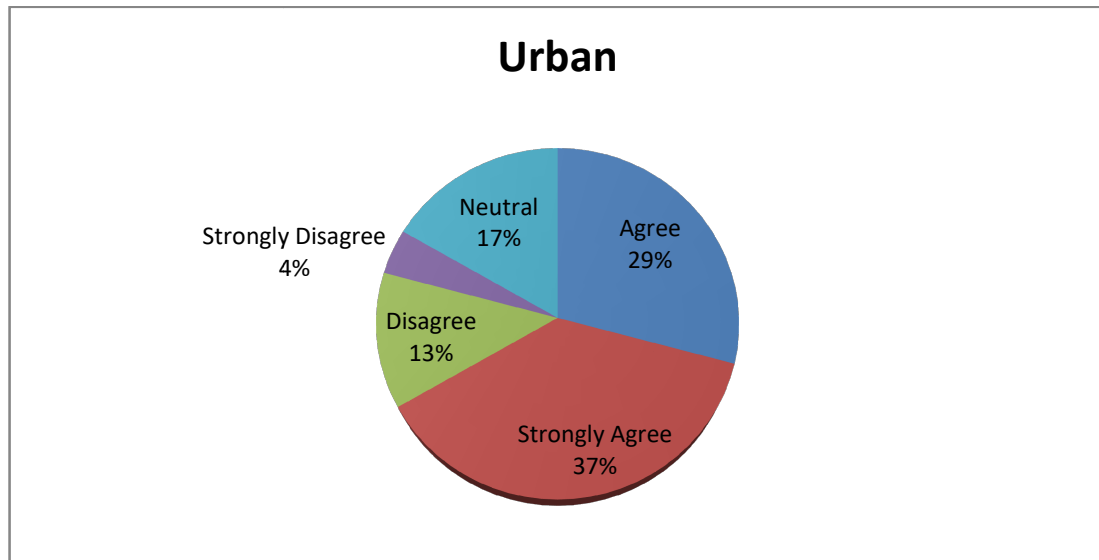
This question helps to measure the external social support. Which it shift the focus to the home environment that is crucial in the learning process. The graph below indicates the found results.

Figure.3.25.Rural students' parental support



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Figure.3.26.Urban students' parental support



The graphs above indicate a total contrast in results. In the rural samples, the dominant responses were a lack of agreement, measured by **33 %and 29 %** of students who disagreed with the parental support regarding language learning. A small size of **17%** samples agreed on the statement, and the rest were neutral. This reveals that rural students receive less encouragement at home. Conversely, in urban areas, the majority of responses**29% and 37%** of students' answers, reported a strong family support for language learning. While a small number of participants, of **13% and 4%**, disagreed with the statement, the rest were neutral. The final results illustrate that the urban students have more parental support than their peers in rural settings.

3.2.2. Analysis of the Teachers' Interview in Algerian EFL High School

In this section, a thematic coding approach was applied to the interview responses. Using the selected themes based on the interview questions. The found data is coded and presented in the form of a theme. Organized by each teacher from both rural and urban settings.

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Table 6. Rural teachers' answers:

Themes	Teacher 'A'	Teacher 'B'
a-Students' general attitude towards English	Students' perspectives on learning the language are positive.	The overall attitude of students toward English language learning is positive.
b- Students' motivation to learn English	The majority of high school students are motivated by the language and willing to use the language due to its pronunciation	The students' attitude is a reflection of the teacher's motivation. Students are motivated to learn when the teacher is the teacher encourages them.
c- Emotional answer to English learning	A large part of learners shows an emotional excitement emotions when learning the language.	The majority of students are excited to discover the language and improve their pronunciation.
d-Exposure to English outside school	The majority of students are exposed to English only in the classroom, with no additional outside courses .	In the rural areas, students have outside school activities that expose them to English, but only the teacher influence shape their linguistic behavior with the language.
e-Community Influence on language attitude and	Only a small number of students have parental	In the rural areas, there is no parental support

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parental support	support regarding language learning.	during the educational year; their only interest is the students' marks at the end of the year.
f-Students' speaking confidence	Students are afraid of making mistakes while using the language, which leads to lowering their confidence in speaking. Only a small number of students speak with confidence	Students feel reluctant to use the language, but their fear of being mistaken and mispronouncing the right word hinders their confidence in using the language.
g-Suggestions for improving the attitude toward English in the Algerian classrooms	The English could be improved by both parental support and teacher encouragement of the students.	The overall attitude towards English can be improved by using interactive activities in teaching the language and creating a supportive classroom environment for the learners
h-Educational resources for teaching English (projectors,internet access,audio tools,etc.)	The rural education institutions have enough teaching resources.	The educational resources are available at the level of the rural educational high school

The data presented in the table reveal the rural high school teachers' perspectives on the students' general attitude towards learning English. Several factors mentioned by the

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teachers affect the students' motivation and participation, such as the low exposure to English outside the classroom. Most rural students are exposed to English at their educational institutions only, which hinders their ability to develop their language, depending on only one resource of learning. The lack of parental support, which is mostly absent in rural areas, combined with the lack of environmental support and parental guidance, lowers the students' ability to improve their linguistic skills. Results indicate that in rural settings, the teacher's role is crucial in the classroom, since the teacher is the only resource students learn from, making the responsibility of learning entirely dependent on the teacher's instruction. Moreover, the teachers emphasized that the overall attitude toward learning the English language is positive. Learners enjoy learning the language and using its pronunciation, though most students do not have full confidence to speak English in front of their classmates due to their fear of making mistakes. Additionally, teachers assured that the rural educational institutions provide all the needed educational resources for a better learning experience. Lastly, the teachers suggested some ideas to improve attitudes toward English, including parental and teacher support and providing a better learning environment by integrating different teaching methods to facilitate the language learning process.

Table 3.7. Urban teachers' answers

Theme	Teacher A	Teacher B
a-Students' general attitude towards English	Students hold a positive attitude towards learning English due to its important global status.	The students like to be exposed to English, which they consider the language as a key to many future opportunities
b- Students' motivation to learn English	Most students are highly motivated to learn	Students are highly motivated to improve

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	English, especially when they know the importance of learning English in today's world	their English language. They consider it an important subject for their academic level and future career.
c- Emotional answer to English learning	Students show a mixture of emotions while learning English, between curiosity about language and the shyness to use the language in front of their mates	Almost all students, with no exceptions, are interested and excited to learn the new language. They feel happy to use and learn the language and participate in the oral tasks to use English with their classmates. But a small part are afraid of being mistaken or missing the pronunciation of the words. .
d-Exposure to English outside school	Students can be exposed to English outside of the classroom by participating in additional courses to improve their English, or even by participating in communities that practice English through communication. In	Students might be exposed to English outside the school through social media or private educational courses.

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	addition to the social media and music.	
e-Community Influence on Language Attitude and parental support	Parents and society generally encourage students to learn English. The support might vary from one student to another, but the majority are motivated by their parental support	Students are motivated by their parental support and the environmental influence. The parents are present to help and encourage their child to learn and improve his / her language
f-Students' speaking confidence	Students show a variety of levels of confidence when they use the language in the classroom. The majority are afraid of making mistakes when speaking in English.	Students like to use the language, but only a small number of them are comfortable with English use; the others tend to be hesitant.
g-Suggestions for improving the attitude toward English in Algerian classrooms	Students' attitude can be improved if students realize English is not only for educational needs, but they will also benefit from it for their whole lives.	Student attitudes toward English in Algeria can be improved by giving English more importance and re-styling the way language is taught.

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h-Educational resources for teaching English (projectors,internetaccess,audio tools,etc.)	The urban educational institutions are provided with all the educational resources.	Most of the needed educational resources are found at the high school level
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The table above indicates the data collected from the urban teachers' responses. Results indicate that students generally show a similar attitude toward learning English as the rural students. The learners feel motivated and excited to learn and use the language. Students tend to be less confident when speaking English, similar to their peers in rural areas, as they lack language proficiency and fear making mistakes. Teachers noted that urban students have better parental and environmental support than rural students. According to the rural teachers' interviews, parental support in rural settings is mostly absent, as rural parents do not care about their children's proficiency in language or academic levels, and only care about the final marks their children gain at the end of the year, remaining absent throughout the whole academic year. In addition, urban students are more exposed to English through social media and daily use and have better resources to learn the language, while rural students rely only on the teacher and educational institutions, having almost no exposure to English in their environment. Teachers suggested that attitudes towards English can be improved through raising students' awareness of the importance of English nowadays, using better educational tools to improve teaching methods, and addressing the lack of support and English exposure outside schools, which is considered the most significant gap hindering students' overall motivation toward learning and developing their linguistic skills.

Furthermore, the teachers' responses during the interviews indicate that students from both rural and urban settings are influenced by the language and its global status, as they are highly excited and motivated to learn the language and its pronunciation. Rural students, as well as their urban peers, enjoy using the language, but what hinders their self-esteem is not the fear of using the language itself, but the fear of making mistakes

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while using it, which affects their confidence and prevents them from enhancing their oral skills. Overall, the students' behavior toward the language is positive across both rural and urban settings.

The table above indicates the data collected from the urban teachers' responses. Results indicate that students generally show a similar attitude toward learning English as the rural students. The learners feel motivated and excited to learn and use the language. Students tend to be less confident when speaking English, the same as their peers in rural areas, as they lack language proficiency and fear making mistakes. Teachers noted that urban students have better parental and environmental support than rural students. According to the rural teachers' interviews, parental support in rural settings is mostly absent, as rural parents do not care about their children's proficiency in language or academic levels, and only care about the final marks their children gain at the end of the year, remaining absent throughout the whole academic year. In addition, urban students are more exposed to English through social media and daily use and have better resources to learn the language, while rural students rely only on the teacher and educational institutions, having almost no exposure to English in their environment. Teachers suggested that attitudes towards English can be improved through raising students' awareness of the importance of English nowadays, using better educational tools to improve teaching methods, and addressing the lack of support and English exposure outside schools, which is considered the most significant gap hindering students' overall motivation toward learning and developing their linguistic skills.

Furthermore, the teachers' responses during the interviews indicate that students from both rural and urban settings are influenced by the language and its global status, as they are highly excited and motivated to learn the language and its pronunciation. Rural students, as well as their urban peers, enjoy using the language, but what hinders their self-esteem is not the fear of using the language itself, but the fear of making mistakes while using it, which affects their confidence and prevents them from enhancing their

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oral skills. Overall, the students' behavior toward the language is positive across both rural and urban settings.

3.2.3. Analysis of the Classroom Observation in Rural and Urban High School Classrooms

The data collected through the non-participant classroom observation in both rural and urban schools is analyzed using a thematic coding method. The data is organized and carried to key themes reflecting students' attitudes toward learning English during the classroom activities. The table below indicates the found results.

Table .3.8. Classroom observation of students' attitude in rural and urban schools

Theme	Rural Classroom	Urban Classroom
Participation level	High participation, the majority of students interact and answer the teachers' questions.	Medium participation. Half of the students participate and answer the teacher's questions, while the other half interact with teachers actively during the classroom tasks. students' attitudes towards silence.
Language Use	Mostly, the majority of student wheels to use English more than Arabic, and the others use Arabic to better understand.	The majority of students use English, while others mix both languages to ensure a better understanding of the tasks.
Speaking Confidence	Student wheel to use the language the most, but they show a fear of making mistakes.	Students tend to use the language in class, but they hesitate due to their fear of being mistaken.

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Emotional Response	Interest and full engagement in the activities, especially while the teacher is explaining.	A bit of boredom was noticed, but students were engaged in the activities given by the teacher.
Classroom Interaction	Active interaction during discussions, teacher explanation.	Students interact with teachers actively during the classroom tasks.

The observation data reveal a clear difference between the rural and urban classroom results. Rural classrooms are characterized by high participation levels, and most students interact with the teacher's guidance, despite their lack of confidence due to the fear of mispronouncing words. Rural classroom observation indicates that students show a high interest in learning the language. On the other hand, urban observation does not show divergent results from rural. The majority of observed attitudes in the rural settings are repeated in the urban settings. Moreover, observation illustrates a lower engagement level in the urban schools than in the rural schools, with participation and emotional response being lower than the rural level. Overall, the results indicate that the different settings do not shape the students' attitudes in the educational environment, as each student is responsible for their own attitude toward learning.

Participation in the rural classrooms is high and noticeable; students engage with their teachers' instructions and activities. In the rural settings, participation and classroom engagement are higher than in the urban schools, which indicates that rural students are interested in learning and elevating their linguistic levels.

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3.3. Discussion of Findings

This section aims to discuss the findings based on the students' questionnaire, non-participant observations, and the teachers' interviews. The results are discussed in relation to the research questions and hypothesis, following an organized order, using each research question chronologically to introduce, interpret, analyze, and discuss the findings obtained from the different data collection instruments.

3.3.1. Research Questions

Research Question 1: How do students in rural and urban Algerian high schools perceive the English language?

Findings reveal that students from both rural and urban areas hold a positive attitude toward learning the language. Results indicate that rural students have positive emotions toward learning and developing their English language, and appear to have a strong interest in the language. Questionnaire results indicate that rural students have more interest in learning English as a subject in their schools, as they enjoy using the language and its pronunciation. However, a large part of students hesitates to use the language in front of their classmates due to their fear of making mistakes and mispronouncing words. Classroom observation results indicate that rural students participate and engage with their teacher during the course, showing interest in answering

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the proposed questions and interacting with the teacher's instructions. The rural teachers' interviews illustrate that students have a disciplined attitude during English courses, are interested in the subject, and usually seek to develop their language. Although rural students do not have enough exposure to the language in their environments, they try their best to develop and enhance their level of English.

On the other hand, urban data indicates close results to rural areas. Urban students tend to have a positive attitude toward learning English as a school subject. High school urban students enjoy learning English and feel curious about the language, with the majority seeking to learn, develop, and be able to use it fluently. The questionnaire results illustrate that urban high school students are motivated to learn the language and obtain a better level of English, perceiving it as a key to their future opportunities. The interview results confirm that students usually have a positive attitude toward English, enjoying and trying to develop their language in the classroom. However, the majority hesitate to use the language due to their fear of making mistakes when speaking English. In contrast to rural students, urban students have more exposure to English outside school and are able to develop their language beyond the classroom, while not all their peers in rural settings can. The classroom observation results found that students have an interest in English, but do not engage with their teacher as actively as rural students do. This does not mean urban students are not engaged with the language; rather, it suggests that they have other resources to develop their language outside the educational institutions, which explains their comparatively lower classroom engagement, since rural students depend entirely on the classroom as their only learning resource.

These findings align with Hadj Amar's (2025) work, who argued that Algerian learners' attitude toward English is driven by a strong affective preference for the language, associated with global modernity, technological advancement, and future opportunities. Hadj Amar (2025) highlights that this connection applies across different learner profiles, regardless of the students' environment, as each tends to view English as a global tool useful for their future rather than just an academic subject. Similarly,

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Benaissa and Zeghib (2023) found that among Algerian high school students in their study, 100% of surveyed participants categorized English as a crucial tool for their future.

The results discussed above reject the hypothesis that urban students are expected to show more positive attitudes toward English than rural students due to greater exposure and better educational opportunities. Rural students do not have enough educational resources, and a large part of them do not interact with English outside the classroom, yet their attitude in the classroom is equally positive; they tend to learn and develop their language in the same way as urban students. In fact, the results indicate that rural students have better engagement and interaction with the teacher in class. Urban students are also interested in learning the language; the only divergence point between them and rural students is the lack of learning opportunities in their setting, while rural students show better engagement and concentration in their classrooms.

Research Question 2: What factors influence students' motivation and attitude toward learning English in rural and urban classrooms?

The findings indicate that several factors influence students' motivation toward learning English. The questionnaire, interviews, and observation results indicate that rural students are highly motivated by the teacher's attitude, as the teacher has a crucial role in rural settings since students do not have any additional resources to learn the language, making the teacher entirely responsible for shaping the learners' motivation. The availability of teaching materials also plays a crucial role in helping students' engagement and participation during class. Results indicate that rural educational institutions have the needed teaching materials and educational resources that help and facilitate learning. However, parental and environmental support, the most important factors affecting students' motivation, are both absent in the rural settings.

On the other hand, urban results illustrate that urban students benefit from full exposure to English most of the time, which enhances their motivation to learn and develop their language. The teacher has a crucial role in shaping learner motivation, but

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does not hold total control over the learners, in contrast with rural learners who consider the teacher their sole motivation. In addition, parental and environmental support is present among urban students, and the urban educational institutions provide learners with all the needed teaching materials.

These findings are strongly consistent with those of Bensnousi(2024), who identified the major educational obstacles shaping the learning experience of rural EFL students in Algeria, arguing that high-tech materials and internet access facilitate the learning process. More crucially, he emphasizes that the rural classroom is frequently considered the only point of contact between learners and the language, which mirrors the findings of this study, where rural teachers confirmed that their students depend on them as their sole source of motivation. Mankour (2025) noted that parents with limited linguistic proficiency struggle to match school experiences with home reality, hindering their ability to support their children during their educational journey.

The results support the second hypothesis, which stated that students' attitudes toward English are influenced by factors such as exposure to English, educational resources, classroom environment, and community support.

Research question.3: Does the geographical location(urban vs. rural) influence the affective attitude of Algerian high schoolers toward English?

The findings of the study reveal that geographic location has a noticeable role in influencing learning conditions. However, the results indicate that different settings do not shape learners' perspectives and attitudes toward learning the language, as the lack of resources and environmental support does not prevent learners from learning and enhancing their levels even in an unsuitable atmosphere.

Urban students benefit from greater exposure to English, daily access to better educational resources, parental support, and a supportive environment that encourages them to learn and facilitates their learning. For rural students, it is totally different. Rural learners do not have access to English outside their educational institutions, do not hear

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or interact with the language outside school, and the majority depend only on their teachers to develop their language. The results indicate that rural students believe English is useful only for people who live in big cities, as they believe people in urban areas have better opportunities to develop their language. Furthermore, the lack of parental support constitutes a significant gap, as it plays a crucial role in motivating learners. Despite all of these difficulties, rural students are still motivated to learn and are trying to develop their linguistic skills, maintaining full engagement in the classroom, although their resources are limited, support is absent, and their environment does not encourage language learning.

The findings of this question stand in a complex relationship with previous literature, confirming some works while directly contradicting others. On one hand, the results support the influence of different geographic settings on learning conditions, consistent with Dragojevic (2022), who argued that urban students benefit from a better environment that introduces positive reinforcement toward learning, while rural environments do not validate or support language acquisition, and that urban students benefit more from conditions such as English exposure and parental support than their rural peers. However, the present study directly contradicts Dragojevic's (ibid) implicit argument that rural students might display weaker attitudes, lower confidence, and lower participation levels compared to their urban peers. The classroom observation of this study captured the total opposite, with higher motivation and participation recorded during the data collection process. Saidoun and Bensemmane (2024) contribute that real success in English does not depend on the prestige of the language but on the quality of the linguistic environment, which completely matches the findings of this study that attitudes toward learning are not shaped by the area, but rather by the learning methods and available support.

The findings reject the hypothesis that different settings influence learners' attitudes toward learning a foreign language. Nowadays, rural students are more likely to be motivated than urban students toward learning English as a foreign language. Hence, it is

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concluded that different settings influence the language learning methods, not the students' motivation to learn.

3.3.2. Similarities

- Students from both settings hold a positive attitude toward learning English.
- Students from rural and urban areas are motivated to learn the language and enhance their linguistic level.
- Both rural and urban students consider English important for their future careers.
- Students from both educational settings are afraid of making mistakes while using the language.
- Both groups have a similar level of teacher support.
- Students from both settings rely mostly on social media for English exposure outside school.

3.3.3. Differences

- Students differ in terms of English exposure outside school; the majority of rural students reported never hearing English outside school, whereas urban students have sufficient exposure outside their educational institutions.
- Private tutoring is also a diverging point, as not all rural students have the capacity to join private courses and rely exclusively on school, while the majority of urban students study English outside school.
- Observation revealed that classroom engagement and participation in the rural setting are higher than in the urban setting.
- The majority of rural students believe that English is only useful for people who live in big cities, whereas urban students showed no dominant pattern on this question.
- The most important difference is parental and environmental support, which is absent in the rural settings, while urban students have sufficient parental and

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environmental support that motivates them to learn and enhance their linguistic skills.

3.4. Conclusion

This chapter introduced and discussed the main findings concerning Algerian high school students' attitudes toward English in rural and urban areas. The analysis was devoted to the data extracted through students' questionnaires, teachers' interviews, and non-participant observations. Findings indicate an unexpected variation between rural and urban students regarding language learning motivation, with the divergence evident in terms of motivation, attitude, confidence, English exposure, and environmental support.

The results demonstrate that rural and urban students share similar attitudes toward learning English, with slight differences regarding environmental factors. Rural students tend to be less exposed to English and lack the needed support to learn and develop their language, while urban students have higher exposure to English outside school. However, rural students show higher concentration in the classroom, interacting with their teachers' instructions and completing tasks, in addition to displaying a wide interest in the language, which illustrates their genuine engagement with learning.

The discussion of the research questions and hypotheses shows that several factors influence students' motivation and engagement in learning the language, in addition to the environmental factors that play a crucial role in influencing the learning process.

Overall, findings indicate that the rural results were not as expected by the hypothesis. Rural students face difficulties in learning, such as the lack of resources and support, which decreases their confidence and motivation. Yet, despite all these obstacles, they are still willing to learn and acquire the language, even with no parental support and in an environment that does not value language learning. The setting does not

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change their perspectives toward learning; instead, they are challenging themselves to be better.

General Conclusion

General Conclusion

The present study investigates the attitude of Algerian high school students toward learning English as a foreign language. It examines the effect of different geographic settings –rural versus urban –on the student perceptions and overall behavior toward learning the language, including their motivation toward the language and responses. The results were carried out in two distinct high schools from rural and urban areas, situated in Saida province, namely Kadi Mohamed High School in an urban setting, and Bouadi Merzoug High School in the rural municipality of Sidi Amar. The research involved 90 second-year high school students from distinct educational settings, and four English teachers from both rural and urban areas. Drawing on a triangulation mixed-method framework that combines both statistical data and non-numerical data, the study used a structured questionnaire for students, semi-structured interviews with teachers, and non-participant classroom observations. These tools were applied in both educational settings, focusing on investigating how different educational environments shape the students' behaviors and feelings through learning the English language.

The first research question asked how students in rural and urban Algerian high schools perceive the English language. The answer derived from the different instruments used in the data collection showed that students from both settings hold a positive attitude toward learning English. Questionnaire outcomes illustrate that a large number of students are motivated and excited to learn and acquire the English language in both settings, in addition to the classroom observation that supports and reinforces the students' answers, particularly in the rural setting, where the students' engagement and participation levels during the English sessions were high and notable. Teachers' feedback toward their learners' attitudes in class showed that students have a positive attitude in both settings, and students from both sides see English as a modern global language and a key to their future and academic profession.

The second question tackled the factors influencing students' motivation and attitude toward learning the English language in both rural and urban areas. Findings indicate distinct factors that operate differently between the two settings. In the rural

General Conclusion

settings, findings indicate that teachers emerge as the only resource for learning the language and the single motivation source, and the classroom is considered the only point of contact between students and the English language. Questionnaire data confirmed that the majority of rural students tend to learn English at their educational institutions only, while urban students are more exposed to English outside their schools. Urban students reported that parental and environmental support plays a crucial role in motivating them to learn the language, while the rural students' outcomes illustrate the opposite; parental support is totally absent in the rural settings, in addition to the non-supportive environment that decreases the learner's motivation toward learning. In addition to the language exposure outside school, rural students reported that they have almost no contact with English outside the school, as they do not hear or use the English language in their environments. Accordingly, this attitude is not caused by indifference, but because many rural parents lack the linguistic proficiency to assist their children. On the other side, urban students indicate that their exposure to the language outside their educational environment is mostly daily, as the majority of urban students attend private English courses and English-speaking communities.

The third research question asked whether the geographic locations influence the students' attitudes toward English. Findings showed that different settings shape the condition of language learning measurably, including the language exposure in the environment, parental support, and the environment, which does not validate the need to learn English or any other language. In fact, rural classroom observations indicate that students are highly engaged and motivated to learn the language, and have more interactions with the teacher than in urban schools. The urban findings indicate that students are exposed to the language outside their schools, which benefits them more than their peers in rural settings. Ultimately, the classroom observation indicated that they participate and engage with their teacher, but not with their peers, in rural settings.

The findings of this study indicate that the different geographic advantages are turned into motivational and attitudinal disadvantages. The rural students are more active

General Conclusion

despite the limited resources they have. The rural students are dependent on the teacher as the only source of information, which indicates that the teacher has a crucial role in shaping their motivation and attitude toward learning the language. This reveals the hard work of the teachers' stakeholders. Moreover, the lack of parental support in rural settings matters more; rural parents care less about their children's educational levels or proficiency, provoking less motivational attitudes. On the other hand, urban students have better environmental and parental support, giving them the chance to be more competent compared to their rural counterparts.

This study was limited by the sample size, which was sufficient but small concerning the comparative side. Hence, the findings cannot be generalized to the full diversity of Algerian regions. Future studies should expand the scope of the geographic inquiry to include regions in the south and the Kabyle-speaking areas, to capture young learners' attitudes at different educational levels over time. This offers a comparative study that examines teacher attitudes and students' perceptions, which would add a diverse dimension as far as EFL is concerned.

This study reveals that the desire to learn English in Algeria is not limited to geography. Regardless of the region, students develop their competence and learning performance through a set of factors, namely motivation and positive attitude. The distinct point between them is not what they are willing to learn or the way they are going to learn it, what differs is the places they are being taught in, the environment does not shape their attitude or change their behavior toward learning the language, or even hinder their motivation to learn, but it shapes the way they are going to learn and the support that is going to enrich their motivation. Distinct settings do affect the learning experience, but the learning attitude and motivation must be earned.

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Appendices

Appendices

Appendix N°(01): Student Questionnaire

Student Questionnaire:

Language Attitudes Toward English in Algerian High School Classrooms (Rural vs Urban Comparison)

Instructions:

This questionnaire is for research purposes only. Your answers are anonymous.

Please tick (✓) the answer that matches your opinion.

Part 1: Personal Information:

1. Gender:

- ☐ Male
- ☐ Female

2. Age:

- ☐ 15
- ☐ 16
- ☐ 17
- ☐ 18+

3. School year:

- ☐ 1st year secondary
- ☐ 2nd year secondary
- ☐ 3rd year secondary

4. Area:

- ☐ Rural
- ☐ Urban

Part 2: English Exposure:

5. How often do you hear English outside school?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

6. Where do you mostly hear/see English? (Choose one)

- ☐ School only

Appendices

- ☐ Social media (TikTok/Instagram/Facebook)
- ☐ Movies/series/YouTube
- ☐ Music
- ☐ Video games

7. Do you study English outside school (private lessons/apps/internet)?

- ☐ Yes
- ☐ No

Part 3: Attitudes Toward English; Tick one answer:

Strongly disagree / Disagree / Neutral / Agree / Strongly agree

8. I enjoy learning English.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

9. English is important for my future.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

10. English is more useful than French today.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

11. English is a difficult subject for me.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

12. I feel motivated to improve my English.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

13. Speaking English makes me feel confident.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

14. I am afraid of making mistakes when speaking English.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

15. English is only useful for people who live in big cities.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

Part 4: Classroom and Social Influence:

16. My English teacher encourages students to speak English in class.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

17. My family supports me in learning English.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

Appendices

Appendix N°(02): Teacher's interviews

1. How would you describe your students' general attitude toward English?
2. Do students seem motivated to learn English? Why or why not?
3. What emotions do students usually show when learning English (interest, anxiety, boredom, excitement)?
4. Do students in your area have enough exposure to English outside school (social media, TV, internet, etc.)?
5. How does the community (parents, society) influence students' attitudes toward English?
6. Do students show confidence when speaking English in class?
7. In your opinion, how can students' attitudes toward English be improved in Algeria?