Research Paper

Tunisian third-year-classroom pupils' attitudes towards English learning situation at Menzel Salem College-Preparatory School in Elkef rural region: A case study

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ABSTRACT

There is still dearth of research targeting the local zones inside the Tunisian territory despite the bulk of researches made with respect to English learning in miscellaneous rural areas at the international scale. The main purpose of this study was to quest what is going on in terms of English language learning in one of the remotest schools in Tunisia. To this effect, two instruments were used for polling data; a structured questionnaire addressed to third-year-classroom pupils and a semi-structured interview addressed to their teachers. Both instruments were meant to analyze the situation by taking into consideration these pupils' opinions towards their English learning situation at Menzel Salem College-Preparatory School in Elkef rural region. The triangulation of both measurement tools was equally meant to unearth not only the main achievements fulfilled, but equally the main challenges still faced by these pupils in this regard. The study indicated that there are certain improvements achieved at the levels of learning facilities and the physical configuration of the classroom. However, there are still certain issues that need to be leveled, and which basically converge towards communication as well as English language learning, acquisition, and memorization.

Key words: Third-year-classroom pupils (TYCPs), English learning situation, achievements, challenges, Menzel Salem College-Preparatory School (MSCPS).

INTRODUCTION

Even though English knowledge today has been paramount all over the Tunisian territory, particularly with respect to cities and urban areas, it is still lagging behind in the rural zones. This is at least the image that has so far been broadcast through TV channels and social media. Indeed, not only pupils but also teachers are currently seeking persuasive responses to the different challenges that have been popping up for years. Besides, there are many factors that hamper the quality of urban education in Tunisia, which prevents the younger generation from enjoying the most fruitful learning of the language. However, the picture in some places is not as dark as one can image. Absolutely, and in the recent years, educators, school directors, and pupils have been collaborating efforts to improve the quality of education, in general, and that of English language learning, in particular. From this perspective, an empirical investigation was carried out, targeting MSCPS in Elkef rural region in Tunisia, in general, and third-year classroom, in particular. It departs from theorizing about the notion of rurality, then seek its positive and negative impacts on TYCPs in relation to English-based instruction.

LITERATURE REVIEW

Conceptualizing rural and rurality

While researching rural pupils’ attitudes towards the overall situation of English language learning and the potential challenges facing them in learning English at
college, many questions arise: What is rural, and what does a rural place mean? Whitaker in *The Journal of Research in Rural Education* (1983) examines the various definitions of rural and the way it is defined within the fields of social work and education. In addition to Whitaker, there are other authors who seek to offer a definition of a rural school by focusing on three factors: school size, population density, and geographic isolation (Fagan and DeVore, 1983; Imig, 1983; Meyer, 1983; Nelson, 1983). Furthermore, there are other definitions which are urban-centric. Gromartie and Buscholts (2008) refer to National Center for Education Statistics' (NCES) categorization of rural spaces. The NCES defines any space that does not meet the definition of urban as rural.

Many scholars do not completely agree with the urban-centric definition of rural and argue that there are other economic, political, social, and cultural factors that account for the definition of the derived concept from rural; which is *rurality* (Brown and Swanson, 2003; Kulcsár and Curtis, 2012). The definition of *rurality* shifts according to many criteria such as time, research, and government agencies. With these challenges in mind, the angle of view should be narrowed. That is why, school size, population density, and geographic isolation will be taken into consideration as basic criteria for our classification of MSCPS in Elkef in the Northern Western Region of Tunisia as a rural school.

**Works on the urban-rural divide beyond the Tunisian borders**

Many studies have tackled the urban rural divide in many countries beyond the Tunisian borders. For instance, Knight and Shi (1996) focused on "*Educational attainment and the rural-urban divide in China*". They came to the deduction that educational discrepancies between the urban and rural zones in China are among the main causes behind school dropping out. This is later confirmed by Zhang and Kanbur (2009) who, targeting the same context, found out that "social inequalities in both rural and urban areas have increased since the economic reforms. In particular, the rural-urban gap is still large and increasing" (p. 11).

With respect to the Malaysian context, Mitra et al (2008) focused on the effects of remoteness on the quality of education. One of their most interesting findings was that the rural schools' poor quality was partly the cause of the students' poor performance and the teachers' dissatisfaction with their job and their desire to move to the big cities. Needless to say, rural schools face many difficulties in recruiting teachers, particularly special educators to support students, especially those with disabilities (Boe and Cook, 2006; Kosser et al., 2005; National Partnership for Teaching in At-Risk Schools, 2005). This is another facet of the urban-rural divide that still plagues the quality of education, in general, and that of learning English, in particular.

**Watching over the impact of rurality on English language learning**

Intersecting with poverty, geographic isolation, transportation problems, lack of school facilities, the rurality concept seems to be an affront to a successful English language learning experience. As a matter of fact, Thiyagaraja (2003) explored the difficulties faced by Malay students in rural schools. He found out that the students did not perform well in the four macro skills in English language because they did not use English outside the classrooms. Their lack of exposure to English stands behind their poor English language proficiency. This would for sure put the quality of education at stake.

In the same vein, Malhoit (2005) insists on the fact that a rural school should have quality school facilities and be supported by adequate instructional supplies and adequate internet and Information and Communication Technology (ICT) infrastructure, like their urban counterparts. According to him, a well-equipped school can lead to a good learning atmosphere, which will automatically enhance the pupils’ results. Internet connection is a part and parcel of this process. As Furuholst and Kristiansen (2007) underscored, "the digital divide within a developing country such as Tanzania is first and foremost a question of differences in the possibility of access to the Internet and ICT in rural and urban areas" (p. 12). The same concerns are at the nexus of this paper’s venues.

**METHODOLOGY**

The present section describes the methodology used to collect and analyze data about TYCPs’ attitudes towards English learning situation at MSCPS in Elkef rural region. To this effect, triangulation was utilized, merging both qualitative and quantitative paradigms.

**The qualitative-quantitative paradigm**

The current research was interested in finding out about ELT status in the Tunisian rural regions, in general, and the challenges facing it in the more particular college schools. To this end, data were gathered through the triangulation of two basic instruments for data collection: a structured questionnaire (SQ), and a semi-structured interview (SSI). The former was conducted as quantitative research while the latter was applied as qualitative research. According to both Kennedy (2009) and Hussein (2009), the amalgamation of both quantitative and qualitative paradigms is mandatory to proffer a more balanced investigation.
Table 1: Age distribution of participants.

<table>
<thead>
<tr>
<th>Age Distribution</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tbody>
<tr>
<td>13-14 years old</td>
<td>27</td>
<td>62.8</td>
<td>64.3</td>
<td>64.3</td>
</tr>
<tr>
<td>14-15 years old</td>
<td>15</td>
<td>34.9</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>97.7</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>2.3</td>
<td></td>
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<tr>
<td>Total</td>
<td>43</td>
<td>100.0</td>
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The qualitative dimension "has made a significant gain in terms of visibility and credibility in recent years" (Salmani-Nodoushan, 2006: 156). However, it has been criticized because the obtained findings cannot be generalized to other contexts, hence the need for the complementary counterpart: The quantitative paradigm. De Smith (2014) confirms that the quantitative statistical paradigm is crucial for more confirmation and completeness purposes (Hussein, 2009). Confirmation is meant to minimize bias by seeking the appropriateness of the research instrument perhaps while complementation targets deepening the researcher's understanding about the subject and object of research. Hussein (2009) underpins that both purposes are the basic objective of triangulation.

Subjects of study

The present research is conducted at the beginning of the academic year 2020. It was addressed to two kinds of subjects. The SQ targeted a sample composed of 42 pupils who are generally enrolled into the third-year college, and belong to two separate classrooms. This social group of English language learners was selected randomly to participate in providing a cogent picture about English Learning Situation at MSCPS in Elkef rural region. Their attitudes were checked against those of their teachers. Therefore, a second group of respondents composed of two teachers participated in the administration of the current investigation. These teachers were welcoming and very cheerful to respond to the questions of the SSI.

RESULTS AND DISCUSSION

The SQ-based results

The SQ used in the current research encompassed nine questions. The first and second questions aimed at proffering some background information about the TYCPs, namely their age and gender. The third question targeted these pupils' feelings when they attend their English classes. The fourth question was concerned with how these pupils generally reach their classes. The fifth question asked them if they find themselves sometimes obliged to be absent from class and the reason(s) behind this. The sixth question focuses on communication problems, if any. The seventh question sheds light on the classroom environment and the way whereby it is arranged for learning English. The eighth question sought the extent of inculcation of ICT in these classrooms, hence the affordability of the internet service. The ninth question asked participants to gauge the difficulty of their English learning. Statistical Package for Social Sciences (SPSS) software was used for statistical analysis.

The current research made use of a sample composed of 42 pupils coming from a rural zone in Elkef region in Tunisia, and studying in the third-year classroom. These TYCPs have been chosen on account that they can be the eldest in the school, hence the most conscious about what is going on at MSCPS, and the most suitable to provide answers using English. Their ages are encapsulated in Table 1.

As noted in Table 1, 62.8% of these pupils have an age that ranged between thirteen and fourteen years old, while 34.9% of them were between fourteen and fifteen years old. Most of these participants (55.8%) were Female while 41.9% were Male (see Table 2).

When asked about their feelings when they attend their English class (Figure 1), the majority (76.74%) expressed their happiness while 11.63% claimed that they were indifferent in this regard. Only a few of them (9.30%) express their sadness.

These positive emotions that TYCPs experience would for sure reinforce their motivation for learning English. More, it is known that feelings are contagious in such social contexts as the classroom. They are imperative for their behavior and adaption. Happiness would result in the disappearance of such feelings as stress and anxiety, which has equally a positive impact on student empowerment and achievement.

The fourth question focused on the way TYCPs reach their classes. Analysis of findings shows that more than half of them (74.4%) reported they went by bus while some (23.3%) mentioned that they did so on foot (see Figure 2).

It goes without saying that learning English is mingled with many economic and social considerations. The latter involve the way whereby they reach their classes. As commonly known, studying in the remotest places is tied to several challenges such as transportation. The absence or presence of transportation is one of the main factors that could either boost or plague the overall learning experience. What has been found out is that most of TYCP's
**Table 2**: Gender distribution of participants.

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<tr>
<td><strong>Valid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>41.9</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>55.8</td>
<td>57.1</td>
<td>100.0</td>
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<tr>
<td>Total</td>
<td>42</td>
<td>97.7</td>
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<tr>
<td><strong>Total</strong></td>
<td>43</td>
<td>100.0</td>
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**Figure 1**: TYCPs’ feelings about attending their English class.

**Figure 2**: How TYCPs reach their classes.

come by bus, which reflects the serious endeavors made by the authorities in the region in collaboration with those of the school to mitigate the problems that pupils generally face in these far areas to reach schools.

The data tied to the fifth question were meant to check the notion of remoteness against that of absenteeism by asking TYCPs if they find themselves sometimes obliged to be absent from class. The majority of TYCPs (67.4%) answered with "Yes" while 30.2% chose "No" (see Figure 3). As Figure 3 illustrates, the phenomenon of absenteeism is predominant in such remote regions. It is "one of the most basic indicators of to what extent the educational needs of students are met by schools" (Sahin et al., 2016: 195). It impacts pupils' academic performance, progress, and results. At this level, it seems that there is something wrong, and it is crucial to find out the reason behind such absenteeism.
According to Figure 4, some of TYCPs (32.6%) who reported that they were sometimes obliged to be absent from school, hence had no choice but to do so, claimed that it was due to the big distance between home and school. 18.6% claimed that they did not like their teachers. Only 4.7% related their absenteeism to the fact that they did not like the overall school learning environment.

It follows that the reasons can be divided into internal and external. Externally; that is, outside these classrooms, more regional and national actions are needed to facilitate the way whereby these pupils who live too far reach their schools. There should be more care about them because those who find no buses to commute to school face many problems that go beyond their school absenteeism. They can be the victims of certain road horrors like running the risk of being kidnapped, or attacked by predatory monsters, falling down into the valleys, even dying.

Internally, teachers should work more on improving their relationships with their pupils, as negative feelings can entail hatred of the subject matter per se. In other words, they should attract more pupils’ attention to and interest in English. This would better their regular attendance, which is in turn crucial for their "academic achievements, language development and social development" (Sahin et al., 2016: 195). Not only teaching but also administrative staff should collaborate to improve the overall learning environment.

For sure, communication can ensure a positive learning atmosphere at school. This is at the nexus of the sixth question which asked the TYCPs if they face any communication problems at school. Results are displayed in Figure 5.

As Figure 5 visualizes, more than half of the participants (65.1%) emphasized that they did face communication
problems at school. 32.6% answered with "No". Therefore, it seems that communication breakdown at Tunisian rural schools is still rife. With whom? The answer to this question was made patent through Figure 6.

As Figure 6 illustrates, 20.9% of those who responded reported that they faced communication problems with their classmates. Almost 14% rather related these problems to their teachers while 11.6% mentioned the administrative staff. These results amalgam with those encapsulated through Figures 4 and 5 to draw a cogent picture about the language learning environment at school. What could be deduced was that TYCPs were not socializing either into the classroom learning environment, or beyond its borders.

Layton (2014) as well as Duff and Anderson (2015) underscore the positive impact of socialization on the learner’s emotional and social growth. Inside the classroom, socialization can be implemented via collaborative work and positive teacher-learner (T-L) as well as learner-learner (L-L) relationships. As such, it helps mitigate certain internal conflicts. To Allwright (1996), socialization is not only internal but also external, which compels the teacher to play a crucial role to help his/her learners integrate into the social community outside the classroom.

The classroom learning environment involves not only the emotional and social components but also the physical one. This is at the essence of the SQ’s seventh question that concentrates on the arrangement of the overall classroom learning environment. The results are shown in Figure 7.

Unexpectedly, and when asked whether their classroom environment well arranged for learning English, more than half of the participants (65.1%) answered with "Yes" whereas 32.6% chose "No". Positive answers translated MSCPS’s concern with the physical configuration at the detriment of the emotional and social components. Indeed,
there should be more focus on social emotional learning (SEL).

SEL is the process through which children and adults, pupils and teachers in the school context, intentionally carry a caring, participatory, and equitable learning environment (Zins, 2004). In this systemic approach, the pupils should be involved in understanding and managing their social, emotional, and academic growth. Besides, in Zin's (2004) book, many national leaders in education and psychology examine the relationships between social-emotional education and school success. They tried to prove that the social and emotional approach in education enhances the learner's attention and motivation, improves T-L and L-L relationships, and increases the learner's confidence and successful achievement, especially by involving their families into the learning process. This approach was later advocated by Weissberg et al. (2015) who appeal for more coordination convergence between SEL and the kindred approaches that advocate the importance of a positive learning environment and its contribution to developing the learner's academic performance.

Linked to the physical setting of the classroom is the internet availability. The latter is the core of the eighth question which asked TYCPs if they had access to the internet at school. Findings are illustrated through Figure 8.

As Figure 8 presents, the majority of respondents (81.4%) confirmed their access to the internet at school. 16.3% denied such an access. As the internet pertains of the ICTs, its presence mirrors the endeavors made at the level of the physical setting. Such technologies are known for making the younger learners not only technically savvy but equally present and future-ready. This availability of
English facilities would impact English learning. TYCPs' opinions regarding their proficiency in English are evidenced through Figure 9.

As Figure 9 puts on view, 51.2% gauge their English learning as "easy" while 30.23% rate it as "very easy". Less than half of the participants assess English learning as either "difficult" (11.6%), or "very difficult" (4.7%). This positive rating reflects TYCPs' positive attitudes towards English learning, despite the challenges that still exist at this level. Such positive attitudes might spur learners to succeed in learning the English language.

The SSI-based results

The SSI used in this investigation is composed of six questions. The first question targets the teachers' experience. The second question asked them if they thought their pupils face many difficulties to attend the English course, and to provide examples if the answer was "Yes". The third question sought to find out if the classroom environment was well equipped for learning, and give the reason if the teachers reply with "No". The fourth question sheds light on the extent to which the targeted pupils were motivated for learning English. The fifth question concentrates on the potential communication problems that might occur between the teachers and their pupils. As far as the sixth question is concerned, it asked the teacher interviewees what was missing so as to provide these pupils with an enriching English learning experience. The first-question-based results are shown clearly in Table 3.

The numbers shown in Table 3 give an idea about the interviewees' experiences, which could proffer a further proof for taking their recommendations into consideration. When they were asked if their students were facing many difficulties to attend the English course, Teacher 1 replied with "No" whereas Teacher 2 answered with "Yes" on account that "many low achievers have problems of memorization and pronunciation". Consequently, Teacher 2 pointed at the problems that are endemic to the English language per se, namely those related to fluency, and memorization which is in turn a basic strategy (MS) for learning English. This importance is underlined by Khamees (2016) who underpins that:

"Learners of English, especially, at the early stages of language learning, have to be convinced that the use of the intentional MS is extremely advantageous as it familiarizes them with the various English language systems: the phonetic, grammatical, lexical, and more importantly, the socio-linguistic system. These rules can be unconsciously internalized by memorizing literary extracts, reading comprehension passages, songs, words used in exemplary sentences etc. (p. 255).

In the same vein, Ozkan and Kesen (2008) researched on EFL students' beliefs about memorization in language learning. They found that "memorization was among the most frequently used strategies" (p. 250). Therefore, teachers had better adhere to them when teaching English language basic skills.

When asked whether they found the classroom
environment was well equipped for learning, both teachers supplied opposite replies. Indeed, **Teacher 2** answered with "Yes"; however, **Teacher 1** chose "No" stating that "so many things are missing: teacher aids, special room for English". Therefore, **Teacher 1** pointed at certain problems of logistics which give a dark picture about the physical setting of the targeted classroom. Lacking spaces, furnishings, or materials entails minimizing the learning opportunities. It would mean too less student engagement, which would impact negatively on the learning outcomes. Choi et al. (2014) emphasizes that "the physical environment may affect cognitive load and learning" (p. 231). Moreover, Choi et al. (2014) added that, cognitively speaking, the physical setting of the classroom provides learners with audio-visual stimuli that do influence their cognitive performance, including their capacity to think about and process what is learned. Memory retrieval is equally affected:

Due to automatic (unconscious) target-context binding, environmental stimuli (e.g., smell, color, locations) are encoded as part of the memory trace (i.e., cognitive schema) and can be used as contextual cues to retrieve other information encoded at the same environment. (Choi et al., 2014: 232)

For sure, information retrieval would be ineffective in those classrooms where there is shortage of learning materials. This shortage is expected to decrease motivation for learning English. This point was tackled through the fourth question. Nevertheless, and in response to this question, both interviewees shared the same position. Both of them confirmed that they felt that their TYCPs were motivated for learning English. In this framework, **Teacher 1** claimed: "I try my best to make them feel at ease and be motivated". This implies this teacher's concern with the pupils' motivation, namely intrinsic motivation which:

1). satisfies needs such as belonging, acceptance, satisfaction from work, self actualization, power and self-control;
2). manifests itself primarily in the form of feelings, e.g. feelings of success and competence;
3). is connected with work, involving feelings of relevance of work, satisfaction derived from work, feelings of progress and achievement, and feelings of growth as a person. (Kohonen, 1992: 18)

Motivation is one of the main drives for more empowerment. **Teacher 1** was equally interested in the affective component. In fact, feeling at ease, or relaxed, implies that this teacher was doing his utmost to compensate for the shortage that pupils face with regard to the availability and affordability of learning facilities in the classroom by playing the role of facilitator. Assigning this role to himself, this teacher is encouraging his learners to feel more confident and more responsible for their learning, hence to be more self-directed and self-regulated. This is another proof of these pupils' move towards self-empowerment, despite the challenges they might face, and which can be encapsulated in certain communication problems.

The fifth question focuses on communication problems. In response to it, both teacher interviewees stress that these problems have nothing to do with the relational component; that is; teacher-pupil interactions. Consequently, one can draw safely the deduction that these pupils have no problem of socialization in the classroom. For Ben Elouidhnine and Ferjani (2015), socialization is bound by the overall learning environment of the classroom.

Besides, both teachers affirmed that communication problems were just confined to their English proficiency; namely, fluency. According to **Teacher 1**, "their English is poor". As for **Teacher 2**, learners should make more effort to improve "their pronunciation". Thus, both teachers agreed that these pupils should work more on themselves to improve their academic level in English. As **Teacher 1** declared "they do not make any effort at home to improve". To improve their levels, these pupils should not stick to what is provided to them in the classroom. They should rather be autonomous enough to seek for tips whereby to ameliorate their proficiency in English, not only their fluency but equally their accuracy.

As far as the sixth question was concerned, it targeted what was actually missing to provide TYCPs with an enriching English learning experience. The results corresponding to this question are shown in **Table 4**.

By comparing both findings, it could be deduced that both teachers agreed upon the importance of providing TYCPs with more teaching aids that could enliven the learning experience. These aids can include such objects as pictures and wall decoration as well as audio-visual devices such as videos and guest lectures. The provision of ICTs like data shows and magic boards, as already advocated by **Teacher 2** is also a part and parcel of teaching aids. Needless to say, affording these means is essential to fulfill the basic objectives. In addition, **Teacher 1** mentioned "professional guidance", hence more mentoring of student learning. He equally drew heed to the importance of motivation for a more successful learning experience.

**Conclusion**

Learning English language at schools can face many challenges, especially in the rural zones where the learning process cannot make great progress due to many factors. This study analyses the results of a research conducted at MSCPS in Elkef in Tunisia. It was found that TYCPs unveiled both positive and negative attitudes towards English
Learning situation at this school. The positive dimension can be reflected through the serious endeavors made by the school’ authority to invest in the physical setting of the classrooms, and that of the school, in general. Providing a free internet access to all the pupils, teachers, and administrative staff during the whole school year, as well as affording transportation to these pupils who live in such remote areas are the best proofs that this school represents a positive and an encouraging case to study. However, there is still a dark side to the coin that can be encapsulated in the relational component. That is, T-L and L-L interactions are still far from being satisfactory, which have sometimes resulted in certain communication problems that might transcend the T-L and L-L circle. Moreover, and as confirmed by both interviewees, pupils have still problems with the English language itself. These problems are related especially to their fluency and memorization strategies that should be more enhanced. To this effect, both teachers suggest working on increasing not only learners’ motivation and positive attitude vis-à-vis English but also the affordability of more teaching materials. About all, although the learning conditions at MSCPS helps blurring the strict boundaries between the urban and the rural in matter of education and learning facilities, still more corrective and constructive policies are needed, especially those related to the social and psychological welfare of the students whether inside or outside the classroom.

REFERENCES


Purdue University Press. pp. 1-5.


Appendix 1

Menzel Salem Preparatory School

Academic Year: 2019-2020

A QUESTIONNAIRE FOR PUPILS

Dear students, would you please fill in this questionnaire by ticking (√) what you find most appropriate and explaining when needed.

1. Age:
   a. 12-13
   b. 13-14
   c. 14-15

2. Gender:
   a. Male
   b. Female

3. How do you feel when you attend your English class?
   a. Happy
   b. Sad
   c. Indifferent

4. How do you reach your class?
   a. On foot
   b. By bus

Do you find yourself sometimes obliged to be absent from class?
   a. Yes
   b. No

If YES, is it because
   a. the distance between home and school is big?
   b. you do not like the teacher?
   c. you do not like the administrative staff?
   d. you do not like the whole school environment of learning?

Do you face any communication problems at school?
   a. Yes
   b. No

If YES, with whom?
   a. The teacher
   b. The administrative staff
   c. Your classmates

7. Is your classroom environment well arranged for learning English?
   a. Yes
   b. No

8. Do you have access to the internet at school?
   a. Yes
   b. No

9. How do you rate your English learning?
   a. very easy
   b. easy
   c. difficult
   d. very difficult
INTERVIEW FOR TEACHERS

1. How many years have you been teaching English? ------------------------

2.1. Do you think that your pupils face many difficulties to attend the English course? YES  NO
2.2. If YES, could you give some examples? -----------------------------------------------

3.1. Do you find that the classroom environment is well-equipped for learning? YES NO
3.2. If NO, could you state why? -----------------------------------------------------------

4.1. Do you think that your pupils are motivated to learn English?
YES  NO
4.2. If NO, could you state why? ---------------------------------------------------------------

5.1. Do you face communication problems with your pupils?
YES  NO
5.2. If YES, could you give some examples? --------------------------------------------------------

6. What do you think is missing to provide pupils with an enriching English learning experience?
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