

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ibn-Khaldoun
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



**An Investigative Analysis of the Process of
Language Acquisition in Algeria**

Case Study First Year Middle School Pupils at Bachir Ibrahimi-Tiaret

**A Dissertation Submitted to the Department of Foreign Languages as Partial
Fulfillment for the Requirements of Degree of Master in Linguistics**

Submitted by:

Ms. OUIDAH Linda

Ms. SOUSSI Meriem Baya Owarda

Supervised by:

Dr. BELARBI Khaled

Board of Examiners:

President Dr. Toubida Mustapha

Supervisor Dr. Belarbi khaled

Examiner Dr. Lakhdar Toummi Assma

MAA University of Tiaret

MCA University of Tiaret

MAA University of Tiaret

2021/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

- Dedication -

This work is dedicated to:

The dearest person to my heart;

My mother Allah blesses her soul;

All my family members specially;

*My grandmother **Baya**;*

My father and my aunt Sabria for their constant care.

*To my best friends **Afak** and **Linda***

And special thanks to My supervisor

Dr. Khaled Belarbi.

Finally to all the people who have helped me to accomplish this work.

S. Meriem

- Dedication -

This work is dedicated to:

*My parents who inspired me to go forward through the hardships
and struggles;*

*My beloved sisters **Sabrina, Khalida and Bouchra;***

*My brothers **Saber and Boualam;***

*My besties **Afak and Meriem;***

All my friends and relatives;

And finally to you, dear readers.

O. Linda

- Acknowledgements -

Praise to Allah for giving us the ability to complete this work.

*This work would never be accomplished without the strength
and the ability that the Allah Almighty had given us.*

Our deep and sincere gratitude and thanks are due to our teacher and Supervisor

*Dr. **BELARB Khaled** for his valuable direction,*

without his this work could not see the light.

We would like to express our thanks to the members

*of jury Dr. **Toubida Mustapha** And Dr. **Lakhdar Toummi Assma***

as well for having accepted to read our work

and being a part of our committee.

Also, we will never forget to address our most sincere

thanks to all those who have been our teachers throughout our university

studies at the Department of English

*at **Ibn-Khaldoun** University of Tiaret.*

*Our profound thanks to **Bachir Ibrahim***

middle school pupils for being helpful.

Thanks a lot ...

Abstract

Nowadays the English language has become the most used language in the world. The Algerian educational system has always had ambitious plans to improve the teaching and learning of English. However, pupils find it hard to acquire that language. Thus, this study seeks to investigate the difficulties encountered by pupils in learning English. It also aims at suggesting some solutions to overcome these problems and facilitate the processes of language acquisitions. This research Analyze the pupils' difficulties in acquiring the English language. It Analyze what are the pupils' difficulties in acquiring the English language; what are the factors of pupils' difficulties in acquiring the English language.

Key Words: The English Language, Language Acquisition, Algerian Educational System.

List of Abbreviations and Acronyms

EFL: English as Foreign Language

EL: English Language

FLA: First Language Acquisition

LAD: Language acquisition Device

LL: Language Learning

SLA: Second Language Acquisition

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*General
Introduction*

Algeria is known for its sociolinguistic diversity. It is a diglossic and a multilingual country where more than one language is used for communication. These languages are Arabic, Berber, French and English used in different fields such as education, administration and media. Nowadays, people around the world find themselves obliged to learn more than one language, and in many countries, the mastery of a second language or a foreign one is an indispensable part of education.

As one of language in the world, English is considered and applied as International language. Since then, it is very popular and has been spoken and learnt by almost people in the world. There are some reasons why English is Important and many people attempt to learn it. Some of them are: for finding job, traveling, interacting one for each other, doing business, taking examination, doing research, writing in the foreign language, etc.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives.

Acquire an English language (EN) can enrich life experiences. Acquire an English language is a complex brain activity that involves listening, speaking, Reading and writing. According to linguistics expert Stephen Krashren, you can learn a second language in one of two ways: you can “acquire” it, as a child does if he grows up hearing more than one language spoken consistently, or you can “learn it”, studying the language’s rulers, structures and vocabulary.

Some pupils acquired a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a foreign Language or taught those who are using their foreign language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence.

The process of acquiring the foreign language is not the same as the Process of acquiring the first language. If the first language (L1), pupils have not Mastered any language and language first developed in accordance with the Physical and psychological development. Thus, the acquisition of foreign Language pupils is able to master the first language properly and second Language does not developed along with the physical and psychological development.

The first language learned informally and consciously and high motivation because pupils need to communicate and interact with people in their environment.

Meanwhile foreign language studied formally with the low motivation because some pupils' thinks that foreign language is not used intensively to communicate with the surrounding community. This is the reason why pupils difficult to master a foreign language, such as English.

It is the interest analysis to make a new knowledge about the difficulties, the factors and the way in acquiring English, therefore we are interested to carried out an analysis of pupils' difficulties in acquiring English language of thesis entitled "An Investigation Analysis Of Language Acquisition In Developping Countries Case Of Study The Acquisition Of English Language First Year Bachir Ibrahim Middle School Pupils".

A. The Identification of the Problem

The identification of the problem is required to give the clarification about the study which is will be investigated. Then, we arrange the Identification of the problem referred to the background of the problem above, those are:

1. The Field of the Research

The field of study of the research is Psycholinguistics. Psycholinguistics is from the words of psychology and linguistics, both of them have a different knowledge from procedure and method but they same in search a language as an object. But the object is different, if linguistics is work in language structure but psychology is work in how the language process.

2. The Kinds of the Problem

This study entitled an investigative analysis of language acquisition in developping countries case of study the acquisition of english language first year bachir ibrahimi middle school pupils This research focuses on the pupils' difficulties and the factors of pupils' difficulties in acquiring the English language as a foreign language.

From the title of the thesis and background of the problem in which have explained, we find outand lists several problem to be identified in this study.

3. The Main Problem

The main problem in which will be investigated and analyzed in this research is one of the first year pupils of BACHIR IBRAHIMI Middle school that has difficulties in acquiring the English language as a foreign language (EFL).

B. The delimitation of the Problem

This research focuses on the observation and analysis of pupils Difficulties in acquiring English language at the first year pupils of BACHIR IBRAHIMI middle school. The sources of the research are the pupil who has difficulties in acquiring the English language as a foreign language. It is also supported by the interview.

C. The Questions of the Research

- What are the difficulties of pupils in acquiring the English language?
- What are the factors of pupil's difficulties in acquiring the English language?
- How do the teachers avoid pupils' difficulties in acquiring the English language?

D. Research hypotheses

- The difficulties of pupils in acquiring the English language are in reading and writing skills.
- The factors of pupil's difficulties in acquiring the English language are both external and internal factors.
- Teachers should pay more attention to their teaching process and they have to motivate them inside and outside the classroom.

E. The Aims of the Research

1. To know the pupils' difficulties in acquiring the English language
2. To know the factors of pupils 'difficulties in acquiring the English language.
3. To know the teachers ways to avoid pupils difficulties in acquiring the English language.

F-Research Methodology

Depending on the nature of the research, a mixed methodology comprising of qualitative and quantitative methods to data collection and analysis will be adopted. Two researches Instruments are used to collect data for this study. A questionnaire will be administered to First year middle school pupils of BACHIR IBRAHIMI elicit data about the obstacles and difficulties they face in acquiring. As

For the interview with their teachers it is used as qualitative research instruments to obtain reliable data.

G- Organization of the Dissertation

The present study is divided and structured into three chapters. The first chapter is about the theoretical part, it attempts to debate the phenomenon of language acquisition.

In the second chapter, we will deal with the problems and limitations they face in acquiring English language.

For the third chapter; it is for the general research methodology; Data analyses and the data gathered by questionnaire and the teacher's interview then the discussions of the main findings or interpretation gained from the study.

Chapter One
Language Acquisition

Introduction

The question of how we acquire language has always been an important issue for early psycholinguists like Pavlov and Watson, as the struggle is still even nowadays. The concept of language acquisition has led several researchers to question and investigate it. And for that, they have come with different theories and perspectives that identify the latter in various ways, such as Skinner, and Chomsky, who contributed in developing more studies about language acquisition and who have different points of view.

Second language refers to any language learned in addition to a person's first language; although the concept is named second-language acquisition, it can also incorporate the learning of third, fourth, or subsequent languages. Second-language acquisition refers to what learners do; it does not refer to practices in language teaching, although teaching can affect acquisition. The term acquisition was originally used to emphasize the non-conscious nature of the learning process, but in recent years learning and acquisition have become largely synonymous. SLA can incorporate heritage language learning, but it does not usually incorporate bilingualism. Most SLA researchers see bilingualism as being the end result of learning a language, not the process itself, and see the term as referring to native-like fluency. Writers in fields such as education and psychology, however, often use bilingualism loosely to refer to all forms of multilingualism. SLA is also not to be contrasted with the acquisition of a foreign language; rather, the learning of second languages and the learning of foreign languages involve the same fundamental processes in different situations.

The first chapter aims to provide a theoretical review about language and language acquisition from the perspective of many linguists, along with the functions and languages they perform.

I.1. Definition of Language

Chomsky defines language as « a set of finite or infinite of sentence, each finite in length and constructed out of a finite set of elements » (Chomsky, 1957)

Not only linguists, but also philosophers, psychologists, and sociolinguists need to pay more attention to language, so it may be necessary to define it before discussing it. So what is a language? And how does the communication process work?

Language tools have given us the ability to convey information and knowledge to ourselves and others. Many linguists have defined it as:

According to Sapir (1921) language is a purely human and non-instinct method of communication ideas, emotions and desires by means of voluntarily produced symbol.

Wibowo (2001:3) pointed out that language is a system of symbols that is meaningful and articulate sounds that are arbitrary and conventional, which is used as a means of communication.

A Gleeson says Language has so many inter-relations with various aspects of human life that it can be studied from numerous points of views, all are valid and useful as well as interesting “.

To sum up, based on some definitions of language, we can say that Language is a basic instrument of human articulation and communication. We can say also that Language is socially acquired, learned and then used.

I.2. Language Acquisition

Language acquisition meaning initial language acquisition refers to the way children learn their native language. Second language acquisition is the learning of one or more other languages in addition to your native language. In children learning their native language, their language skills gradually develop from talking to one or two words and then speaking by telegraph. Chatter is currently considered to be the earliest form of language acquisition, as babies make sounds based on the voice input they receive. A one-word sentence (holophrastic language) is usually a single syllable in a consonant vowel cluster. At the two-word stage, there is no syntactic or morphological marking, no plural or past tense flexion, and pronouns are rare, but the intonation outline extends throughout the utterance. The telegram language has no function words and contains only open-class content words so that the text sounds like a telegram.

The three theories of language acquisition: imitation, enhancement, and analogy do not explain very well how a child learns a language. Imitation does not work because children write sentences that they have never heard before, such as "cat is on the table". Even if you try to imitate an adult's words, your child will not be able to make the same sentence due to the limited grammar. And children who cannot speak learn and understand the language anyway, so as soon as they overcome their language impairment, they start speaking the language. Also, the enhancements do not work because they rarely happen in practice. If it works, enhancement corrects pronunciation or truth, not grammar. Sentences like "apples are purple" are often corrected because they are wrong, compared to sentences

like "apples are red", regardless of grammar. Language acquisition cannot be explained by analogy. Analogies include the formation of sentences or phrases that use other sentences as patterns. If the child hears the phrase "I drew a red barn", they can say "I drew a blue barn" as well. However, even if you hear the sentence "I painted the barn red", I cannot say "I saw the barn red". This analogy didn't work, and this isn't an English sentence.

1.2.1. Phonology Acquisition

Children's pronunciation errors are not accidental, but rule-based. Typical phonological rules include simplification of consonant clusters (spoon becomes pawn), devoicing of the last consonant (dog becomes document), intonation of the first consonant (track becomes pressure), and consonant. Harmony (the dog becomes a goggy or grows but becomes a gig). The over-generalization of the constructed rules shows that children treat irregular verbs and consonants as regular verbs. Children use *goed* instead of *went* as the past tense of *go* because regular verbs add the end of *ed* to form the past tense. Similarly, children use *geese* as the plural instead of *geese* because the usual plural nouns add *s*.

The "innate hypothesis" of children's language acquisition proposed by Noam Chomsky states that human species are ready to acquire a language and that the nature of the language is also determined. Despite poor input and language uniformity, many factors contribute to this hypothesis, such as ease and speed of language acquisition. Every child learns one language, and when exposed to it, children also learn multiple languages. Language input is very different, but children go through the same general steps in learning a language.

Poverty of the stimulus indicates that children are learning or appear to know aspects of uninformed grammar. In addition, children do not produce sentences that cannot be sentences in human language. The principles of universal grammar underlie a particular grammar in every language and determine the class of language that can be unknowingly learned without instruction. It is a genetically determined ability of the left hemisphere, and there is no doubt that the brain is specially equipped to acquire human speech. The Critical Period Hypothesis suggests that there is a critical period in language acquisition without the need for special education or learning. At this important stage, language learning is quick and easy. After this, grammar is difficult to master and for some people it is not completely achieved. The case of a child raised in social isolation was used to test the critical period hypothesis. After reintegration, none of the children, who had little contact with humans, could speak the language. Even children who received linguistic input after rehabilitation were unable to fully develop their language skills.

These cases of isolated and hearing-impaired children show that people cannot fully master the language they are exposed to unless they are of critical age. Beyond this age, humans will not be able to master many of the syntax and inflections. At least for humans, this important age does not affect the whole language, but a specific part of the grammar.

Teaching method for second language acquisition Grammar translation: Students memorize words, inflectional words, and syntax rules and use them to translate from their native language to their target language and vice versa. The most commonly used method in school because teachers do not have to speak fluently.

But the least effective teaching method Direct method: No native language is used in the classroom and students are required to learn a new language without formal instruction. Based on the theory of first language acquisition Vocal Language: A heavy use of dialogue and speech, based on the assumption that language learning is learned primarily by imitation, repetition, and enhancement. Influenced by psychology Natural approach: Focus on vocabulary, not grammar. Focus on meaning, not shape. Use real material instead of textbooks Quiet Road: Teachers remain passive observers while students learn what the process of personal growth is. No teacher grammatical explanations or modeling Overall physical response: Students must play an active role as listeners and performers and respond to compelling exercises in physical behavior.

Suggestopedia: Students always learn by learning comfortable, relaxing and meaningful texts, even if their goals are understanding. Community Language Learning: Materials are developed throughout the course and teachers understand what students need and want to learn. Learning involves the whole person, and language is understood as more than just communication. Community Language Education: Covers all components of the language and supports students with different learning styles. Use of communication-based activities with genuine materials, learner needs are considered when planning topics and goals.

Four areas of competence the four areas of ability to learn a foreign language must be addressed consistently and continuously. A good lesson plan includes all four: listening, speaking, reading (and vocabulary), and writing (and grammar). Native speakers do not learn or use skill areas individually and cannot be taught individually. However, it is easy to fall into the trap of teaching a language rather than actually teaching it.

1.2.2. The Process of Language Acquisition

It has been investigated that the process of language acquisition is complex enough to investigate. How the brain works to learn a language has not yet been proven. Language

is a complex system of rules, but how can a child adopt it? According to behavioral theory, children learn language from the environment, but universal grammar says that language ability is built into the human brain. Children are born with the basic grammatical rules of their brain language. According to activist theory, children learn oral language from their parents, relatives, and others through processes that include imitation, rewards, and practice. When the mother interacts with the child, the child listens to her and makes her suggestions. At the end of the day, the child learns the language through a process of trial and error. On the other hand, spiritualist theory (Noam Chomsky, father of modern linguistics) believes that children are born with exactly this linguistic ability. Every language in the world has some basic universal characteristics. Therefore, all languages have a subject-object correspondence in a sentence. These universal rules are considered the principles of this language, and these rules are built into the human brain. With the help of finite rules, one can form an infinite number of sentences. According to Chomsky, this universal grammar is nothing but a linguistic rule. Previously, this universal grammar was called LAD. H. Language acquisition device. Chomsky claims that this language device exists in the human brain for the purpose of learning a language. The language looks like a very complex rule system, but children tend to learn it early on. Several studies are still underway to define the process of language acquisition. We look forward to future research for deeper insight into the process of language acquisition.

I.3. The Four Stages of Language Acquisition

There are four main categories of common language acquisition: the stage of babbling, the Holophrastic or single word stage, the two-word category and the Telegraphic section.

	AGE	STAGES OF DEVELOPMENT
1	0-1 Months	Reflexive communication
2	3-8 Months	Reflexive communication ; interest in Others
3	8-13 Months	International communication ; sociability
4	12-18 Months	First words
5	18-14 Months	Simple sentences of two words
6	2-3 Years	Sentences of three or more words
7	3-5 Years	Complex sentences ; has conversations

I.3.1. Babbling

Within some weeks the child starts offevolved to apprehend its mother`s voice. There are classes underneath this length. The first takes place among births – eight months. Most of those tiers consist of the surroundings and simplest in the course of the 5/6 – eight month length while the child starts offevolved to apply sounds. During those months the child hears the sounds round it and attempts to breed it, despite the fact that there's confined success. Kids try and create and test with sounds, is what we name buzzing. When a baby is surprised for some months he starts offevolved to companion the phrases or sounds he makes in things. This is the second one sub degree. From eight months to three hundred and sixtyfive days the child profits extra manipulate over now no longer simplest verbal communicate however additionally bodily communicate, as an instance with frame language and gestures. Eventually while a baby makes use of each verbal and non-verbal communicate methods, it's miles simplest then that they pass directly to the following degree of language acquisition.

I.3.2. Holoflast / Part of speech

The second level of language acquisition is part of speech or part of speech. This section features a single sentence. At this stage, nouns make up about 50% of the baby's vocabulary, behaviors and changes make up about 30%, and the rest are questions and dissents. This one-word category contains the individual words "play" for "I want to play now". Infants primarily use these phrases to get what they want or need, but sometimes it's not clear. For example, a child may cry or say "mother" to get attention. Your baby is ready to move on to the next stage, where you can talk about a series of phrases.

I.3.3. The two-word Phase

A two-word phrase (as you can imagine) consists of two-word sentences. These sentences contain one adverb and one verb. An example is "dog walk" in the sentence "dogs are taken for a walk". 4th Telegraph Platform The final stage of language acquisition is the telegraph stage. This category is similar to what you see in the telegram, so it will be called as is. It contains enough details to form a sentence. This section contains three-word and four-word sentences. From time to time, it is at this stage that the child begins to notice the connection between words and things, which is where abuse begins to work. Examples of texts on the telegraph stage include "Mom eats carrots", "What's her name?", "He's playing soccer". At the end of this phase, the child integrates the plurals, connects the words, and tries to grasp the tense.

I.3.4. The Telegraphic Section

Given the complexity of speech recognition, learning a language can be a daunting task. For those of us who want to learn a second language as adults, this may certainly be the case. However, very young children learn a language very quickly. The use of language develops in the absence of formal instruction and appears to follow the same pattern among children with very different cultures and backgrounds. Therefore, we may appear to have been born with the ability to learn a language. 4,444 children begin learning the language early (see table below). In fact, this seems to have happened before we were born. Newborns like their mother's voice and appear to be able to distinguish between their mother's language and other languages. Children also adapt to their surrounding working language and show a preference for face-to-face video that moves in harmony with the sound of the spoken language compared to non-audio video.

I.4. Psychosocial Aspects of Language Acquisition

Language acquisition is not done in a vacuum. When children learn a language, they learn a sign system that has important connections to the cognitive and social aspects of their lives. There are many questions to assess the interrelationships between social, linguistic, and cognitive development processes and should not be presented exhaustively here. As a starting point, this chapter examines the position of language in two developmental theories, Piaget and Vygotsky, in relation to the process of cognitive and social interaction. This short contrast is partly due to the importance of social interaction in Vygotsky's theory and their relatively secondary role in Piaget's theory, due in part to the various ways in which language is defined and its evolution is interpreted. Indicates that you are doing. More generally, this discussion emphasizes the implications of considering language and its development to be essentially related to, or relatively autonomous from, the usage of its social interactions. I am. It presents some of the problems related to inference from children's language regarding cognitive and social development, and points out some of the impact of recent research on the functional characteristics of children's language and its contextual determinants. To do. Most theories about child development deal in some way with the question of how language, thinking and social interactions relate to a child's life. Depending on the focus of each theory, these three aspects of development can be defined and related in different ways.

I.5. Language Acquisition and Cognition

Indeed, exploring the relationship between cognitive development and language development is entering a very dark forest! It's not about not seeing trees for trees: you can't even see trees. So, for example, the best advice you can give to a graduate student is "dangerous, stay away". For those in a more leisurely and safer position, it may be possible to walk around occasionally without complete hesitation, but both the desirable and potential aspects of language development research at this time are more facts. It is natural history that should be emphasized that it is more flower picking. However, it may make sense for a large company to try it only as a source of ideas for where to look for new flowers.

Many studies on this relationship have been reviewed by Bowerman (1976) and in many papers by Cromer (1974, 1976a, b, etc.). It is no exaggeration to say that one of the lacks of these reviews shows that a consistent theoretical framework informs the current work on relationships. In fact, the same is true for psycholinguistics in general. It provides a consistent framework shown in the writings of Chomsky (1975, 1980a, b) and

Fodor (1975, 1983), as well as various contributions to Piattelli-Palmarini (1980).

1.6. Language Acquisition and Linguistic Theory

Perhaps the best introduction to language acquisition and the subject of language theory is to look at some facts that language theory must take into account. Due to the complexity, order, and limited diversity of human language, linguists are convinced that they need to learn a language through a biological program that imposes restrictions on the grammatical system that a child can envision. What system is within this innate learning ability is a matter of linguistic theory?

1.7. Features of Human Language

Some Features of Human Language are

1.7.1 Order and Predominance

Sentences are strings of words. In particular, languages differ in the types of ordering and hierarchy that are imposed on the words in a sentence. Languages are divided into so-called free word order languages and languages that impose a relatively strict word order on sentences, choosing one of the three basic word orders that are characteristic of human languages. In English, there is a basic subject-verb-object order (SVO) (ants eat ants, etc.). The other two main orders selected by language are subject-object-verb (SOV) and verb-subject-object (VSO).

The choice of a relatively free word order or a fixed word order system determines many important characteristics of language design. In a free word order language, words are rarely connected to the superstructure. In languages where the word order is more or less fixed, sentences and phrases can usually be embedded in each other, resulting in a potentially infinite depth of hierarchy

1.7.2 Language Learning

Language gaining knowledge of encompasses gaining knowledge of all of the languages spoken internal or out of doors the network and used as a method of communication. In addition it consists of studying the 4 talents speaking, writing, analyzing and listening. In language gaining knowledge of process, youngsters and adults select out up the language thru formal preparation of the language taught with inside the classroom.

1.7.3 Learning a Second Language

Always there may be a difference among 2nd language and overseas language mastering. The former refers to any language discovered after the local or first language, the latter refers back to the language that novices studied in the lecture room and used

outdoor the community. Second language novices achieve the information or abilities of the language outside and inside the lecture room. However, overseas language novices they get hold of the enter simplest within the lecture room due to the fact the language isn't always used within the community.

a. The advantages of early second language acquisition

In early childhood, obtaining a language is regularly a subconscious event, as herbal as mastering to stroll or experience a bicycle. According to clinical research, language components inclusive of pronunciation and intonation may be obtained less complicated all through childhood, because of neuromuscular mechanisms that are simplest lively till to the age of 12. Another viable clarification of children`s accent-unfastened pronunciation is their expanded functionality for imitation. This functionality disappears extensively after puberty. Other elements that we have to take into attention are children`s flexibility, spontaneity and tolerance to new experiences. Children are greater inclined to talk with humans than adults, they're curious and that they do now no longer hesitate making mistakes. They take care of difficulties (inclusive of lacking vocabulary) very effortlessly through the use of innovative techniques to talk, such as non-verbal styles of communicate and use of onomatopoeic words. Last however now no longer last, components inclusive of time, more mastering and reminiscence ability are anyhow nice elements in early language mastering.

b. The advantages of late second language acquisition

First of all it is miles crucial to make clear that through past due 2nd language mastering we imply mastering a language at a person age. Linguists, psychologists and pedagogues had been running for years to reply the subsequent question: is it viable to gain local-like talent while mastering a language at a person age? In order to advise the appropriate solution we should recall the subsequent elements: First, adults have an essential advantage: cognitive adulthood and their revel in of the overall language system. Through their information of their mom tongues, in addition to different overseas languages, now no longer simplest can they attain greater nice mastering situations than children, however they also can greater without a doubt accumulate grammatical guidelines and syntactic structures.

According to Klein Dimroth , language gaining knowledge of is an accumulative manner that permits us to construct on already present knowledge. Children can't accumulate complicated morphological and grammatical phenomena so easily. It is vital to suggest that now and again loss of fluency isn't a count of cappotential however of right

will.

According to special research, adults do now no longer sense like themselves once they talk a overseas language and that they take into account pronunciation an ethno-linguistic identity-marker. A nice or poor mindset in the direction of a overseas language have to now no longer be underestimated. Another aspect to take into account is the adults` motivation to study a overseas language. When an person learns a overseas language there's constantly a cause at the back of it: education, social prestige, career or social integration.

2. Difference Between Language Learning and Language Acquisition

Language acquisition is the unconscious procedure wherein youngsters accumulate their first language via day by day interplay with their parents , care takers and the encompassing environment “ Language acquisition or first language acquisition or 2d language acquisition and so on slowly develops and on this period, listening talent is quicker than speakme talent.”(Krashen, 1982). Language mastering alternatively is the aware procedure wherein language is found out in faculty via direct preparation and language rules.

2.1 First Language Acquisition and Universal Grammar

Before starting it is important to define these two key terms. First language acquisition refers to the unconscious learning process in which children acquire their native language. Moreover, the famous linguistic Noam Chomsky, who developed the theory of transformational generative grammar (TGG) in which he accentuated the importance of unconscious mental capacity of language in generating sentences which he labeled universal grammar (UG) .

According to Chomsky, Universal Grammar (UG) is the system of principles, conditions, and rules that constitute elements or properties common to all languages – the essence of human language. All human beings share some parts of their knowledge of language. UG is their common possession regardless of which language they speak. The rules of UG provide the basic principles that all languages follow. (Chomsky, 1976: 29; Cook & Newson, 1996: 1-2; Fromkin, Rodman and Hyams, 2007: 25)UG develops unconsciously and it is an innate capacity because we are born with it. The goals of this linguistic theory enumerated by Chomsky (Chomsky, 1986a; Chomsky & Lasnik, in press) usually start by establishing the knowledge of language of the native speaker, discovering how this knowledge has been acquired. Hence the most important element of this theory is language acquisition device (LAD); children are naturally and genetically

predisposed to acquire languages. The formulation of the LAD appeared to elicit the issue of language acquisition. It often implies that a predetermined set of “specific language grammars” are innate (English, Swahili, Sinhala, Hindi, etc.) and that these merely needed to be “selected from”, raising the question of how these grammars overlap and how children judge whether the data are “compatible” with the grammar hypothesized (Peters 1972).

Regardless to the linguistic input that they are exposed, children can develop complex sentences, and original language despite the poverty of the stimulus that they receive from their environment. Thus, language develops through hypothesis testing, where children can maintain the principles and parameters of their language without explicit grammar instruction.

2.2 Factors Influencing Language Acquisition

This element describes the definition of 2nd language acquisition and elements that have an effect on 2nd language acquisition and the primary factor of this writing is discussing contributing elements in 2nd language acquisition together with cognitive style, age, duration of residence, social environment and motivation. Some elements are stated to be extra outstanding and a few others are being same however every of them offers one of a kind contribution for the achievement or the failure of 2nd language acquisition. It is likewise believed that each everyday child, given an everyday upbringing, are a hit in the purchase in their first language.

2.2.1 Cognitive Factor

Some researchers approved the importance of cognitive prerequisite for language development; Carroll (2008) suggests two types of language processes that can guide the process of language development. Slobin (1973, 1985) put forward some operating principles as better ways of operating on linguistic information which have proven useful explanation about certain patterns in early child grammar learning. To illustrate this, children use fixed order to create meaning in all languages. In order to understand children’s acquisition of complex sentences we need to consider several useful principles.

Piaget’s sensorimotor schema is another type of cognitive process as a way of organizing the world, which emerges simultaneously with language. According to piaget the sensorimotor skills develop in the first two years, because the child’s schemata used to organize experience which is directly related to taking in sensory information and acting on it for the acquisition of object permanence at the end of the age period. In fact, there are two predictions about child language development. First, the very young infants use

concrete objects in their immediate environment. Second, infants who have mastered object permanence should begin to use words that refer to objects or events that are not immediately present in their environment. The idea behind this prediction is to use the metaphor of a waiting room (Johnston & Slobin, 1979) a room with 2 doors. Entry door is the achievement of the cognitive prerequisite. Exit door is considered as non-cognitive factors such as the amount of exposure to the linguistic items. The length of time child stays in this waiting room (the time between the cognitive achievement and the Corresponding linguistic achievement) depends on some factors. However, Gopnik (2001) believes that it is Simultaneous; words are acquired with a very short cognitive-linguistic delay or none at all depending how essential they are for the child. Children's vocabulary acquisitions influenced by Cognitive constraints.

According to Markman (1989) "Children are constrained to consider only some of the possible meaning of a given word or at least to give priority to them over others."

There are three cognitive constraints:

- The first is whole object bias: when children face a new label they link the label to the entire object rather than to part of the object.
- The second one is taxonomic bias: children assume that the object label is a name for an individual do grather than a taxonomic category.
- The third constraint is called mutual exclusivity bias: Children who know the name of an object will generally reject applying a second name for that object. Because when children learn new words they use clear preferences, as working assumption in order to guide their lexical acquisitions. That is, they continue to use the biases until there is evidence to the contrary.

2.2.2 Age

Age plays an important role in second language acquisition. According to Paradis, the 'critical period hypothesis' (CPH) "applies to implicit linguistic competence. The decline of procedural memory for language forces late second-language learners to rely on explicit learning, which results in the use of a cognitive system different from that which supports the native language." (2004, p. 59)

Age affects the acquisition of implicit competence in two ways:

1. Biologically, after about age 5 the plasticity of procedural memory for language gradually decreases.
2. Cognitively from about age 7, the reliance on conscious declarative memory increases both for learning in general and for learning a language. Children in learning

languages they own some inherent advantage, that makes them more open and receptive. They also seem to absorb their foreign language up, however, in the developmental grounds; each period of age in life has its peculiar advantages and disadvantages for language learning. Johnston (2002) claims “In principle it is never too early to begin, but equally it is never too late to begin. The big advantage in starting early is that one can tap into children’s intuitive capacities for second language acquisition. ”therefore the late starters are better than early ones.

Adult learners are better and quicker in the acquisition of the morphological aspects of language than children, as Krashen (1981) already argued that “older learners were better and quicker in the acquisition of the morphological aspects of language than younger ones”. Brustall and her colleagues came to the conclusion that “the younger learners took more than twice as long as the older learners” (cited in Bista, 2009), compared to, “adults naturally find themselves in such situations that request more complex language and expression of more complicated ideas whereas children lack pressure and maturity in second language learning.” (Bista, 2009).

2.2.3 Length of Residence

The effects of age have been the object of research in second language acquisition, Where Length of stay in the destination country is directly related to the opportunities to learn the target language; hence, immigrant destination language proficiency in the target language has been examined on the basis of their age of arrival in the L2 community, “Studies investigating the possible effects of age at immigration on second language acquisition among immigrants often explicitly take the effect of length of residence in the destination account.”(Stevens, 2006)

Some research indicated that there is no effect of language exposure on language performance for learners beyond the first few years of exposure usually 5-10 years. (Johnson and Newport, 1989) .Whereas, other researches indicate that persons who have been resident in the destination country for considerable amount of time (i.e. beyond 5 or 10 years of residence) generally have better language proficiency (Stevens 1999; Tubergen and Kalmjin 2005).

Thus, many researchers have argued the input the learners have received, the social process and experiences are language learning matters. Another focus on immigrant children is the rate of academic language acquisition. Several studies have studied how long it takes to acquire oral and academic language proficiency. (Collier and Thomas 1989;

Hkuta et al .2000)

The studies concluded that oral proficiency takes 3-5 years to develop while academic proficiency takes 4-7 years. Also bilingual schooling experiences affect the rate of students' acquisition. Collier and Thomas (1989) "conclude that immigrant children who receive their formal schooling in two languages generally reach national norms in standard tests after 4-7 years; for students who study exclusively in second language, it may take as long as 7-10 years or they may never reach national norms."

2.2.4 Social Environment

Children first language is reflected and expressed according to the religious background, cultural norms, tradition, and social relationships and daily social interaction with their parents, relatives, and mates. Peter Trudgil (1974) defines social environment "Environment is the surroundings of a person. Environment is what a man lives in: the people whom he makes contact with, the situation in which he lives" (page. 27)

Care-takers and home environment play a vital role in children language acquisition. Children acquire their first language through the help of their families. The family is the first school and it might be impossible to acquire the language without family support. Care-takers aid children in practicing their lexical items at the beginning and gradually they start speaking simple structures and add more new vocabulary items as they interact with adults in daily life. George Yule in his study of language wrote about the origin of language,; he clarified through an experiment "That children living without any access to human speech in their early years, grow up with no language at all." (1985, page2)

Thus the development of one's first language could be impossible without home contribution because home plays an effective role in language acquisition.

2.2.5 Motivation

Motivation is an any other crucial element in 2d language acquisition. It is described because the learner's inner preference that activates a person to examine something. Behavior, electricity and course are furnished via this inner preference; it courses Student's possibilities and have an impact on the learner cappotential to collect the language.

Motivation is categorized into intrinsic and extrinsic motivation. According to Richard and Edward (2000) "The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and

extrinsic motivation, which refers to doing something because it leads to a separable outcome.” (p. 55)

Self-desire is linked with intrinsic motivation. However, extrinsic motivation is regarded as a goal or achievement. There are two types of motivation according to Gardner and Lambert (1972) ‘‘integrative motivation reflects learners’ interest about the people and culture of a different language. Instrumental motivation happens for some reasons like, getting job, good result, bonus etc.’ In short, the integrative motivation is seen as the desire of people to discover different cultures of various languages, on the other hand instrumental motivation come when someone wants to get a job .

Conclusion

This chapter outlines the main theoretical perspectives on language learning and acquisition, how students learn the first language (L1), and second language (L2). Researcher teach L2 to students and propose different perspectives on language learning and acquisition that influence acceptance of teaching methods. This chapter clarifies the relationship between L1 and L2 and establishes similarities and differences between the two. This chapter concludes that there is no valid language theory that can suggest the ultimate explanations for L1 and L2 learning due to the many interrelated factors that influence language acquisition or the success of language learning. .. Because learners learn and learn a language differently, teachers must manage educational practice using appropriate pedagogical techniques associated with multiple theories rather than one theory.

Chapter Two

Difficulties in Acquiring English as Foreign Language

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Introduction

During the two late centuries, English spread all over the world and influence various domains including medical and technical sciences and education. Teaching and learning English is a challenging task for both teachers and pupils. Creating suitable and comfortable environment by the teacher inside and outside the classroom is extremely hard. In brief, the process of teaching and acquiring the English language is full of problems and challenges that face both teachers and learners. This chapter attempts to sheds light on the main the difficulties and obstacles encountered by both teachers and pupils in teaching and acquiring English as a foreign language Moreover, it is concerned with enhancing the teaching and learning of English as a foreign language.

2.1 Factor of pupils' difficulties in acquiring English language

There are two factor that influence the pupil's difficulties in acquiring English language, there are internal factor and external factor. Internal factors are those that the individual language learner brings with him or her to the particular learning situation.

2.1.1. Internal factors

There are many factors such as

a. Age

Acquiring the English language is influenced by the age of the pupil. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native speaker-equivalent pronunciation and intonation.

b. Personality

Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing pupils will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

c. Motivation

Motivation, there are intrinsic and extrinsic motivation. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, pupils who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor.

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Undoubtedly, the essential part of the language learning (acquiring) process is motivation. Motivation can be defined as a certain push that pushes students to take an action to achieve something. Considering young learners, who start learning a foreign language, the motivation is the most important element because, contrary to adults or high school learners who have some degree of motivation, young learners have none and therefore it is necessary for teacher to foster motivation in the classroom to encourage them and make them be successful in language learning.

This means that pupils might be mainly motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Generally these motives belong to the category called intrinsic motivation. There are several factors that affect children's intrinsic motivation. Some of them are:

- Physical appearance of the classroom
- The atmosphere in the lessons (classroom)
- Teacher's attitude (approach) towards children
- Teacher's enthusiasm for the language
- Activities that involve children in
- showing appreciation of children
- praising and assessing children

According to Joan Tough,(1984:213-227), when children start learning their first language they are mainly motivated by being engaged in enjoyable activities and by parents' encouragement such as praising and showing appreciation. These major motivators help children to master their language. Using the same features, the same results can be achieved in acquiring a foreign language. Considering those young learners who have significant difficulties learning a foreign language, the above mentioned motivators are vital components for achieving their success in the process of learning language.

d. Experience

Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The pupil, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the pupil who hasn't had such experiences.

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e. Native language

pupils who are learning an English language which is from the same language family as their first language have, in general, a much easier task than those who aren't.

2.1.2. External factors

There are many factors such as

a. Curriculum

For English students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if pupils are fully submersed into the mainstream program without any extra assistance or, conversely, not allowed to be part of the mainstream until they have reached a certain level of language proficiency.

b. Instructions

Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These pupils will make faster progress. The same applies to mainstream teachers in second language situations. The science teacher, for example, who is aware that she too is responsible for the students' English language development, and makes certain accommodations, will contribute to their linguistic development.

c. Culture and status

There are some evidences that pupil's in situations where their own culture has a lower status than that of the culture in which they are learning the language make slower progress.

d. Access to native speakers

The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

However there are other crucial factors influencing success that are largely beyond the control of the learner.

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2.2. Challenges of Teaching English

Teachers, while doing their jobs, face a lot of challenges and problems. There are many challenges which prevent English teachers from working including: classroom conditions, ill-equipped libraries, technological challenges, and cultural challenges.

a. Classroom Conditions

Agrawal(2012) stated that classrooms at some schools are overcrowded with improper ventilation (p.176). Thus, teachers lose control over the class and find difficulty in explaining the lectures and making sure that the message is well- received for all students. In addition, overcrowded classes are full of noise which disturbs pupils and reduces their concentration inside the class. This makes them less competent than pupils. Further, most of middle schools usually contain ill-equipped libraries. They suffer from the lack of books, journals, magazines, and other reading materials in addition to the lack of handout which plays a crucial role in enhancing pupils understanding and achieving better results (Agrawal, 2012, p. 176).

b. Technological Challenges

Researchers have suggested that using technology can extremely improve the learning capacities of pupils especially those in isolated zones where educational resources are not available (Stern, 1994 as s cited in Khattri, et al, 1997, p. 21). Most of areas are not supplied with the high speed delivery systems required to make online technologies work best. Some teachers have no relation with technology especially old teachers. Most of schools cannot be successful if they are not provided with books computers and new technologies (Du Plessis, 2014, p. 1116). Most of schools are suffering from the lack of computers. The number of available computers are not sufficient to meet the needs of the huge number of pupils and most of time the available computers in schools does not work at all. Further, Agrawal(2012, p.176) stated that most schools suffer from the lack of simple visual aids such as flash cards, charts, black boards, pictures in some schools. Nowadays, even of the emergence of new advanced technologies that become a necessity in educational system, some schools and colleges are still suffering from the lack of modern audio-visual aids such as computers, LCD Projectors, OHP, which are very important to make teaching and learning more efficient.

To sum up, the use of technology is useful for both teachers and learners. It makes the process of teaching and learning easier in the sense that it saves time and effort.

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Additionally it attracts the pupils' interest and encourages them to practice the language. However, pupil's lack all these facilities which extremely affect their learning improvement.

c. Cultural Challenges

The culture plays an essential role in determining the success or the failure in learning any foreign language. Most of time the culture at some areas reflects the failure of pupils in learning English as a foreign language in the sense that they face a lot of cultural problems. First, most of pupils and their parents have negative attitudes towards English. They consider it useless in their educational career, instead of that they give more importance to other modules like science and mathematics. Moreover, they consider English as a boring subject which does not offer any kind of entertainment. Besides, shyness is another factor that prevents pupils from learning that language. They feel shy to express themselves and their ideas in front of their teachers and even within their classmates. Some parents reject learning English because they still consider it the language of the enemies and view some innovative ways of teaching English such as drama, using songs unislamic (Ler, 2012, pp. 4-9).

To sum up, teachers have many cultural problems which led to low educational performance. These problems include negative attitudes of learners and parents towards learning English, lack of self-motivation, shyness and the influence of the Islamic teaching on the learning of English.

2.3.Challenges of Learning English

While the interest of learning English as a foreign language increases gradually, the pupils still face many difficulties in learning that language including: The lack of parents support, the lack of exposure over English, lack of vocabulary, lack of motivation ,and lack of qualified teachers.

a. The lack of parents support

The parents play an essential role in determining the child performance. However, pupils have less parental encouragement to attend school. Most of pupil's parents have lower level of education and some of them are not educated at all. Thus, they are not really aware of the importance of schooling for their children (Taylor & Moulhall, 2001 as, cited in Mulkeen 2005, p.3). Parents' expectations play crucial role in determining the youth decisions to continue education (Esterman et al, 1995 as cited in Hossain,2016, p.2). Furthermore, socioeconomic status of the family is also considered as a key factor that

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influence pupils' performance in English language. The majority of pupils belong to poor families; thus, they cannot obtain sufficient educational resources. Briefly, the teachers focus more on teaching about English rather than teaching in English.

b. The Lack of Vocabulary

The lack of vocabulary is another real challenge that pupils encounter in learning English. Vocabulary is an important issue that pupils should master in learning any foreign language, since it is the basis for communication. Most of pupils find it hard to master their vocabulary because they lack exposure over English. The methods used in teaching English at schools are not effective because pupils even after studying English for long period of time, they lack mastery over English. Usually, this what makes English very hard for them to be understood (Indriyati, 2019,p.3707).

c. The Lack of Motivation

Pupils can also lack motivation. Motivation is one of the most important issues which determine student's success or failure in schools. That is to say, if the students are highly motivated and have positive self-image without feeling anxious or hesitated, the learning process will be optimal; otherwise, the learning process will fail (Holguin & Morales, 2016, P. 214). The lack of motivation affects negatively the learning process. Pupils find less motivation for their learning from the home environment. Most of pupil's parent wantsthem to work in farming and assist them in agricultural tasks rather than going to school. Moreover, most of schools does not provide suitable environment that motivate them to learn English like using materials in teaching and applying innovative ways of teachingthat attract the pupil's interest.

d. The Lack of Qualified Teachers

Lack of qualified teachers is another problem encountered by students. Since teachers are the only model for pupils, lack of qualified and trained English teachers affect negatively pupils English language competence than the urban areas pupils (Hossain, 2016, p. 2). Most of teachers in such schools are not stable, they work for short period of timeand then they change the school; which means that pupils each time face unfamiliar teachers that makes them feeling shy anxious and uncomfortable. The quality of teaching in some schools is usually less than others because teachers have low access to support services and little chances to attend in service training that are very essential as they help to increase teacher professional competence (Mulkeen, 2005, p. 4).

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2.4. Researches on pupils' difficulties in acquiring English language

Some researchers have elicited the gap in the previous researches, that is from Susmiati (2003) about The pupils' Problem in Acquiring English, she investigated that some pupils' have a problem in reading, the pupils feel difficult when they try to pronounce word by word because they rarely heard the English word. And Susmiati find out the factor that influence students problem, they are the pupils herself, teachers, pupils parents, and motivation. This report can show that students, teachers, pupils' parents and motivation are become the first factor that influence in acquiring a language

The second research from Andrea (2006) have studied pupils' difficulties in acquiring English as a foreign language, she has find out that the process of acquiring language has a significant effect on how students are able to acquire the foreign language. She presented that the strategy of acquiring one's mother tongue can be adopted for acquiring a foreign language. Primarily, those who are involved in the children's acquiring process are their parents, and later their teachers.

Therefore teachers should use deliberate strategies that parents generally use quite intuitively to promote the pupils development of a foreign language. Practicing these strategies and developing motivation can help learners overcome problems with foreign language acquisition.

The third research from Melinda Roza (2012) she investigated that the process of acquiring the foreign language is not the same as the process of acquiring the first language. If the first language, pupils have not mastered any language and language first developed in accordance with the physical and psychological development. Thus, the acquisition of foreign language pupil's is able to master the first language properly and second language does not developed along with the physical and psychological development. This report can show that so many students' problem or students' difficulties when they acquired english and they problem or difficulties influence by so many factors.

2.5. Enhancing the Teaching and Learning English as a Foreign Language

The teaching environment is one of the main factors that determine both the learning process and the performance of the pupils. The efficiency of some schools in producing competent English language learners is related to good teaching Environment. Thus, any country desires to improve its education must offer a conducive teaching and learning environment. There are many strategies that should be applied and conditions that should be offered to enhance the teaching and learning of English

2.5.1. Enhancing the Teaching English as a Foreign Language

School inspectors and supervisions are considered as one of the best ways of enhancing the educational system of the country. The supervision and inspectorate divisions of many countries have huge capacity gaps. Further, they lack means and resources that will facilitate inspection. This is more difficult for some areas where most villages are isolated a difficult to reach. The inspectorate division of the educational system should be reordered through providing sufficient resources. That will make them work efficiently. They must also be empowered to be able to focus these activities should not be restricted to inspection and supervision of the teachers but the facilities and the resources of rural schools should be covered (Adedeji & Olaniyan, 2011, p.77).

The teachers should be provided with enough teaching aids that could help them to perform well in their teaching. In addition to that, recruitment of more English teachers is required to decline teacher-student ratio. Attracting environment for language teaching can be established by displaying posters, charts, maps, advertisements, time table and signs together with works produced by the pupils themselves in the classroom (Hossain, 2016, p.11).

The working conditions can determine the success or the failure of the teaching process. Thus, it is necessary to improve the working conditions of teachers in rural areas through putting some mechanisms and strategies that could help in improving the working conditions of the teachers and enhance the teaching process. In order to stimulate teachers to work in isolated communities, they should be supported by additional financial incentives, and facilitate the process of accessing the school for them (Adedeji, 2011, p.74).

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2.5.2. Enhancing the Learning of English as a Foreign Language

Hossain (2016, p.11) listed certain strategies that can be used to enhance the learning of English. First, the teacher should encourage pupils to do activities depending on four skills, to improve the four language skills listening, speaking, reading, and writing. Moreover, the learning objectives must be determined before introducing any course. Next, the teacher should make proper lesson plans that fit pupils' needs. In addition, motivation is a key concept that pushes pupils to learn.

The teacher should increase the pupils' motivation by fostering activities that allow pupils to practice the language, so that, they can learn interactively. Further, Agrawal (2012, p.177) stated that the primary role of the teacher is to make pupil aware of the importance of learning English in their lives. Most of pupils avoid using English because of fear from making mistakes which prevent them from learning English. Thus, teachers should encourage them to speak English without hesitation.

Conclusion

To sum up, the process of teaching and learning English as a foreign language is a challenging task for both teachers and pupils. English teachers in such areas face numerous difficulties in performing their jobs. These challenges are classroom conditions, technological challenges, and cultural challenges. Moreover, pupils find it difficult to master the English language because they are suffering from a number of challenges which prevent them from achieving better results. These challenges are the lack of family support or encouragement, the lack of vocabulary, the lack of motivation, and unqualified teachers. All these difficulties results in low English performance.

Chapter Three
Field Work, Data Analyses and
Interpretation

Introduction

This chapter is devoted to the practical part of the dissertation. It aims at investigating the difficulties in acquiring EFL at encounter pupils of Bachir Ibrahim middle school.

Two research instruments were implemented to collect data in this research. First, a questionnaire was administered to first year middle school pupils to obtain, information about the main difficulties that they encounter in acquiring the English language. Second, interviews were conducted with teachers to obtain data about the main obstacles that they face

This chapter, then, provides a presentation and description of the research instruments, as well as detailed analysis and discussion of the obtained data from each question. The chapter ends with providing the limitations of the study.

3.1. The objective of the research

The objective of the research is to know an analysis of the pupils' difficulties in acquiring English language at the first year pupils of Bachir Ibrahim middle school.

3.2. The place and the time of the research

The place and the time of the research are at Bachir Ibrahim middle school. We held the interview there. We did the research on 24th April till 26th April 2022.

3.3. The methodology of the research

The inquires we will examine what are the difficulties that the pupil face in acquiring the English language and what are the factors contributing in this problem, for doing so the research instruments on which our study is based on questionnaire and the interview with teachers conducted to the middle school investigation with the pupils in Bachir Ibrahim middle school.

3.4. Participants

The participants involved in this investigation study at Bachir Ibrahim middle school we examined only (50) pupils and four (04) teachers from the same middle school

3.5. Research instruments

3.5.1. Pupils' Questionnaire

The questionnaire was written in English language and in MSA language (modern standard Arabic) in order to help pupils to understand the questions .it consists of twenty three (23) questions, which are arranged in a logically way which the questions are asked to know the pupils difficulties

In fact the questionnaire is an important tool; it enables us to collect information in a short time. The type of questionnaire administrated during the fieldwork contained only one type of questions (open-ended questions). The questions are asked but no answers are provided, the pupils may answer by “Yes” or “No” only.

3.5.2. Results and Interpretation

In what follows, the various answers supplied by the participant are represented in the form of tables and reported in statistical forms in addition to figures.

1- sex

Participant	Frequently	Percentage
Male	18	36%
Female	32	64%
Total	50	100%

Table 1 *The Pupils' sex*

The majority of pupils were females with a percentage of 64% while males participated with a percentage of 32%. The results are illustrated as follow:

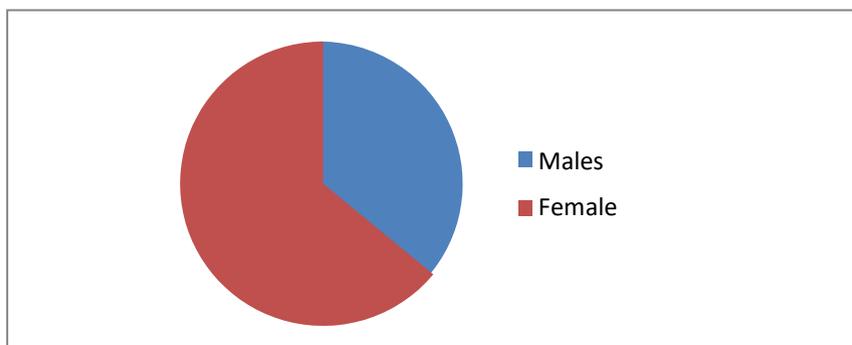


Figure1 *The Pupils' sex*

- All the participants are pupils at the first year middle school.
- The age of participants varies from 10 to 11 years old.

2- Which subject do you prefer?

Participant	Frequently	Percentage
English	39	78%
French	11	22%
Total	50	100%

Table 2 *The Pupils' Favorite Subject*

Participants were asked if they prefer English module or French one, as we notice most of them prefer English than French. English percentage was 78% and French was 22%. This data is illustrated as follow:

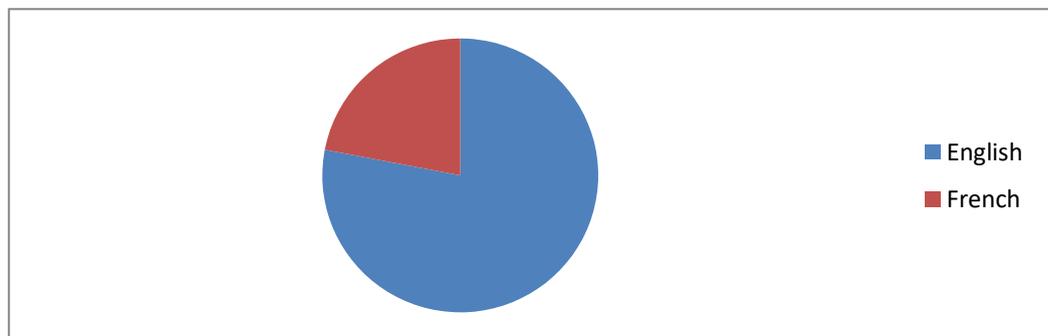


Figure 2 *The Pupils' Favorite Subject*

3- You see English as a difficult language?

Participant	Frequently	Percentage
Yes	24	48%
No	26	52%
Total	50	100%

Table 3 *English easy or hard*

This question aimed to know the point of view of pupils whether the English language is difficult or not so, the majority of them 26 out of 50 pupils (52%) considered the English language as an easy language, while the rest of them 24 out of 50 see it difficult. The result is explained as follow:

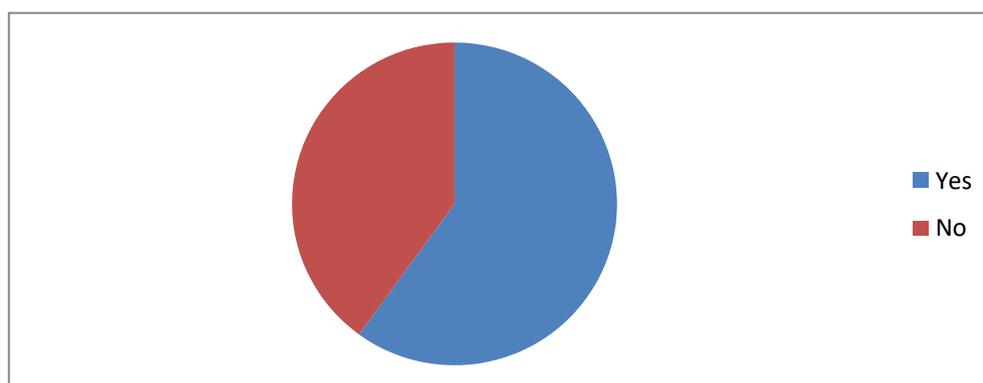


Figure 3 *English easy or hard*

4-You love your teacher of English?

Participant	Frequently	Percentage
Yes	47	80%
No	3	20%
Total	50	100%

Table 4 *Pupil's attitude toward teachers*

This question is about if pupils loves his/here teacher of English as we notice in the table above and the figure below, approximately all the pupils loves their teacher of English (80%) while only 3 of them dislike him. The result is explained as follow:

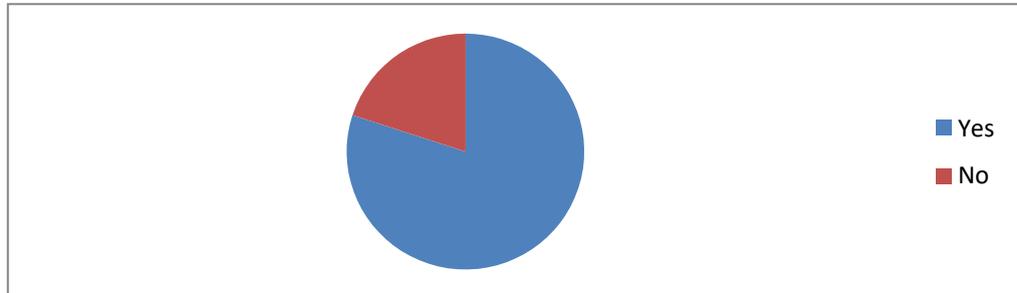


Figure 4 *Pupil's attitude toward teachers*

5-You feel board when you attend the English language?

Participant	Frequently	Percentage
Yes	31	62%
No	19	38%
Total	50	100%

Table 5 *Pupil's attitude toward the English*

This question aimed to know if the pupil feel bored when he is attending the English language session .31 out of 50 answers with Yes, while the rest of them choose No. The results are shown as follow:

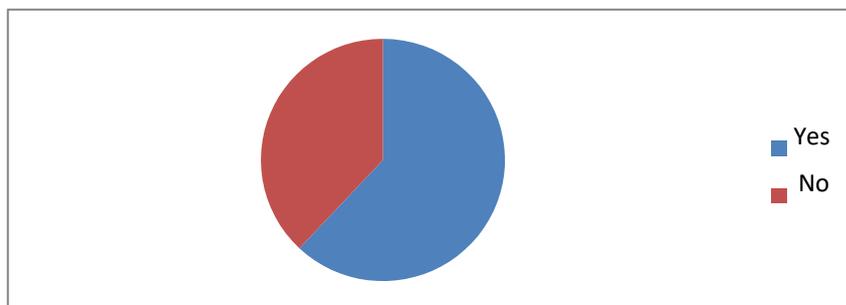


Figure 5 *Pupil's attitude toward the English*

6- You consider that the English language will benefit you in other fields?

Participant	Frequently	Percentage
Yes	45	50%
No	5	10%
Total	50	100%

Table 6 *English and the other domains*

You think that The English language benefit you in others domains this question aimed to know if English is important or not in different domains, approximately all of the pupils 45 out of 50 agree with the question, while only 5 of them believe in contrary. The results are arranges as follow:

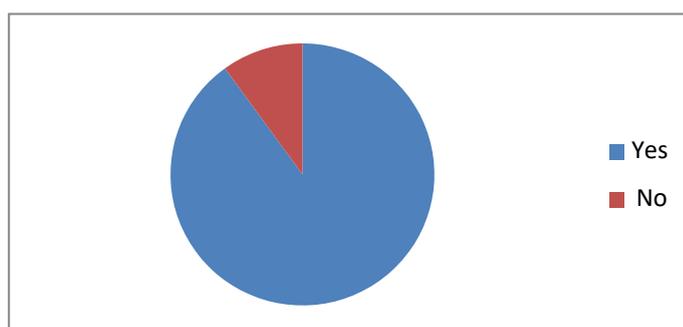


Figure 6 *English and the other domains*

7- You find necessary to learn the English language compared to other subjects?

Participant	Frequently	Percentage
Yes	45	50%
No	5	10%
Total	50	100%

Table 7 *English and other subjects*

Pupils were asked if it is necessary to learn the English language compared to other subjects. Pupils were divided into two categories. A category agreed the first percentage of 50% and the second 10%. This data is illustrated as follows:

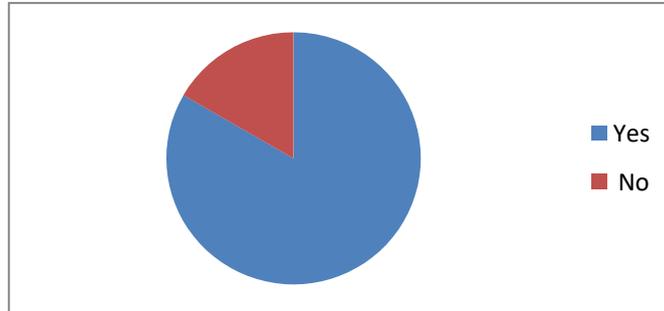


Figure 7 *English and the other subjects*

8- You find it difficult to learn English because it is not the language spoken by the most of those who are around you?

Participant	Frequently	Percentage
Yes	28	56%
No	22	44%
Total	50	100%

Table 8 *English and social environment*

Pupils were asked if they find difficulties in learning and acquiring the English language. It is not the language spoken by most of those around them. The first percentage was 56%, the second 44%. This data is illustrated as follows:

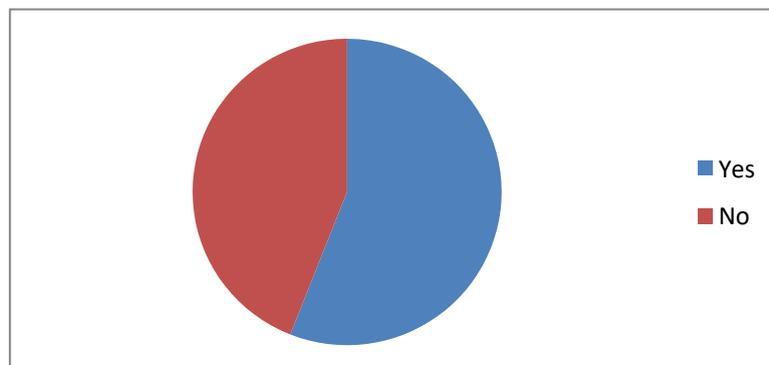


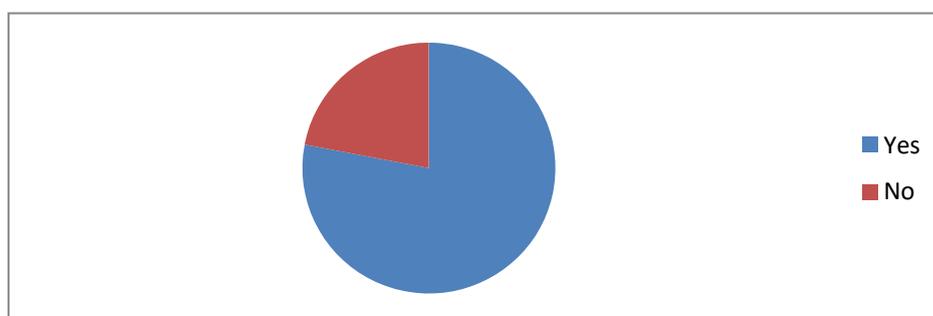
Figure 8 *English and social environment*

9- You feel embraced in front of your colleagues if you give a wrong answer?

Participant	Frequently	Percentage
Yes	39	78%
No	11	22%
Total	50	100%

Table 9 *Pupils and their classmates*

Pupils were asked if they feel embraced if they give wrong answers in front of their colleagues. The percentage of 78% Yes, others with 22% No. This data is illustrated as follow:

**Figure 9** *Pupils and their classmates***10-You have difficulty in understanding the English language?**

Participant	Frequently	Percentage
Yes	43	86%
No	7	14%
Total	50	100%

Table 10 *Difficulty in understanding*

The participants were asked if they faced difficulties in learning the English language most of them agreed 86%, others believe in contrary 14%. This result shows that the majority of pupils have many difficulties. This data is illustrated as follow:

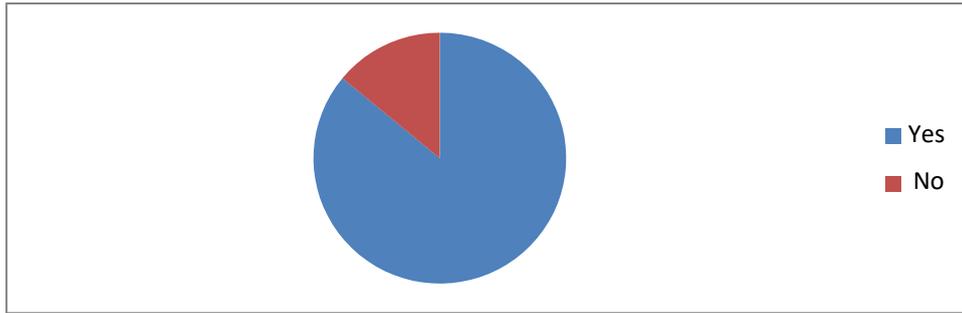


Figure 10 *Difficulty in understanding*

11- You prefer the Arabic than the English language?

Participant	Frequently	Percentage
Yes	47	94%
No	3	6%
Total	50	100%

Table 11 *English or Arabic*

The participants were asked whether they prefer the Arabic language than the English language. This question sought to find out the importance of English regarded to Arabic. The result obtained that the majority of students with rate of a 94% find that Arabic easy than English, only 6% said the contrary. This data is illustrated as follow:

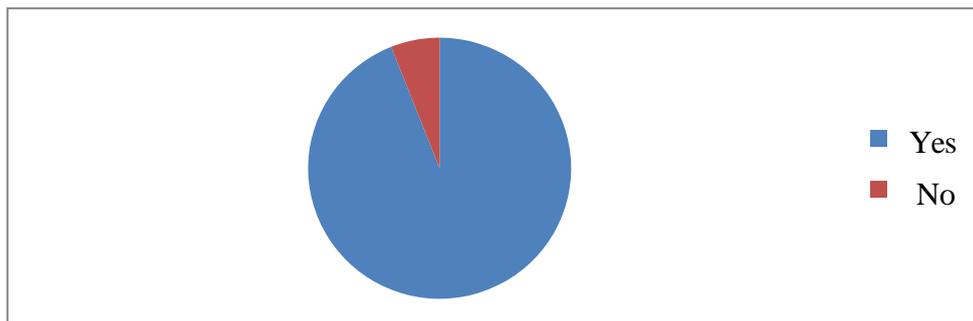


Figure 11 *English or Arabic*

12- You feel your teacher encourage you learning the English language?

Participant	Frequently	Percentage
Yes	42	84%
No	8	16%
Total	50	100%

Table 12 *Teachers' supports*

The participants were asked if the teachers give them the power to learn, succeed and encourage them. The result suggested that the majority of them 84% and others believe in contrary 16%. This data is illustrated as follow:

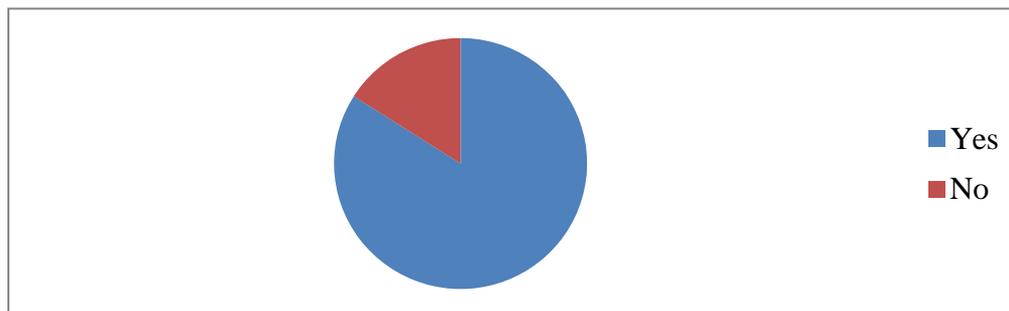


Figure 12 *Teachers' supports*

13- Your teacher helps you to overcome some difficulties in the English language?

Participant	Frequently	Percentage
Yes	37	74%
No	13	26%
Total	50	100%

Table 13 *Teachers' help*

The participants were aimed to know whether the teacher help them to exceed difficulties and support them. Greet number agreed 74% otherwise 16%. This data is illustrated as follow:

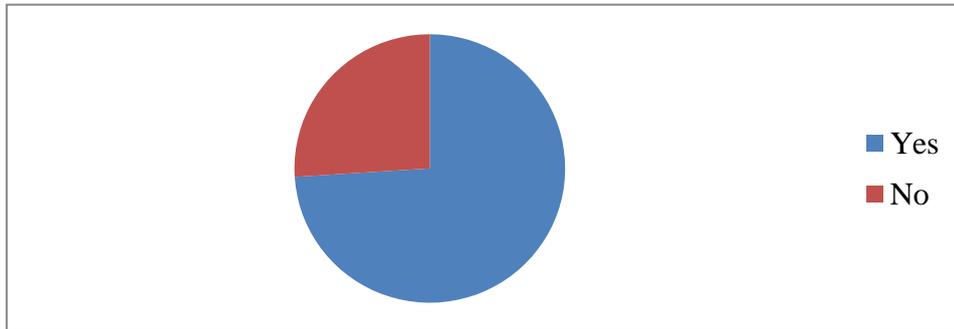


Figure 13 *Teachers' help*

14- The way of your teacher in teaching the English language interesting?

Participant	Frequently	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

Table 14 *Teacher's way of teaching*

The participants were asked if the teacher's method is interesting. Most of them say yes 76% the rest 24% disagree. This data is illustrated as follow:

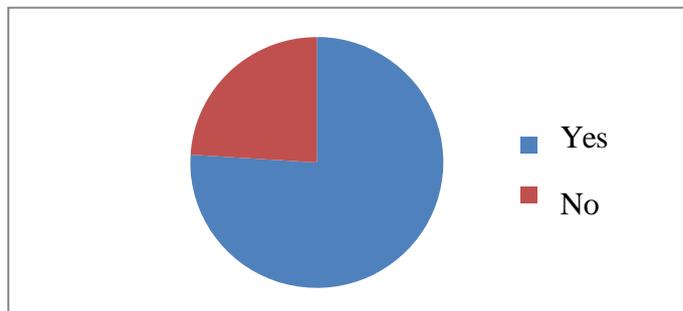


Figure14 *Teacher's way of teaching*

15- Your teacher rewards you when you answer correctly?

Participant	Frequently	Percentage
Yes	32	64%
No	18	36%
Total	50	100%

Table 15 *Teacher's reward*

The participants were asked if their teacher reward them for giving correct answers, the majority agreed. The percentage were 64% and for who said no were 24%. This data is illustrated as follow:

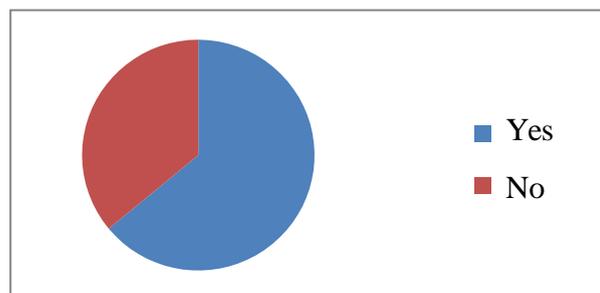


Figure 15 *Teachers' reward*

16- The questions that your teacher asks are clear?

Participant	Frequently	Percentage
Yes	27	54%
No	23	46%
Total	50	100%

Table 16 *Teachers' treatment*

The participants were asked if the questions asked by the teacher are clear and easy. The majority said yes 54%, others believe in contrary 46% approximately were the same. This data is illustrated as follow:

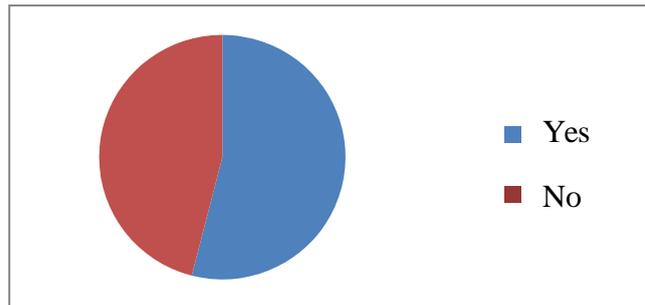


Figure 16 *Teachers treatment*

17- Your teacher provides you with the means that helps you in learning the English Language?

Participant	Frequently	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

Table 17 *Means of teaching*

This question aimed to investigate whether the teacher provides the pupils with all the means of teaching in order to help them in acquiring the English language, 60% of them agreed with the question and an average rate compared to 40% expresses that the teacher does not provide with means of teaching. The result is explained as follow:

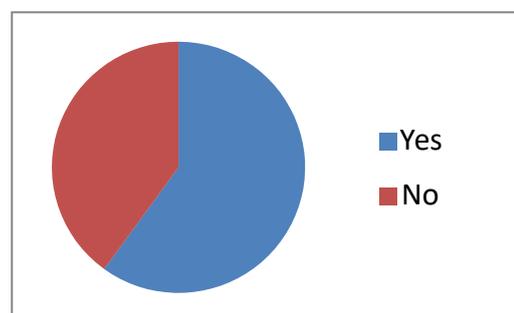


Figure 17 *Means of teaching*

18-Your teacher re-explains the lesson when you can't understand him?

Participant	Frequently	Percentage
Yes	41	82%
No	9	18%
Total	50	100%

Table 18 *Teacher's efforts in explaining*

Pupils were asked if their teacher of English re-explain the lesson when they cannot understand. The height percentage was for the Yes answer 82% and 18% answered with No. This data is illustrated as follow:

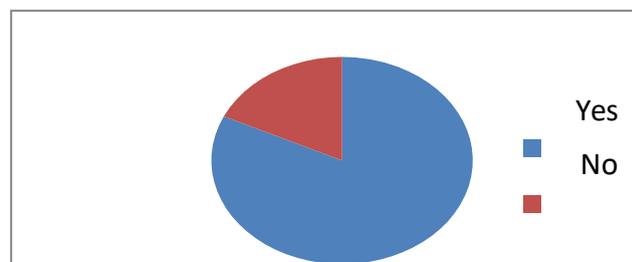


Figure 18 *Teacher's efforts in explaining*

19- Your teacher speaks with you in English when he presents the lesson?

Participant	Frequently	Percentage
Yes	41	82%
No	9	18%
Total	48	100%

Table 19 *Teachers' language use*

The question aimed to know whether the teacher during the lesson speaks in English or not, so the majority of the pupils (41 out of 50) choose Yes, while only 9 out of 50 choose No. It is worthy to notice that 2 pupils did not provide us with an answer. The results may denote that the teacher use only English in the classroom. This data is illustrated as follow:

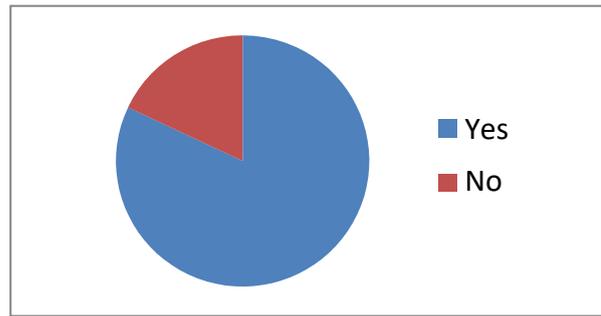


Figure 19 *Teachers' language use*

20- The time allotted for the English language is sufficient to complete the lesson?

Participant	Frequently	Percentage
Yes	27	54%
No	23	46%
Total	48	100%

Table 20 *Time of English lesson*

According to the answers provides 54% of pupils agreed that the time given to the English language while 46% of pupils believe in contrary. Results are illustrated as follow:

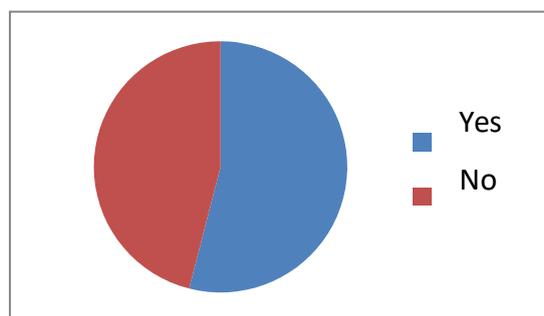


Figure 20 *Time of English lesson*

21- The program of the English language intensive?

Participant	Frequently	Percentage
Yes	29	58%
No	21	52%
Total	48	100%

Table 21 *The Pupils' Favorite Subject*

This question aimed to know the opinion of pupils about the program of English whether it is long or short, so Yes was the answer of the majority of them (29%) while (21%) of them said No. This data is illustrated as follow:

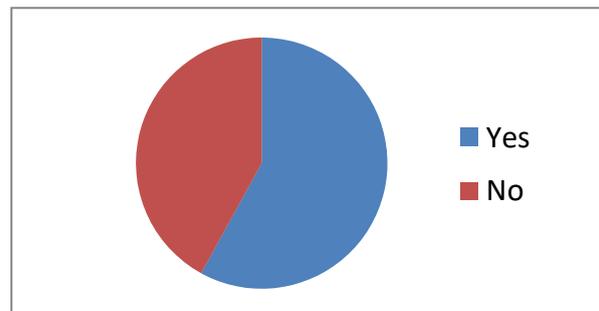


Figure 21 *The Pupils' Favorite Subject*

22- You feel the intensity of homework for the English language?

Participant	Frequently	Percentage
Yes	41	82%
No	9	18%
Total	48	100%

Table 22 *Homework*

According to the answers provided the majority of them (82%) think that they are obliged to solve a lot of homework in English ,while only (18%) of them think the contrary. This data is illustrated as follow:

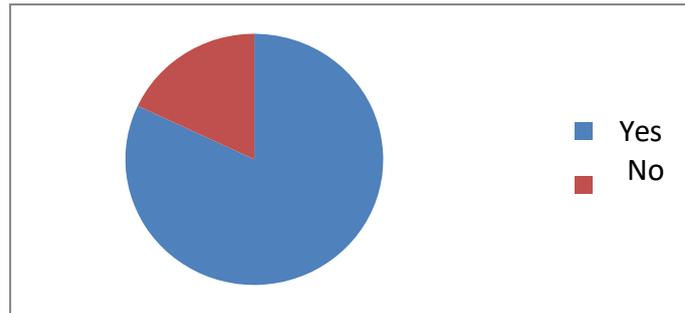


Figure 22 Homework

23- Is the English language program difficult?

Participant	Frequently	Percentage
Yes	40	80%
No	10	20%
Total	48	100%

Table 23 The English language program

This question asked in order to know if the English language program is difficult or not. From the data gathered we notice that the majority of them (80%) see that the English language program is difficult while only (20%) see it easy. The result is supplied as follow:

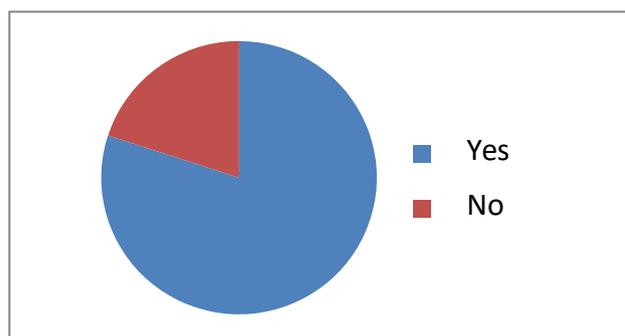


Figure 23 The English language program

3.5.3. Discussion of the Results

This section is concerned with the discussion of the results obtained from the pupils' answers Based on the findings of the questions above. we can say that pupils see that the English language is difficult because the English language considers among the most challenging language. Generally speaking the majority of pupils show no interest in learning the English language in which they prefer Arabic then English This reflects the negative attitude that pupils of Bachir Ibrahim middle school towards the English language that may be because of that the English language is the language that all around them use and this difficulties they face due to lack of pedagogical structures reflects negatively on his level.

The second section of questions is related to the relationship between the teachers and his pupils from the results above we can notice that the majority of pupils likes their teachers this due to the interesting way of teaching or because he is doing his best to improve their level of English. The results obtained shows that the teachers have a large and an effective role in the educational process they lead them to improve their speaking and reading skills.

Finally the last section question's are related to the educational curriculum about 40% of the difficulties that pupils face in acquiring the English language related with the educational curriculum the results obtained show a pretty good percentage due to the educational curriculum pupils consider the educational curriculum as an complicated one or long than their competence.

To conclude we can consider that the difficulties that the pupils face in acquiring the English language are due to several factors among them motivation, mother tongue, social environment, teacher's ways of teaching and educational curriculum All this are the main factors.

3.6. Teachers' Interview**3.6.1. Aims of the Interview**

The interview aims at having a clear image of the difficulties the teachers encounter in teaching the English language Moreover; it targets to collect data about the methods and strategies used by the teachers of BACHIR IBRAHIMI Middle school.

3.6.2. Description of the Interview

The interview is the second tool we relied on to collect data which conducted with four Middle school English teachers. Each teacher was interviewed individually for approximately 10 minutes. This interview comprises of 08 questions. Some of the questions aim at gathering general information about teachers. While others seeks to get clear image about the main difficulties encountered by teachers during teaching the English language. Moreover, some other questions are devoted to explore the teachers' views about pupils' difficulties in learning the English language.

3.6.3. Administration of the Interview

The interviews were conducted with four teachers from BACHIR IBRAHIMI Middle school during the period of 24th and 26th April, 2022 in classrooms. The interviewees were very helpful in which they answered all questions respectively and kindly.

3.6.4. The Analysis of the Interview

In addition to the questionnaire that was targeted to pupils, an interview is also conducted with teachers to obtain more insights into the teachers' views of the challenges they encounter in teaching the English language and get clear image on the difficulties encountered by the pupils themselves. Besides, it attempts to provide solutions and recommendations to overcome these difficulties.

- **What degree do you hold?**

The aim of this question is to discover the educational level of the teachers. Teachers 1 ; 2 and 4 declared that they have master degree while teacher 3 claimed that he has license degree From the dada gathered, it is clear that most of them are well educated.

- **How long have you been working in this middle school?**

This question seeks to explore the teachers' experiences with teaching the English language. Teachers 1 and 4 declared that they have been teaching English at this middle school for less than one year and teacher 3 claimed that she has been teaching English there for approximately two years. Moreover, teacher 2 stated that he has been teaching at this area for more than three years.

- **Are you permanent or substitute teacher?**

Teachers 1, 2, and 3 declared that they are permanent teachers; while teachers 4 confessed that she is substitute teacher.

- **Are your pupils motivated?**

This question seeks to detect whether pupils are motivated to learn the English language or not. All of them agreed that pupils are not motivated except few numbers that show some interest to learn the English language. It is obvious from the results obtained that most of pupils lack motivation to learn English language.

- **Depending on your teaching experience, how can you grade your pupils' level of English?**

This question was targeted to get an appraisal about pupils' level of English. The four interviewees 1, 2, 3 and 4 agree that only from six to ten students can be graded as being excellent; while the rest are considered slow learners.

- **Do you encourage them to learn English?**

This question was administrated to investigate whether teachers play an important role to encourage learners to learn English or not. The four teachers 1, 2, 3, and 4 confirmed that they do their best to encourage them to learn this language or at least change their attitudes toward English, but unfortunately their efforts did not give any results.

- **Are the books available in the library sufficient for preparing well structured lessons?**

The handed question was administrated to teachers to investigate the teachers' satisfaction toward the available books in the library. All teachers stated that there are limited numbers of books in the library, and the ones that are available are not useful because most of them belong to ancient approaches.

- **What do you recommend to improve the teaching of English and overcome the difficulties encountered by pupils?**

The last question aimed at eliciting the teachers' perceptions, suggestions, and recommendations to improve the process of teaching and overcome the main difficulties the pupil's encounter. Teacher 1, 2, 3, and 4, provide very interested suggestions that could enhance the teaching of the English language. Teacher 1 recommended giving extra sessions to pupils and motivating them to read extra books such as short stories and novels. Teacher 2 emphasizes the importance of using audiovisual aids to enhance the pupils' four skills. Besides, she suggested that the new teachers should be trained how to teach before joining the school for the first time. Further, teacher 3 suggested the use of innovative methods of teaching that could help in making the English sessions more enjoyable and give them extra exercises to do at home. Teacher 4 recommended that the number of pupils in the class should be small. Moreover, the school library should be provided with books related to competency based approach.

3.6.5. Discussion of the interview

The findings of the interview method were very fruitful. It is cleared that most of the teacher of the English language have a good educational level. In addition most of them have pretty good teaching experience; they declared that the majority of pupils level of English is very weak because they are less motivated expect few of them.

Additionally, all the interviewees acknowledged that the English books that are available in the library are not sufficient. This somewhat makes an obstacle for the pupil in his learning process.

Finally, teachers provide us with some recommendations. First, they suggested the use of technological devices to prevent learners from getting bored. Next, the school library should be provided with books related to competency based approach. Further, they recommend that the new teachers should be trained how to teach before joining the school for the first time.

3.7. Limitations of the Study

While conducting our research we were faced by many difficulties and limitations which can be summarized as follow:

- The first limitation is time constraints; the teachers gave us a limited time to conduct the questionnaire (only 10 minutes).
- Another encountered problem occurred when the questionnaire was handed to pupils; the respondents do not always show their real attitude. Further, they refuse to fill in it; while, some others even if they accepted, they they did not answer all the required questions.
- Conducting an interview with busy teachers is a challenging task. The interview was done at the end of the year. The teachers were under great pressure to finish the program. Thus, they do not have time to do the interview with us. Moreover, some of them refused to be recorded which obliged us to rely on handwriting.

Conclusion

To sum up, this chapter dealt with the presentation and analysis of the results of the gathered data through two research tools. Pupils' questionnaire and teachers' interviews were implemented to get a clear image about the difficulties and challenges encountered by pupils in learning the English language. At the end of the chapter, some recommendations and solutions were provided. Finally, the findings obtained confirm the setting hypothesis that the study turn around.

General Conclusion

Learning English as a foreign language (EFL) has become a priority in the world nowadays. Thus, it is necessary for each member in the world to be able to speak this language. However, teachers and learners are encountered by a series of problems and obstacles during the process of teaching and learning English. This is what makes pupils less competent at the English language. Therefore, this study is conducted to investigate these difficulties and problems and provide some suggestions and solutions to help both teachers and learners to overcome these problems.

The present study comprised three chapters. The first chapter is concerned with the literature review. It attempts to debate the phenomenon of language acquisition system. Further, it discusses the Algerian educational reforms of teaching and learning English. The second chapter is devoted to problems and limitations. This chapter sheds light on the difficulties of teaching and learning English at first year middle schools. Then, it sheds light on some mechanism that could enhance the teaching and learning of the English language. The third chapter is concerned with the practical part which deals with the analysis and discussion of data. This provides a description of the research instruments and the main results of the questionnaire and interview.

Accordingly, the findings were interpreted and analyzed. The results of this research showed that the teachers and the learners of Bachir Ibrahim middle school pupils are faced by many challenges while acquiring the English language. The difficulties that the pupils face are:

- Difficult in listen what people say because the pupils' never heard people speak English in their childhood.
- difficult when the pupils' want to try to speak in English with their teacher, and they want to write something they can't because they didn't have so many English words in their brain, because they didn't have so many input of English word when they child.
- Difficult when the students want to read the text, they can't read correctly, because lack of exposure over English and lack of vocabulary.

Concerning the second research question which is about the factors of pupils' difficulties in acquiring English we find that there are two factors that influence the pupil's difficulties in acquiring the English language, there are internal factor and external factor. Internal factors are those that the individual language learner brings with him or her to the particular learning Situation such as age, personality, motivation, experience and native

General conclusion

language.

External factors are those that characterize the particular language learning situation. Such as educational Curriculum, Instructions, culture and status, motivation, and access to native speakers.

For the third research question which was about how to avoid these difficulties, we find that the teachers should pay more attentions in learning process of their students because they didn't have a good background in English, so the English language teachers should teach them intensively. And concerning pupils they should study hard, always practice English with friends, and try to ask their teacher if there are some difficulties in their learning process.

In conclusion, this research presents that all first year pupils of Bachir Ibrahimi middle school have difficulties in acquiring the English language and it is influence their in learning process and there are some crucial factors influencing success that are largely beyond the control of the learner. Finally, from the result obtained, it is crystal clear that the setting hypothesis which the study turns around is confirmed.

Recommendations

We suggest that the teachers should be pay more attentions in learning process of their students because their students didn't have a good background in English, so the English teacher should be teach them intensively.

Teachers also should be pay attention in method of teaching and learning. The variety method will develop the students' interested learning English. And as a teacher should be motivated their students to learn English, and tell the students how English are important.

The teacher should be explain that English is considered and applied as international language. Since then, it is very popular and has been spoken and learnt by almost people in the world.

We suggest for the EFL learners is the EFL learner should be study hard in English, always practice English with friends, and try to ask to their teacher if there are some difficulties in their learning process.

We suggest for the parents, if students' parents can't speak English or didn't understand about English, take the children in English Course for example, or just give some motivation to make the children study hard in learning English.

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Appendix

Questionnaire

We would like to invite you to complete this questionnaire in order to help me in my research related to the problems you face in acquiring the English language.

Thanks a lot

1- Basic information

-Academic level

-sex

-Male

-Female

-Age

2- Which subject do you prefer?

-English

-French

3- You see English as a difficult language?

- Yes

- No

4- You love your teacher of English?

- Yes

- No

5- you feel board when you attend English language?

- Yes

- No

6- you consider that the English language will benefit you in other fields?

- Yes

- No

7 - you find necessary to learn the English language comparing to other subjects?

- Yes

- No

8- you find it difficult to learn English because it is not the language spoken by the most of those who are around you?

- Yes

- No

9- you feel embarrassed in front of your colleagues if you give a wrong answer?

- Yes

- No

10- you have difficulty in understanding the English language?

- Yes

- No

11- You prefer the Arabic than the English language?

- Yes

- No

12- You feel your teacher encourage you to learn the English language?

- Yes

- No

13- Your teacher help you to overcome some difficulties in the English language?

- Yes

- No

14- The way of your teacher in teaching the English language interesting?

- Yes

- No

15- your teacher rewards you when you answer correctly?

- Yes

- No

16- The questions that your teacher asks are clear?

- Yes

- No

17- Your teacher provides you with the means that helps you in learning the English Language?

- Yes

- No

18- your teacher re-explains the lesson when you can't understand him?

- Yes

- No

19- your teacher speaks with you in English when he presents the lesson?

- Yes

- No

20- The time allotted for the English language is sufficient to complete the lesson?

- Yes

- No

21- The program of the English language intensive?

- Yes

- No

22- you feel the intensity of homework for the English language?

- Yes

- No

23- Is the English language program difficult?

- Yes

- No

استبيان

اطلب منكم التكرم باختيار الإجابة التي تنطبق عليكم؛ وذلك من أجل مساعدتي في بحثي المتعلق بتحليل المشاكل التي تواجهونها من وراء اكتساب اللغة الإنجليزية

شكرا جزيلا

1-1- لمعلومات الاساسية

المستوى الدراسي

الجنس :

ذكر

انثى

العمر.....

2- ما هي المادة التي تفضلها ؟

لغة فرنسية

لغة انجليزية

3- ترى أن اللغة الإنجليزية مادة صعبة؟

نعم لا

4- تحب استاذ اللغة الإنجليزية؟

نعم لا

5- تشعر بالملل عند حضور مادة اللغة الإنجليزية؟

نعم لا

6- تعتبر ان اللغة الإنجليزية تنفعك في ميادين اخرى؟

نعم لا

7- تجد ضرورة لتعلم اللغة الإنجليزية مقارنة مع باقي المواد ؟

نعم لا

8- تجد صعوبة في تعلم اللغة الإنجليزية لأنها ليست اللغة التي يتكلم بها أغلب من يحيطون بك؟

نعم لا

9- تحس بالاحراج امام زملائك اذا اجبت إجابة خاطئة ؟

نعم لا

10- لديك صعوبة في فهم اللغة الإنجليزية؟

نعم لا

11- تفضل اللغة العربية على اللغة الإنجليزية؟

نعم لا

12- ترى ان استاذك يشجعك على تعلم اللغة الإنجليزية؟

نعم لا

13- يساعدك استاذك في تجاوز بعض الصعوبات في مادة اللغة الإنجليزية؟

نعم لا

14- طريقة استاذك في تعليم اللغة الإنجليزية مشوقة؟

نعم لا

15- يجازيك استاذك عند تقديم اجابة صحيحة في اللغة الإنجليزية؟

نعم لا

16- الأسئلة التي يطرحها عليك استاذك واضحة وسهلة ؟

نعم لا

17- يوفر لك استاذك الوسائل التي تساعد في تعلم اللغة الإنجليزية؟

نعم لا

18- يعيد استاذك الشرح عندما لا تستطيع فهمه؟

نعم لا

19- يتكلم استاذك معك باللغة الانجليزية أثناء تقديمه الدرس ؟

نعم لا

20- الوقت المخصص لهذه المادة كافي لإكمال الدرس؟

نعم لا

21- برنامج اللغة الإنجليزية كثير ؟

نعم لا

22- تشعر بكتافة الواجبات المنزلية المادة اللغة الإنجليزية؟

نعم لا

23 - برنامج اللغة الإنجليزية صعب ؟

نعم لا

Teachers' Interview Questions

- 1-** What degree do you hold?
- 2-** How long have you been working in this middle school?
- 3-** Are you permanent or substitute teacher?
- 4-** Are your pupils motivated?
- 5-** Depending on your teaching experience, how can you grade your pupils' level of English?
- 6-** Do you encourage them to learn English?
- 7-** Are the books available in the library sufficient for preparing well structured lessons?
- 8-** What do you recommend to improve the teaching of English and overcome the difficulties encountered by pupils?

Teacher 01

- 1- Master degree.
- 2- Less than one year.
- 3- Permanent
- 4- They are not motivated expect 2 or 3
- 5- Only 3 to 4are excellent the rest are less motivated 6-im doing my best to encouragethem
- 7- They are not sufficient. For preparing lessons
- 8- I recommend giving extra sessions to pupils and motivating them to read extra bookssuch as short stories to enhance their four skills.

Teacher 02

- 1- Master degree.
- 2- More than three year.
- 3- Permanent
- 3- Are not motivated expect few of them
- 4- Only few are excellent the rest are weak level
- 5- yes of course I encourage them
- 6- They are useful
- 7- I suggest to train new teachers before join their job

Teacher 03

1. Master degree
2. Approximately 2 years
3. Permanent
4. Pupils are not motivated expect few of them
5. Only 5 pupils are excellent The rest have weak level
6. Yes I do my best to motivate them to learn English
7. They are not sufficient
8. I suggest employing creative methods of teaching to make the process of teaching and learning more enjoyable for both teachers and learners

Teacher 04

- 1- License degree.
- 2- Less than one year.
- 3- Substitute 10
- 4- Pupils are not motivated except few of them.
- 5- Only 4 to 7 are excellent the rest are slow learners.
- 6- Yes, I try to encourage them and change their attitude toward the English language.
- 7- They are not sufficient The number of pupils in the classroom should be minimized also Library of the middle school should be provided with useful books.

الملخص

في الوقت الحاضر، أصبحت اللغة الإنجليزية هي اللغة الأكثر استخداماً في العالم. لطالما كان لدى النظام التعليمي الجزائري خطط طموحة لتحسين تعليم وتعلم اللغة الإنجليزية. ومع ذلك، يجد الطلاب صعوبة في اكتساب هذه اللغة. وبالتالي، تسعى هذه الدراسة إلى تقصي الصعوبات التي يواجهها التلاميذ في تعلم اللغة الإنجليزية. كما يهدف إلى اقتراح بعض الحلول للتغلب على هذه المشاكل وتسهيل عمليات اكتساب اللغة. يعالج هذا البحث الصعوبات التي يواجهها التلاميذ في اكتساب اللغة الإنجليزية. وتحليل الصعوبات التي يواجهها التلاميذ في اكتساب اللغة الإنجليزية. وما هي الصعوبات التي يواجهها التلاميذ في اكتساب اللغة الإنجليزية ولتحقيق الأهداف المذكورة اعتمدت الدراسة على البحث المركب. فهو يجمع بين الأساليب النوعية والكمية. تم تسليم استبيان الى تلاميذ السنة الاولى الاعدادية بشير ابراهيمي. من أجل جمع البيانات حول القضية، أضفنا تناولها في هذا التحقيق اخترنا مقابلة الاساتذة .

الكلمات المفتاحية: اللغة الإنجليزية، اكتساب اللغة، نظام التعليم الجزائري.

Abstract

Nowadays the English language has become the most used language in the world. The Algerian educational system has always had ambitious plans to improve the teaching and learning of English. However, pupils find it hard to acquire that language. Thus, this study seeks to investigate the difficulties encountered by pupils in learning English. It also aims at suggesting some solutions to overcome these problems and facilitate the processes of language acquisitions. This research Analyze the pupils' difficulties in acquiring the English language. It Analyze what are the pupils' difficulties in acquiring the English language; what are the factors of pupils' difficulties in acquiring the English language. To achieve the mentioned objectives, the study is based on the mixed methods research. It combines both qualitative and quantitative methods. A questionnaire was handed to BACHIR IBRAHIMI first year middle school pupils. For the sake of collecting data about the issue add addressed in this investigation, we have opted for teachers interview.

Key Words: The English Language, Language Acquisition, Algerian Educational System.

Résumé

De nos jours, la langue anglaise est devenue la langue la plus utilisée au monde. Le système éducatif algérien a toujours eu des plans ambitieux pour améliorer l'enseignement et l'apprentissage de l'anglais. Cependant, les élèves ont du mal à acquérir cette langue. Ainsi, cette étude vise à investiguer les difficultés rencontrées par les élèves dans l'apprentissage de l'anglais. Il vise également à proposer des solutions pour surmonter ces problèmes et faciliter les processus d'acquisition d'une langage. Cette recherche analyse les difficultés des élèves à acquérir la langue anglaise. Il analyse quelles sont les difficultés des élèves à acquérir la langue anglaise ; quels sont les facteurs de difficultés des élèves à acquérir la langue anglaise. Pour atteindre les objectifs mentionnés, l'étude est basée sur la recherche de méthodes mixtes. Il combine à la fois des méthodes qualitatives et quantitatives. Un questionnaire a été remis aux élèves de première année du collège BACHIR IBRAHIMI. Dans un souci de collecte de données sur la question abordée dans cette enquête, nous avons opté pour un entretien avec les enseignants.

Mots clés : La langue anglaise, l'acquisition de la langue, le système éducatif algérien.