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The EFL learning difficulties for bachelors and how to face them

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We Ziane Mohammed El Kebir and Mekki Zakaria, hereby declare that our master thesis entitled: "The EFL learning difficulties for bachelors and how to face them" is entirely our own work and that we have written it in our own words it contains our material that has been submitted previously, for the award of any other academic degree or diplomat except where otherwise indicated. We also confirm that the present wok contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.

DEDICATE

Ziane Mohammed El Kebir

This research is dedicated to all the teachers that have been there since day one (primary school, middle school, secondary school and of course university) and to name a few of my favourite during my last years Ms Kebiri , Dr Belaid , Mr Badaoui And specially Mrs Nabila El Hadj Said who plays an important role in our path

And it's also dedicated to my lovely family which i'm lucky to be around , my parents , my siblings , my aunties and uncles, thank you for all the support and specially during the last obstacle.

To my close friends ,to all the people that i have met in my five years in this university you guys have made an exceptionnel chapter in my life that i will remember forever.



MEKKI ZAKARIA

DEDICATE

This research is dedicated to all the teachers that have been there since day one (primary school, middle school, secondary school and of course university) and to name a few of my favourite during my last years Mr Badaoui , Dr Belaid , Ms Gouabi. And specially Mrs Nabila El Hadj Said who plays an important role in our path

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Abstract:

The following research was made in hopes of listing all the major difficulties that the baccalaureate learners face in their journey and how to put an end to these difficulties and how they can finally get rid of them once and for all so they will not be a problem in their career in the future. The purpose of this study was to find the root of the problems and to try to adapt and create solution that goes with each problem. We tried to find out the difficulties that face the baccalaureate learner and how it can affect their career; the research design employed a mixed-methods approach, combining both quantitative and Qualitative data collection methods. A sample of 34 EFL baccalaureate students which combined arts and philosophy, and Department of Foreign Languages We used the questionnaire which helped us identify problems and how we can solve these difficulties, these findings Have significant implications for EFL educators, policymakers, and curriculum developers in Algerian secondary schools. The purpose of this thesis is to try todevelop and solve the student's problems.

Key words: English as foreign languages (EFL), difficulties that the baccalaureate learners face

المخلص :

البحث التالي تم إجراؤه بهدف تحديد جميع الصعوبات الرئيسية التي يواجهها متعلمو البكالوريا في رحلتهم، وكيفية وضع حد لهذه الصعوبات وكيف يمكنهم التخلص منها مرة واحدة وإلى الأبد حتى لا تكون مشكلة في مسارهم المهني في المستقبل. كان هدف هذه الدراسة هو العثور على جذور المشاكل ومحاولة التكيف وإيجاد حلول تتناسب مع كل مشكلة. حاولنا معرفة الصعوبات التي يواجهها متعلمو البكالوريا وكيف يمكن أن تؤثر على مسارهم المهني. اعتمد تصميم البحث على جمع البيانات الكمية والنوعية. وشملت العينة 34 طالبًا في البكالوريا يدرسون اللغة الإنجليزية كلغة أجنبية ويدرسون الفنون والفلسفة، وكذلك قسم اللغات الأجنبية. استخدمنا الاستبيان الذي ساعدنا في تحديد المشاكل وكيفية حل هذه الصعوبات. لهذه النتائج تأثيرات مهمة على معلمي اللغة الإنجليزية كلغة أجنبية وصناع السياسات ومطوري المناهج في المدارس الثانوية الجزائرية. هدف هذه الأطروحة هو محاولة تطوير وحل مشاكل الطلاب.

الكلمات المفتاحية: اللغة الإنجليزية كلغات أجنبية (EFL) ، الصعوبات التي يواجهها طلاب البكالوريا

Resume

Dans cette thèse nous avons essayé de recenser les différents obstacles que les étudiants du terminal peuvent affronter dans l'étude de l'Anglais comme étant une langue étrangère. En effet la plupart de ces problèmes ont été identifiés. Et une méthodologie efficace a été trouvée pour élaborer les solutions définitives appropriées.

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List of abbreviations

EFL: English as foreign language

ESL: : English as second language

SEN: Special education needs

IEP: Individualized education programs

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GENERAL INTRODUCTION

The English language is crucial as it serves as a global lingua franca, facilitating international communication, business, and diplomacy. It opens up educational and professional opportunities, allowing access to vast resources and networks worldwide. Learning English has become necessary nowadays if we want to keep up with the evolution of humankind. In Algeria Arabic is the main language, French comes next as the second most common language while English is considered as a foreign language , but since the past few years there has been a clear intention by the government to rely more on English in the government institutions and also in the educational system, where we have seen that learning English starts from the primary school instead of middle school , and also we started to see signs written in Arabic and English instead of Arabic and French at each government institution entrance that's why learning English nowadays is required from pupils more than before , But < learning difficulties> is also a part of learning EFL so most of EFL learners have to deal with it in varying proportions and because these <difficulties> come from different sources according to the learner's backgrounds .

The purpose of this research is to give a clear picture about the difficulties in learning EFL and its possible causes, then providing solutions, the research questions for this study are:

1 – What are the primary challenges and difficulties faced by students in learning English as a Foreign Language in Algeria?

2-What solutions can be implemented to reduce or prevent learning difficulties in EFL, and how can these solutions enhance the overall objectives of EFL teaching and learning in Algeria?

The following hypotheses are proposed based on the research questions:

1-Algerian students face significant challenges in learning English as a Foreign Language due to limited access to quality learning materials and resources.

2-Providing targeted professional development for EFL teachers reduces learning difficulties by improving teaching quality.

This research is organized into two chapters which are carefully composed together to enlighten the reader's mind about EFL in general and < learning difficulties > in specific

The first chapter which is the literature review is where we discuss how important EFL is and how to improve it skills, moving then to objectives of EFL teaching and learning in Algeria, then we saw that adding some benefits of EFL will give some weight to the study.

In the second chapter we made a questionnaire which gave us access to know some of the bachelors struggles and how they interact with their difficulties, and then we also made an interview with some English teachers where we asked them a few questions in order to select the solutions, then we analyzed and interpret the data that have been collected.

CHAPTER ONE

1.1. Introduction:

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1.1. Introduction:

English as a Foreign Language (EFL) refers to the teaching and learning of the English language by non-native speakers in countries where English is not the primary language.

In Algeria, the English language is now widely taught in all the academic levels as well as in some military/security, economic and cultural institutions. In spite of the fact that it is not very significant in the national and social lives of Algerians, it is regarded as the country's second foreign language after French. People do not appear to need to use it (English) in order to navigate the social, intellectual, and economic realities of daily life in Algeria, as it is not a historical aspect of Algerian cultural identity. Also, English in Algeria is not the students' natural communicative environment. Besides, this foreign language is not akin to the students' mother tongue; Arabic. Therefore, apart from the limited amount of English they hear, speak, read or write in the classroom, English is, to a certain extent, absent most of the time in their daily lives.

Moreover, the entire cultural context in Algeria is different from lifestyle in Great Britain, or any other English-speaking country for that matter. In spite of the dramatic spread of English in media and social networks as a medium of communication, it is amazingly true to say that only the teachers of English or the textbooks and the reading documents they provide the learners with are considered to be the only source that can inform them (to some extent, however) about the way of thinking and living of the English-speaking peoples. More than that, and as stated by Hayenne (1989 : 43), English is considered by some Algerians as “ a language of an ex-colonial and imperialist country”. and as stated by Hayenne (1989 : 43), English is considered by some Algerians as “ a language of an ex-colonial and imperialist country”.

1.2. The importance of EFL:

English as a Foreign Language (EFL) holds immense importance in today's globalized world for numerous reasons. One of the main reasons is that it is widely spoken and understood around the world, making it a common language for international communication. It is the world's most widely spoken language after Chinese. Also, it is the common means of communication between the

peoples of different nations (Verghese, C.P. 1989: 1). Making proficiency in EFL essential for individuals seeking to engage in global discourse, whether it's for business, education, diplomacy, or travel. English is the universal language

of the internet, science, technology, and academia. It makes it easier for people to share ideas and knowledge across national boundaries, fostering global cooperation and innovation. Moreover, proficiency in EFL enhances access to a vast array of educational and professional opportunities worldwide, as many universities, multinational companies, and international organizations require English proficiency for admission, employment, and advancement.

1.3. How to improve efl skills:

To improve EFL skills, there are several strategies that can be employed:

- 1. Watching series and documentaries:** Watching series on Netflix or documentaries can help improve understanding of the language, get used to colloquial, conversational forms of English, and implicitly learn to think in English.
- 2. Asking questions and resolving doubts:** Asking questions and resolving doubts can help improve English language skills rapidly. Curiosity and a desire to understand why certain phrases are used in a particular way can lead to better comprehension and retention.
- 3. Staying motivated and enjoying the experience:** Learning a new language can be a long-term project, but staying motivated and enjoying the experience can lead to better results. Incorporating entertainment into studies, such as playing word games with friends, can boost critical thinking skills and make learning more enjoyable
- 4. Building confidence:** Practicing speaking weekly, receiving meaningful feedback, and reviewing feedback can help build confidence in speaking abilities. Selecting topics that students are passionate about and using scaffolds such as word walls and sentence frames can also help.
- 5. Using technology:** Using technology to allow students to develop speaking skills can be beneficial. For example, using Flip (formerly known as Flipgrid) to practice speaking skills by answering a prompt can help students become more comfortable speaking and using language.
- 6. Learning from English media:** Surrounding oneself with English media, such as news programs, podcasts, or radio programs, can help improve English communication skills. Paying close attention to issues flagged by proofing apps like Grammarly and ProWriting Aid can also help improve overall readability and flow.

7. Practicing daily: Committing to at least an hour or two of English study every day can help make the language a part of one's life. Reading and writing in English, keeping a journal, making collages of magazine articles on similar subjects, and listening to songs in English while following along with the lyrics can also help improve English communication skills.

8. Project-based learning: Project-based learning using presentation can help improve EFL undergraduate learners' speaking skills. This approach provides an authentic English-speaking context and promotes the integrated skills.

Overall, the key to improving EFL skills is to practice consistently, stay motivated, and use a variety of strategies to engage with the language in different ways.

1.4. Objectives of EFL teaching and learning in Algeria:

In Algeria, the general objectives of teaching and learning English as a foreign language, according to the Algerian official syllabuses for English, June 1999, state that the learner should achieve communication in its various forms, aspects, and dimensions; four main categories of objectives can be mentioned: - socio-cultural objectives; -humanistic objectives; -educational objectives; - academic objectives. These objectives should be reached through the development of mental abilities and skills which should be catered for by all the subjects included in the curriculum because these skills are the basis for any efficient acquisition of language. They are: (always, according to the Algerian directives of June 1999.) 1- knowledge: state, recall, and reproduce; 2- comprehension: predict, identify, explain, illustrate; 3- application: predict, select, use, construct; 4- analysis: select, compare, and break down;

5- synthesis: summarize, argue, organize, and conclude; 6- evaluation: judge, select, support, attack, and evaluate.

1.5. The benefits of EFL:

The benefits of English as a Foreign Language (EFL) are numerous and to list some of them we mention:

- **Access to Higher Education:** Learning English as a foreign language can provide access to higher education institutions that use English as the language of instruction, even if they are not based in an English-speaking country³.

- **Interaction with Native Speakers:** Learning English allows for communication with native speakers from different countries, expanding social circles and facilitating international connections³.
- **Better Job Propositions:** English is the most widely spoken language and the official language across the globe, making proficiency in English a significant advantage in the job market³.
- **Social and Cultural Benefits:** Learning English enables active engagement and communication with others, leading to expanded social circles, friendships worldwide, and the ability to use English as a common language when traveling³.
- **Developing Language Skills:** Integrating literature into language learning activities can enhance students' language skills in terms of listening, reading, speaking, and writing⁴.
- **Triggering Learning Motivation:** Literature in language learning activities can stimulate students' learning motivation⁴.
- **Providing Multicultural Understanding:** Literature can offer insights into different cultures, enhancing students' multicultural understanding⁴.
- **Pronunciation Skills:** Teaching pronunciation from day one using phonetic methods can help students not only pronounce words but also listen and identify the beginning, middle, and end of words⁵.
- **Bilingual Approach:** Incorporating students' own language in adult ESL/EFL classes, especially for beginning students, can have numerous benefits, such as facilitating pronunciation, listening, and identifying sounds⁵.

These benefits highlight the importance of EFL in academic, professional, and social contexts, as well as the value of integrating literature and students' own language in language learning activities.

1.6. What is expected from Baccalaureate students:

According to various studies Learners' knowledge by the end of their last year in secondary schools is expected to be like the following: At the end of the third year, the pupils are expected to have certain mastery in: 1- listening comprehension Oral expression is the ability to convey thoughts, ideas, and emotions effectively through spoken language. It encompasses various skills, including pronunciation, vocabulary usage, fluency, and the ability to structure coherent sentences. Effective oral expression is essential for participating in

conversations, presenting information, and engaging in debates and discussions. Developing strong oral expression skills involves regular practice, active listening, and the application of feedback to improve clarity and confidence in speaking. It also requires an understanding of cultural and contextual nuances to communicate appropriately in different settings.

2- oral expression Oral expression is the ability to convey thoughts, ideas, and emotions effectively through spoken language. It encompasses various skills, including pronunciation, vocabulary usage, fluency, and the ability to structure coherent sentences. Effective oral expression is essential for participating in conversations, presenting information, and engaging in debates and discussions. Developing strong oral expression skills involves regular practice, active listening, and the application of feedback to improve clarity and confidence in speaking. It also requires an understanding of cultural and contextual nuances to communicate appropriately in different settings.

3- reading comprehension - read and understand, to some extent, various kinds of various authentic texts (narrative, descriptive, argumentative) of intermediate difficulties; (But, what are the criteria that helped the curriculum designers to predict these difficulties?) - exploit various documents and technical and scientific literature (newspapers and magazines' articles, brochures, adverts, instructions for use...etc.); - use reference books efficiently (dictionaries, encyclopedia). 4- written expression - master different writing skills, note taking, organizing, summarizing, so as to be autonomous in written expression when starting from models learnt in

class; - be aware of major aspects in the culture, life, and civilization of societies using this language; - master methods and working techniques so as to be, also, autonomous in exploiting documents. Next to the above objectives, the pupils should be able to reach the educational objectives and this is in unison with the other subjects of the curriculum. They should be able to: - interpret percentages; - interpret information contained in charts, tables, diagrams, piecharts...; - transfer verbal information into non-verbal information and vice versa; - match elements of information; - classify facts and information; -- sum up a text; - take notes; - predict logical succession of ideas, facts, - extrapolate (guess) and solve various problems. The literary streams need more exposure to literature concerning aspects of civilization that use English as a means of communication. They also need practice in translating and interpreting from their mother tongue and vice-versa. Research works and summaries of personal readings are to be encouraged. These skills will be achieved through the exploitation of functions, some of them seen in the previous years and others introduced for the first time. Of course, some aspects will be more or less stressed according to the choice of the pupils. The common core will be the

following: - describing/ - narrating/ - arguing/ - comparing/ - questioning/ - reporting/- deducing/ - classifying/ - planning.

1.7. Teaching English as a foreign language:

Language learning is not limited to the most intelligent people, but to the ones who love to learn a new language and who has the will to master and practice it, children from six years old can learn a new language and master it through practice. Singer (1981, p 295) states that the language ability of children appears at the age of six. At this age, they can control their

syntax in a sophisticated manner, and in their linguistic lexicon, approximately 5000 words, using them, they can express most of their needs in an understandable way. In addition, Roger Fllavel and Geoffrey Broughton (p, 168) argued that there is no difference in the nature of young children' process of learning a language. The teacher can do his role in educating students to the fullest with different children from several countries and cultures by using the same methods and psychological principles. By this age of childhood; children are able to acquire a new language besides their mother tongue in many different ways, for example; YouTube channels for children (children's songs in English can teach them numbers and letters and how to pronounce them correctly), or a private teacher is able to teach them the most important vocabulary that a child needs at the age of six. Teachers could also use the oral methods to urge them to get good results which may motivate them to improve their pronunciation and this can be achieved with just a little effort. Twenty to thirty minutes present a perfect and ideal period for learning English daily. In Holland, France, and Sweden, it is obligatory for children to start learning the English language at school between 7 and 9 years old, at this age, it is appropriate to have a period of forty-five minutes to take a course in the English language. On the other side, in the Algerian school, the second language (French) is introduced into the school curriculum from the age of 8 and the foreign language (English) from the age of 11 or in the first year of the middle school.

English as a foreign language (EFL) is studied for a full hour, three or four times per week, starting with how to pronounce the letters and then how to write them, for example, the teacher pronounces the letter in front of learners and writes it with the pronunciation /ei/. Another example, B /bi/

Learning English as a foreign language (EFL) does not take the same path or the same methods, rather, it follows the age and experience of the learner.

Christopher Brumfit, Roger Fllavel, Peter Hill & Antia Pincas, Geoffrey Broughton (1980) claimed that children learning the English language was not very common, as is common in the following other stages. The nature of the

young learner may affect the content of the lesson and the way it is presented, for instance, adults, secondary school learners and university students do not need to listen to children's songs in order to learn numbers or letters. They need to listen to the radio or watch DVD, movies that may be helpful in acquiring new words and terms, thus helping to improve their listening and speaking skills. Weaver (1990, p. 26-27) said; the role of the student in the classroom is not only limited to listening and receiving information in a passive manner. They learn to think critically and how to process the ideas they receive, not just keep them in their minds in order to turn it to the teacher as a correct

answer in the exam. Weaver argued that EFL learners are regular people who are aware and have learned the basics of the language, they cannot always rely on information provided by the teacher in the class. Therefore, it is crucial for them to rely on their abilities to be thinkers and fluent in the language as well as strongly face their fear and apprehension, they do not stop at the information given by the teacher only. The first stage in learning a foreign language, such as English, is similar to the first stage of a young child's walking, as he relies on his parents in his first steps and then moves freely depending on himself.

1.8. EFL teaching strategies:

Teaching strategies have been defined in many several ways by researchers. According to Herrell and Jordan (2004: p.5) teaching strategies are "the approaches that can be used across curricular areas to support the learning of students". Wandberg and Rohwer (2010, p.164) define teaching strategies as a set of different structures, methods, techniques, procedures, and processes which the EFL teacher uses to present a lesson. This latter use all of these strategies to deliver clear and correct information to the learner. Additionally, (Picard, 2004), claimed that: The EFL teacher can provide lessons using these strategies, whether he is providing them alone or with other colleagues in his/her profession. The choice of using these strategies is up to the teacher, as he is the most knowledgeable of the strategies, most appropriate to the needs of his students and their intellectual level. EFL teaching strategies are a set of methods, approaches, procedures and techniques the teacher uses to convey information to the EFL learners, strategies are so many, the English teacher chooses the strategy that he or she sees fit and effective for the lesson and for the needs of the student. Ikhfi, Yudhie (2017, p.16) see that teachers are free to choose appropriate strategies for teaching students and are encouraged to use the strategy they see fit to the students' needs. Moreover, Marzano (2003, p. 6) shows the importance and difference of all the roles of the EFL teachers in the classroom. As their role is not limited only to presenting the lesson to the students, but also to organizing all the details of the semester because no teacher can present his work in a poorly organized class. Furthermore, an EFL teacher

has to raise the morale of his student and make him/her love learning the language. He should also respect the student's prior knowledge to encourage his understanding of the lesson and the language. Vance (1990, p. 175).

1.9. Conclusion :

To conclude this work, the search results highlight the complex and multifaceted nature of learning difficulties. While significant progress has been made in understanding and addressing these challenges, there is still much to be learned. One key insight is that learning difficulties are not a single, homogeneous condition, but rather a "family or syndrome of disabilities" that can manifest in various ways. Students may struggle with reading, writing, math, language processing, attention, memory, and social skills - often in combination. The causes of learning difficulties are also diverse, ranging from genetic and neurological factors to environmental and social influences. Accurately diagnosing the underlying issues is crucial for providing appropriate support and interventions. Encouragingly, the search results indicate that the assessment and support for students with learning difficulties have improved considerably over time. Specialized teaching methods, assistive technologies, and accommodations can make a significant difference in helping these students succeed. However, challenges remain. Learning difficulties often go unrecognized for years, and certain populations, like girls, may be underdiagnosed. Continued research, awareness, and a multidisciplinary approach will be essential for further advancing our understanding and support for individuals with learning difficulties. Ultimately, the search results emphasize the importance of tailoring educational approaches to meet the unique needs of each student, fostering a positive and inclusive learning environment, and providing the necessary resources and accommodations to help all learners reach their full potential.

CHAPTER TWO

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2.4. Data collections :

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2.1. Introduction

Acquiring knowledge and skills is the goal of education. It also entails supporting individuals as they develop new skills and provide them with time to reflect on what they have learned. It is imperative that educators impart knowledge on how to locate and utilize information. Research is necessary to determine how to improve education.

This chapter discusses the research methodology implemented in this study and outlines the many procedures taken to gather data, analyze it, and finally determine whether the hypotheses were confirmed or denied. It also provides answers to the research questions and a solution to the presented problem. This study's

fieldwork was given in this chapter in the form of an explanation of the data-collecting instrument, the rationale for its usage, its structure, and the answers to its questions. Furthermore, it investigates the analysis of the presented data, categorizing it and establishing a pattern. Furthermore, it interprets the results and how they are related to the research questions, hypotheses, and research aims in order to answer the research question and give a valid solution.

2.2. Types of educations:

Informal education One example of Unofficial Learning:

One example of informal education is when a parent teaches a youngster how to cook or ride a bicycle.

Reading a lot of books from the library or visiting educational websites can also provide people with an informal education.

without attending school and without utilizing any specific teaching methodology is known as informal education. There are no intentional efforts involved in this kind of instruction. It's not intentional or prearranged. You can learn it at home, in a h parent teaches a youngster how to cook or ride a bicycle.

Reading a lot of books from the library or visiting educational websites can also provide people with an informal education.

without attending school and without utilizing any specific teaching methodology is known as informal education.

There are no intentional efforts involved in this kind of instruction.

It's not intentional or prearranged.

You can learn it at home, in a hotel, or in a marketplace.

Examples of Formal Education

1. Learning in a classroom
2. School grading/certification, college, and university degrees
3. Planned education of different subjects having a proper syllabus acquired by attending the institution.

Examples of Informal Education:

1. Teaching the child some basics such as numeric characters.

2. Someone learning his/her mother tongue
3. A spontaneous type of learning, “if a person standing in a bank learns about opening and maintaining the account at the bank from someone.”
4. Learning is the process of picking up new knowledge, abilities, actions, attitudes, values, and preferences.[1] There is evidence that certain plants are capable of learning, and non-human animals, humans, and some computers are also capable of learning. While some learning occurs instantly from a single encounter (such as getting burned by a hot stove), most skill and knowledge are acquired through repeated use.[3] Learning can bring about changes that last a lifetime, and it can be challenging to distinguish between knowledge that has been acquired that appears to be "lost" and knowledge that cannot be recovered.

2.3. Research methodology:

The following step in any research design is moving from theoretical to practical. This section will provide a full overview of the research methods. It will do this by providing the justification for utilizing the case study as well as a discussion of the benefits of employing the combination techniques, i.e. both quantitative and qualitative methods, which are regarded as an effective means for a clear understanding of the research. In practice, both of the procedures mentioned above are commonly seen as appropriate within single research.

This present research work is a case study involving EFL students of HAMIDATE and IBN ROCHED high school defined research

methodology as a study where: “one selects an instance from the class of objects and phenomena one is investigating and investigates the way this instance functions in context”.

Consequently, in the case difficulties that face baccalaureate students and how it can affect their carrier, combining both qualitative and quantitative approaches help to seek more reliable and valid results, so that data can be representative of a true and full picture of solve these problems.

2.4. Data collections:

Data collecting is an important part of engaging in research. It is commonly perceived as a difficult and demanding undertaking. According to O'Leary (2004:150): 'Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method. However, the researcher may need to use a variety of data gathering methods, such as observation, testing, interviews, and questionnaires. Two of the above-mentioned tools were employed in this study: an interview and a questionnaire. This is followed by outlining the context and the characteristics of the individuals (the sample population) participated in the study.

2.5. Setting:

The setting for this research dissertation was at HAMIDATE High school and IBN ROCHED of MECHERIA- Naama-. The researcher deals with EFL students as sample population during the academic year 2023/2024.

2.5.1 Participant's profile:

- ✓ **Teachers Participants:** We thought that dealing with EFL teacher can be really helpful to open new aspects in order to see what the possible solutions are.

Table one: general information about the participants.

The teachers:	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F	Teacher G
Gender:	MALE	MALE	MALE	MALE	FEMALE	FEMALE	FEMALE
Years of experience:	1 YEAR	2YEARS	2YEARS	5YEARS	10YEARS	11YEARS	15YEARS

✓ Student's participants:

This study takes place at Hamidet and Ibn Rochd high school of Mechria state of Naama. The participants were randomly selected as a sample of population for the present case study and they are from different classes (foreign languages and literature and philosophy), these modules are considered as fundamental modules. It also worth noting that the level of these students varied greatly due to their diverse knowledge, background and use of target language.

2.6. Research instrument:

The collected data are based on teacher's interview as a primary instrument and students' questionnaire as a secondary instrument. it is commonly assumed that "the backbone of any survey study is the instrument used for collection data".

(Dornyei.2011)

2.6.1. Analysis of teachers' interview: this interview was directed to seven EFLteachers from different schools and the main goal was to get their opinions about learning difficulties and to see if we can get any solutions out of this , this interviewincludes six questions that will be analyzed and as presented as the following :

- **Item one:** What are the most common difficulties your students face when learning English as foreigner language?

Four teachers agreed that One common problem for English as a Foreign Language (EFL) students is difficulty with pronunciation and intonation. This can happen because certain sounds in English may not exist in the student's native language, making it challenging to pronounce words accurately. Additionally, mastering the rhythm and stress patterns of English sentences can be tricky. While the rest three teachers see that to improve pronunciation, students can practice phonetics, listen to native speakers, and work on stress and intonation patterns. Engaging in conversations and practicing speaking regularly can also help EFL students enhance their pronunciation skills.

- **Item two:** What types of resources do you think are most effective in supporting EFL learners?

Teacher 01: Language Learning Apps: Apps like Duolingo, Babbel, and Rosetta Stone offer interactive lessons and exercises to improve English proficiency.

Teacher 02: Online Courses: Platforms like Coursera, Udemy, and Khan Academy provide English courses ranging from beginner to advanced levels.

Teacher 03: English Language Websites: Websites like BBC Learning English, ESLGold, and British Council offer free resources such as grammar explanations, vocabulary exercises, and listening practice.

Teacher 04: English Language Books: Textbooks like "English Grammar in Use" by Raymond Murphy and "The Oxford Picture Dictionary" can be valuable tools for learning English.

Teacher 05: Language Exchange Partners: Connecting with native English speakers through language exchange programs or online platforms like Tandem or HelloTalk can help improve speaking and listening skills.

Teacher sixth and seven: English Language Podcasts: Listening to podcasts like "BBC Learning English" or "ESL Pod" can enhance listening comprehension and vocabulary.

- **Item three:** How do you assess your student progress in EFL, and what challenges do you encounter in providing effective feedback?

Teacher 01: These are ongoing assessments that occur during the learning process. Examples include quizzes, class discussions, and homework assignments. Formative assessments help you gauge your students' understanding and adjust your teaching

accordingly.

Teacher 02: These assessments are typically given at the end of a unit or course to evaluate students' overall understanding. Examples include exams, projects, and presentations. Summative assessments provide a comprehensive view of your students' English language proficiency.

Teacher 03: Conducting speaking and listening assessments through one-on-one conversations, group discussions, or listening comprehension activities can help evaluate your students' ability to communicate effectively in English.

Teacher 04: Assigning essays, reports, or creative writing tasks can assess your students' writing skills, including grammar, vocabulary usage, and overall coherence in English.

Teacher 05: Using reading comprehension exercises, analyzing texts, and asking questions about the material can help assess your students' reading skills and comprehension in English.

Teacher six and seven: Administering standardized tests like the TOEFL (Test of English as a Foreign Language) or Cambridge English exams can provide a formal assessment of your students' English language proficiency level.

- **Item four:** What strategies would you suggest to reduce or prevent EFL learning difficulties?

Two teachers: Encourage reading English books, watching English movies or TV shows, and listening to English music to expand vocabulary.

Three teachers: Engage in conversations with native English speakers or language exchange partners to practice speaking skills.

Two teachers: Focus on grammar rules and practice exercises regularly to enhance understanding and application of grammar in sentences.

- **Item five:** How do students' attitudes and motivations towards learning English affect their progress and difficulties they encounter?

All teachers agreed that the student's attitude and motivation towards learning English can have a significant impact on their progress and the difficulties they encounter.

When a student has a positive attitude and high motivation towards learning English, they are more likely to engage actively, persevere through challenges, set and achieve goals, and embrace feedback. On the other hand, if a student has a negative attitude or low motivation towards learning English, they may struggle with consistency, feel

discouraged, lose interest, and limit progress. Therefore, fostering a positive attitude and strong motivation towards learning English can greatly enhance a student's progress and help them overcome difficulties.

➤ **Item six:** What kind of training development has you received in EFL teaching?

Teacher 01: EFL teachers learn various approaches to teaching English, such as the communicative approach, task-based learning, and the use of technology in language instruction.

Teacher 02: Training in effective classroom management techniques helps teachers create a positive and engaging learning environment for their students.

Teacher 03: EFL teachers are trained in assessing students' language skills, designing appropriate assessments, and providing constructive feedback to support student learning.

Teacher 04: Understanding the cultural backgrounds of English language learners is crucial for EFL teachers to create inclusive and respectful learning environments.

Teacher 05: Continuous professional development opportunities help EFL teachers stay updated on best practices in language teaching, new teaching resources, and advancements in language education.

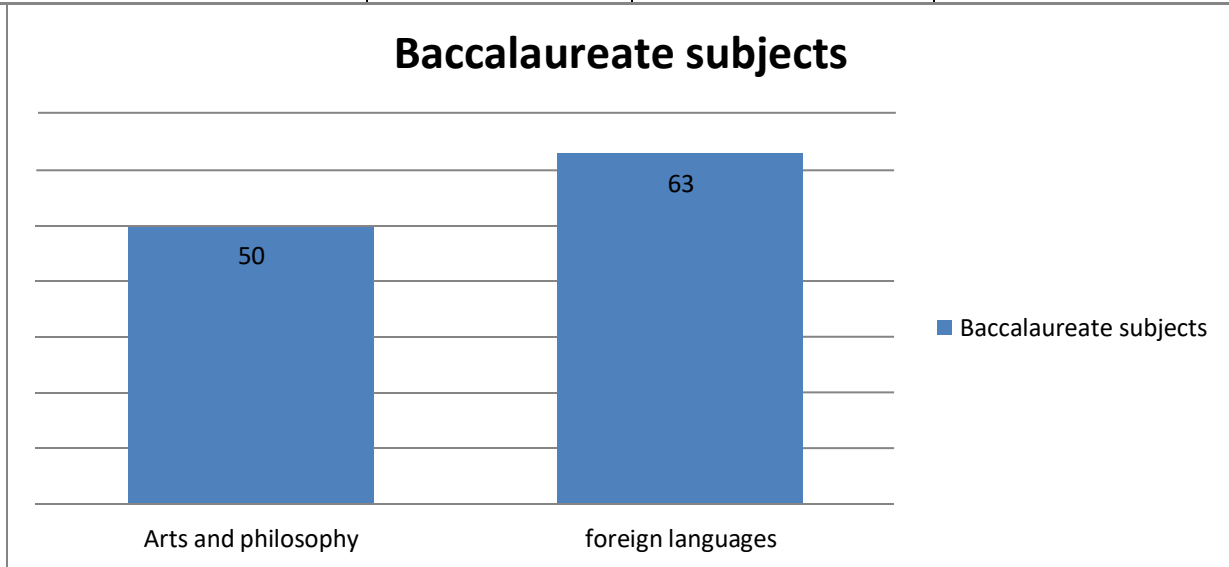
Teacher six and seven: One common type of training that EFL teachers receive is related to teaching methodologies and strategies specifically tailored to English language learners.

2.6.2. The analysis of student's questionnaire:

In the table below. We took a random and voluntary sample, we did not compel them to respond to the questionnaire. That is, they did everything of their own free choice. By analyzing the table, we can notice that the percentage of participation in the arts and philosophy reached fifty percent, and foreign language reached sixty three percent

Table n° 01: General range of baccalaureate subjects

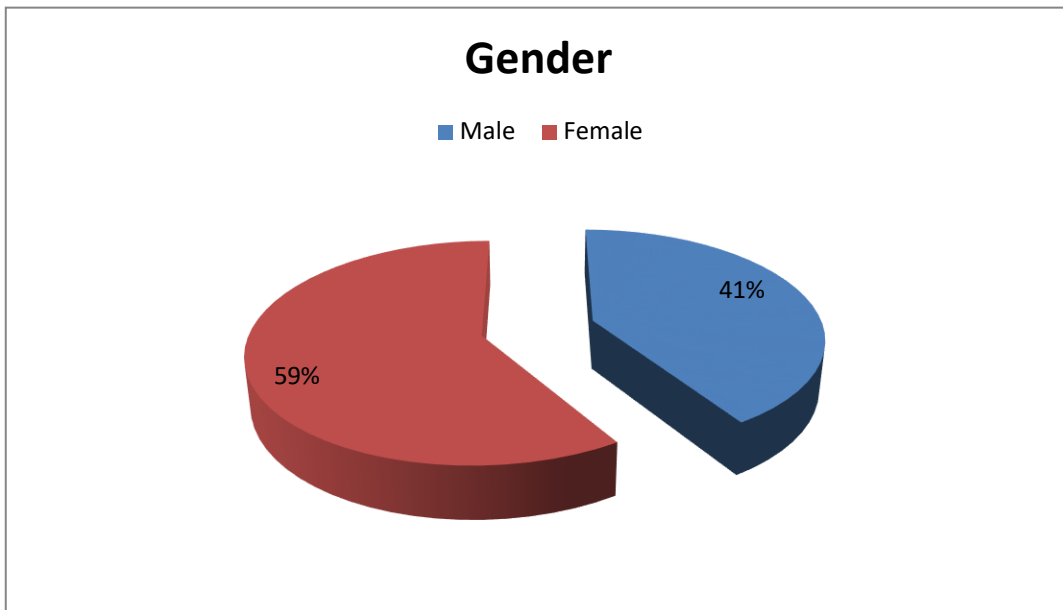
Baccalaureate subjects	Arts and philosophy	foreign languages	TOTAL	%
Number of students	30	30	60	100%
Number of participants	15	19	34	57%
%	50%	63%		

**Graph 01:** The percentage of participants students**Part one: The participants background information:****Gender:**

This table Will reveal that female students are more than male. In fact, the examiner has recorded just 20 female subjects out of total thirty-one (59%), whereas the rest is of a male sex, that is 14 (41%) are male.

Table n° 02 : Students' gender

Gender	Male	Female	Total
Number	14	20	34
%	41	59	100 %



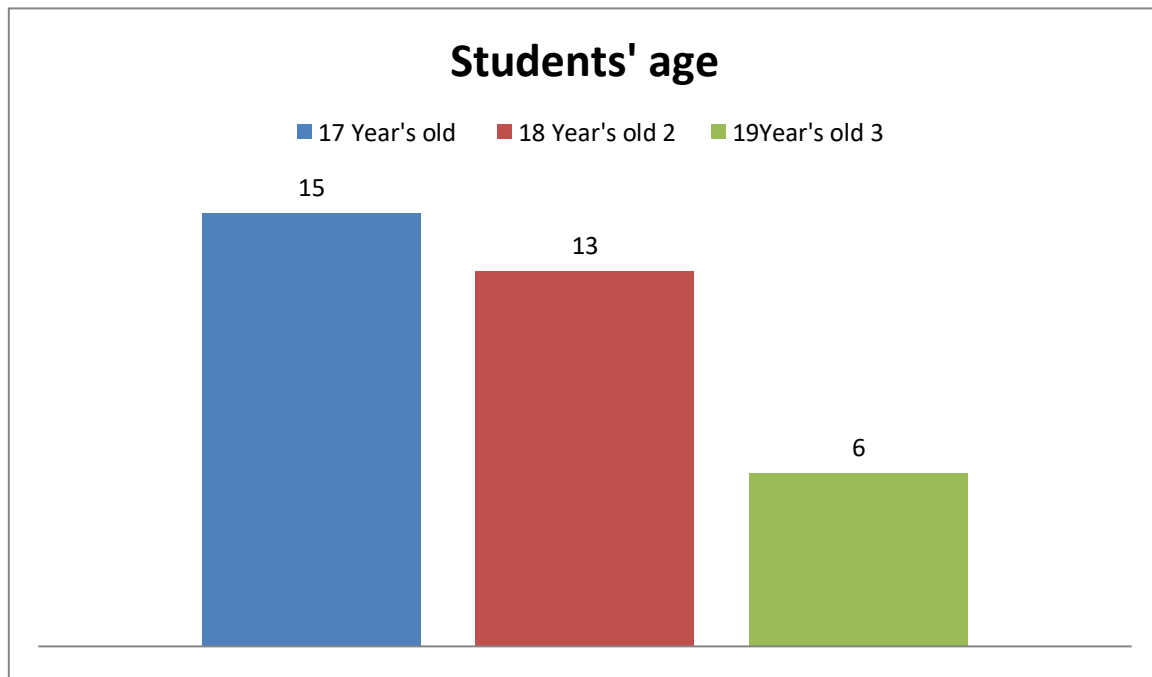
Pie chart n° 02 : Students' gender

The table and pie chart 02 show that the majority of our respondents are female (20). It illustrates that, they are interested in studying English language more than male (14)

Age:

Table n° 03 : Students' Age

	17	18	19
Years	17	18	19
Numbers	15	13	06



Graph n° 02 : Students' age

The result from the table and the graph 03 above shows a great diversity concerning the age of the students in our sample. The age of students is divided into 03 groups, most of the participants are adults whose ages are 17 years old

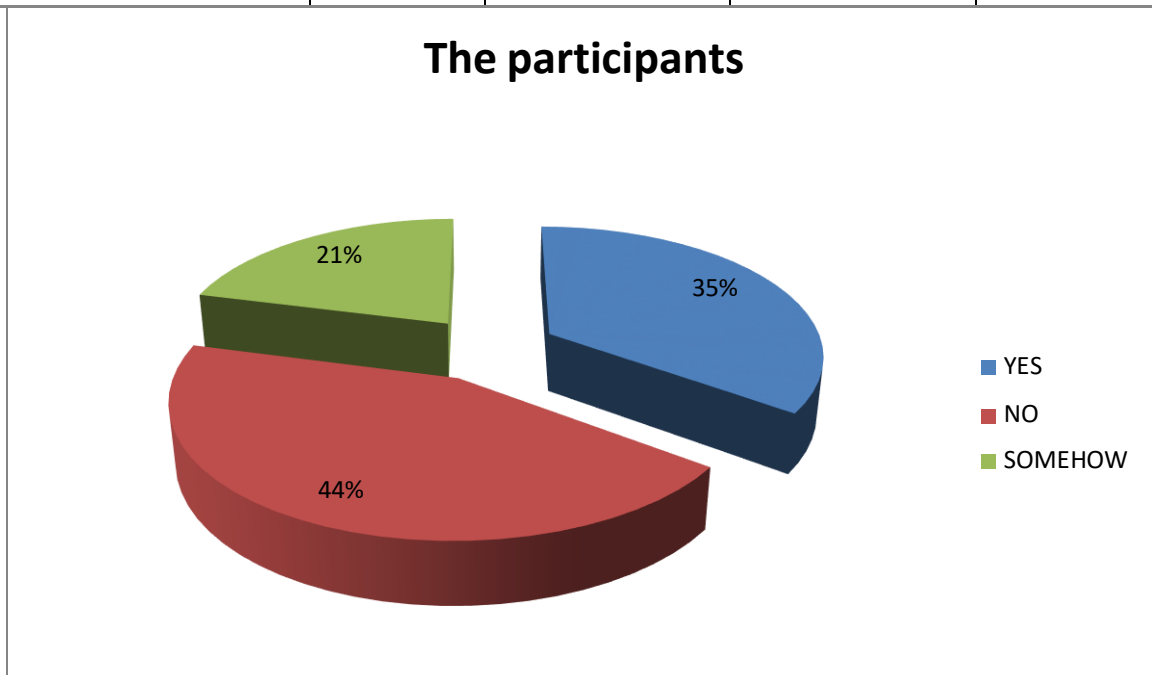
Part two: students' the difficult that face baccalaureate learner

Question 01: Do you often struggle with managing your time effectively for your baccalaureate studies?

The majority of the participants (44%) answered with no to this question which means that they don't struggle with managing their time, while (35%) found some struggles with their time management.

Table n° 04: Do you often struggle with managing your time effectively for your bacculaureate studies?

Question 01	Yes	No	Somehow	Total
The participants	12	15	07	34
%	35%	44%	21%	100%



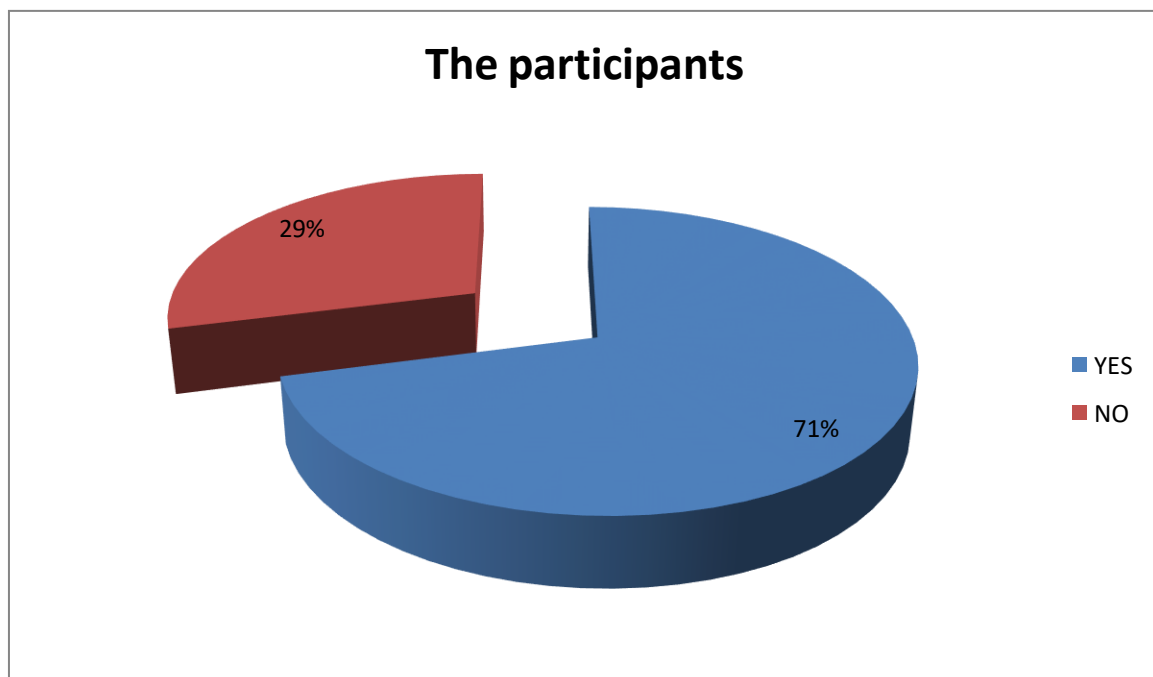
Pie chart n° 04 : Do you often struggle with managing your time effectively for your bacculaureate studies

Question 02: Do you find the subject in your bacculaureate program to be challenging ?

2) this question aims to know how challenging the subjects in the baccalaureate program are, where the majority of the students 71% answered with yes and the others 29% said no.

Table n° 05: Do you found the subject in your baccalaureate program to be challenging ?

Question 02	Yes	No	Total
The participants	24	10	34
%	71%	29%	100%



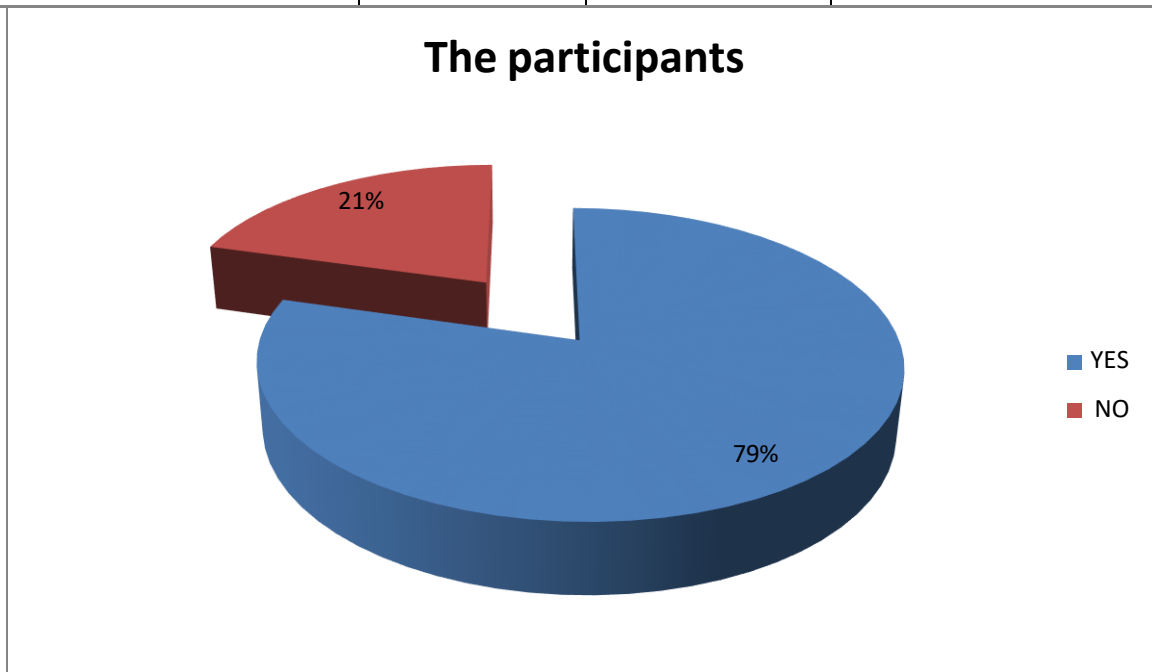
Pie chart n°05: Do you found the subject in your baccalaureate program to be challenging ?

Question 03: Do you experience high levels of stress during exams?

3) behind this question we wanted to discover if there any stress for students during exams , we received 85% of participants who experienced high level of stress , while the other 15% answered with no.

Table n° 06: Do you experience high levels of stress during exams ?

Question 03	Yes	No	Total
The participants	29	05	34
%	85%	15%	100%



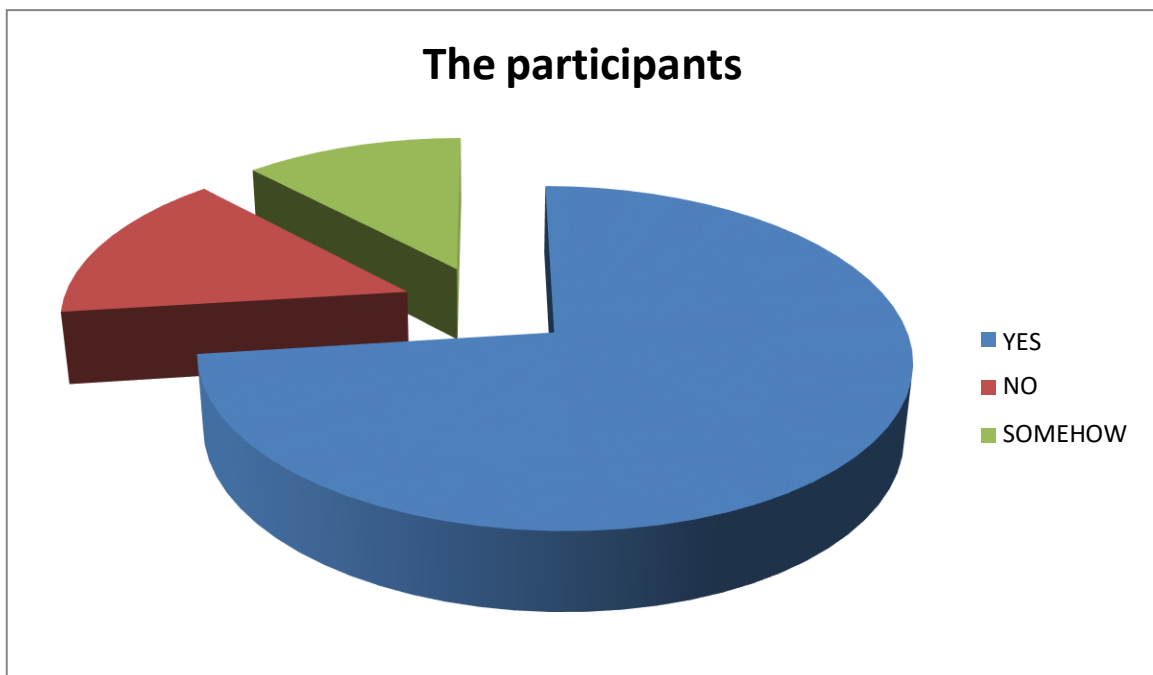
Pie chart n°06: Do you experience high levels of stress during exams ?

Question 04 : Do you feel overwhelmed by the workload of your baccalaureate studies?

4) For this question the goal was to find out if there any over workload , where 73% answered with yes , 15% answered with no and 12% chose to answer with somehow.

Table n° 07 : Do you feel overwhelmed by the workload of your baccalaureate studies?

Question 04	Yes	No	Somehow	Total
The participants	25	05	04	34
%	73%	15%	12%	100%



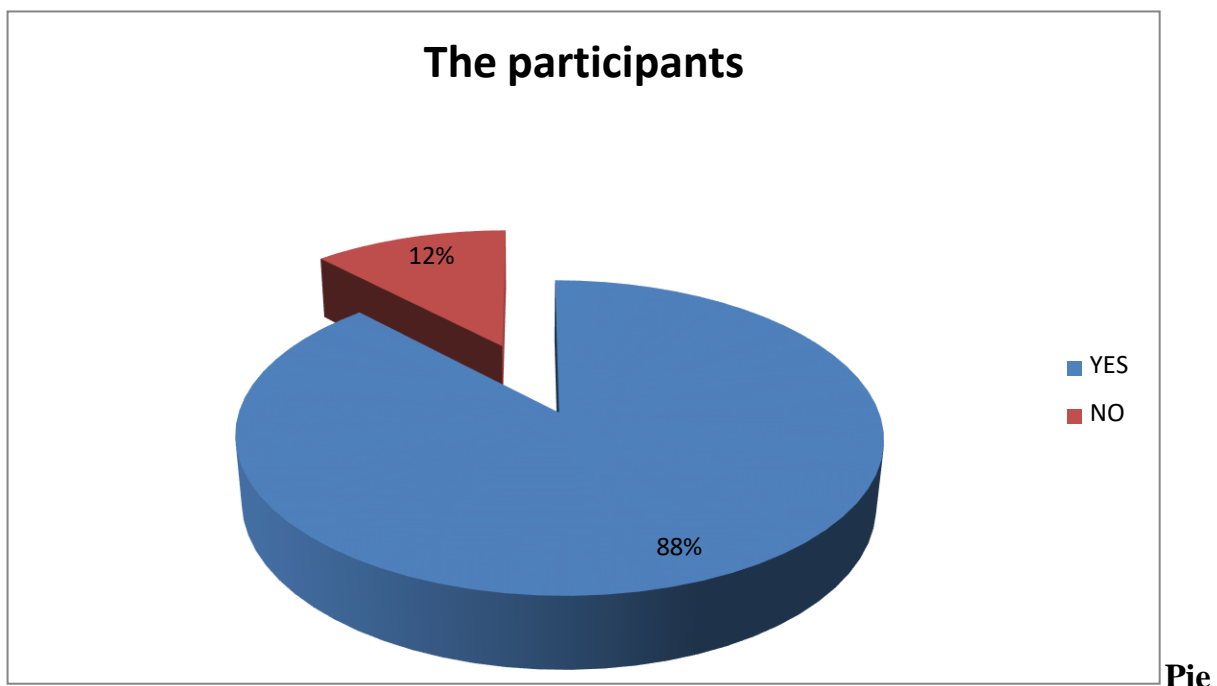
Pie chart n°07: Do you experience high levels of stress during exams ?

Question 05 : Have you ever felt burnt out while pursuing your baccaureate degree ?

5) This question seeks to know how hard it can be for baccalaureate students to pursue their programme, 88% of the participants answered with yes to this one while the rest 12% said no.

Table n° 08 : Have you ever felt burnt out while pursuing your baccaureate degree ?

Question 05	Yes	No	Total
The participants	30	04	34
%	88%	12%	100%

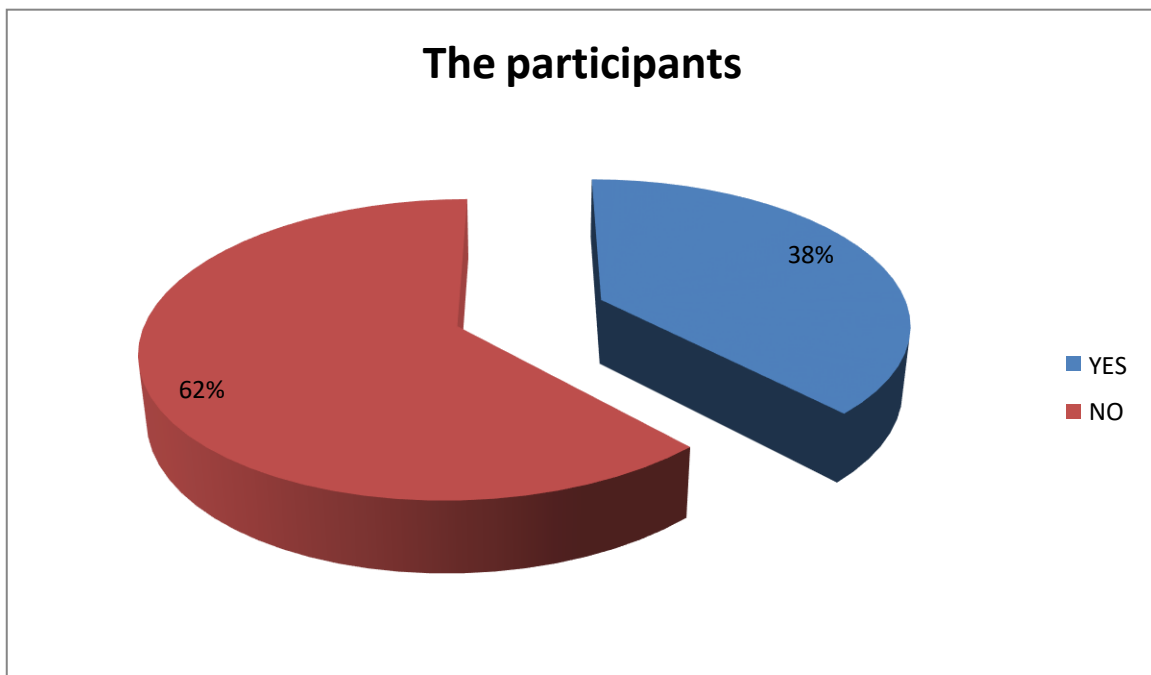
**chart n° 08 : Have you ever felt burnt out while pursuing your baccaureate degree ?**

Question 06 : Are you able to effectively balance your social life and academic responsibilities as a baccalaureate learner ?

6) the goal of this question was to reveal how hard can it be for baccalaureate students to balance between their academic and social life and the results was next : 38% said yes and 62% said no.

Table n° 09 : Are you able to effectively balance your social life and academic responsibilities as a baccalaureate learner ?

Question 06	Yes	No	Total
The participants	13	21	34
%	38%	62%	100%



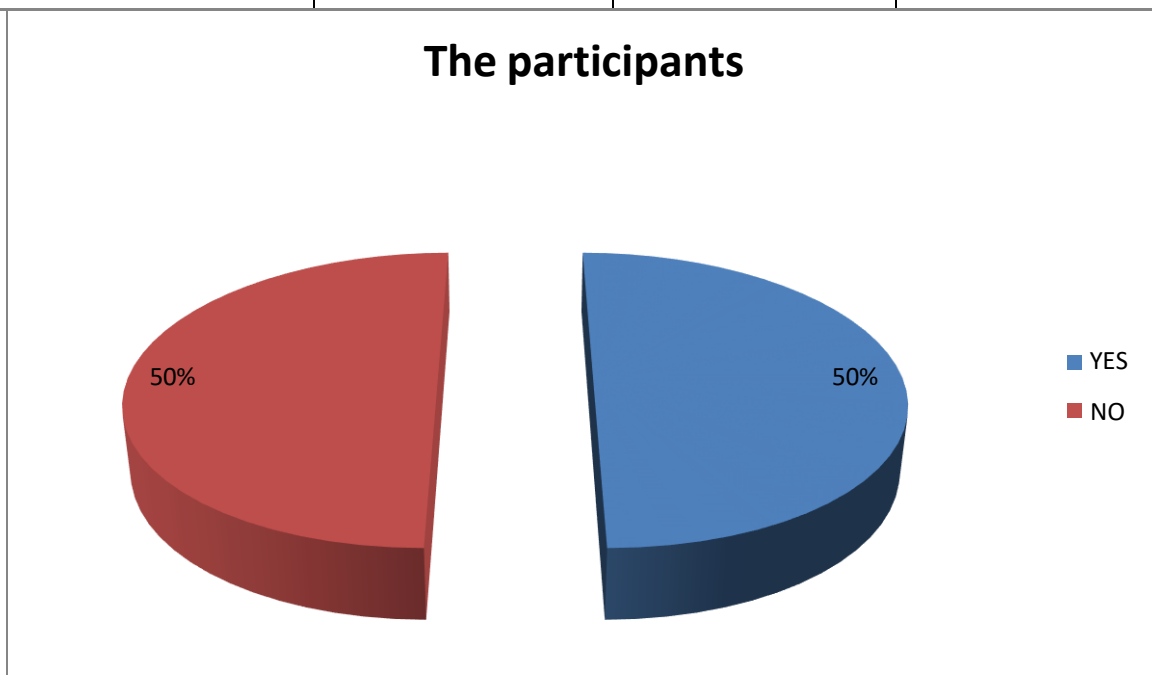
Pie chart n° 09 : Are you able to effectively balance your social life and academic responsibilities as a baccalaureate learner ?

Question 07 : Do you often find in difficult to understand complex concepts in your baccalaureat program ?

7) This question aims to find if there any complexity in understanding concepts , hence we found that there is a fifty fifty possibility between the students.

Table n° 10 : Do you often find in difficult to understand complex concepts in your baccalaureat program ?

Question 07	Yes	No	Total
The participants	17	17	34
%	50%	50%	100%



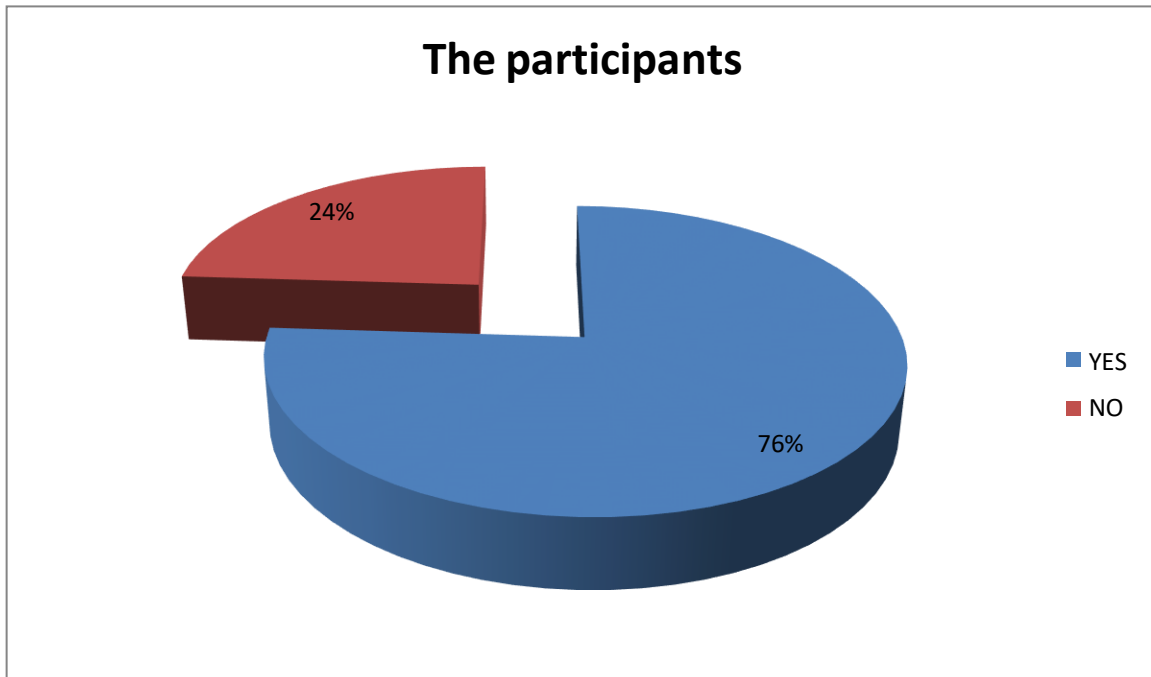
Pie chart n° 10 : Do you often find in difficult to understand complex concepts in your baccalaureat program ?

Question 08 : have you ever felt discouraged or demotivated during your baccalaureate studies ?

8) The demotivation and the discouragement are possible to happen so we chose this question to know the result which was 76% of the students who said yes and the other 24% said no.

Table n° 11 : have you ever felt discouraged or demotivated during your baccalaureate studies ?

Question 08	Yes	No	Total
The participants	26	08	34
%	76%	24%	100%



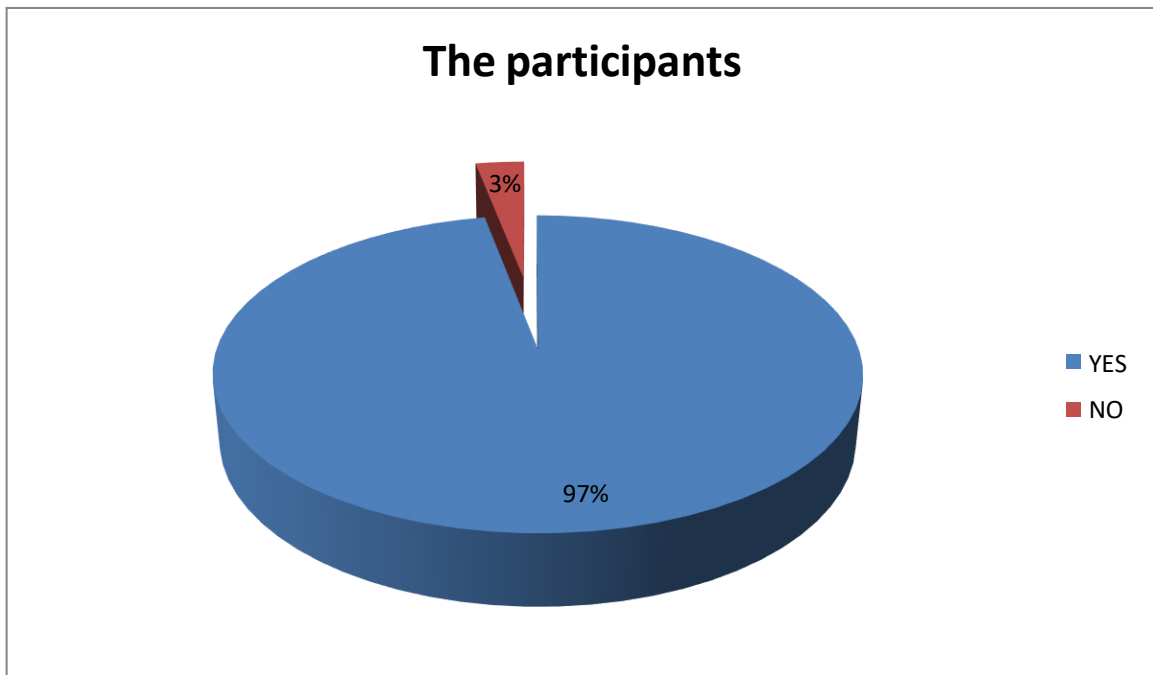
Pie chart n° 11 : have you ever felt discouraged or demotivated during your baccalaureate studies ?

Question 09: Do you feel supported by your professors and peers in your baccalaureate program?

9) Support is acquired for the baccalaureate student whether it was from their colleagues or their professors, to answer this question we found that the majority 97% feel supported and the less 03% doesn't feel so.

Table n° 12 : Do you feel supported by your professors and peers in your baccalaureate program ?

Question 09	Yes	No	Total
The participants	33	01	34
%	97%	03%	100%



Pie chart n° 12 : Do you feel supported by your professors and peers in your baccalaureat program ?

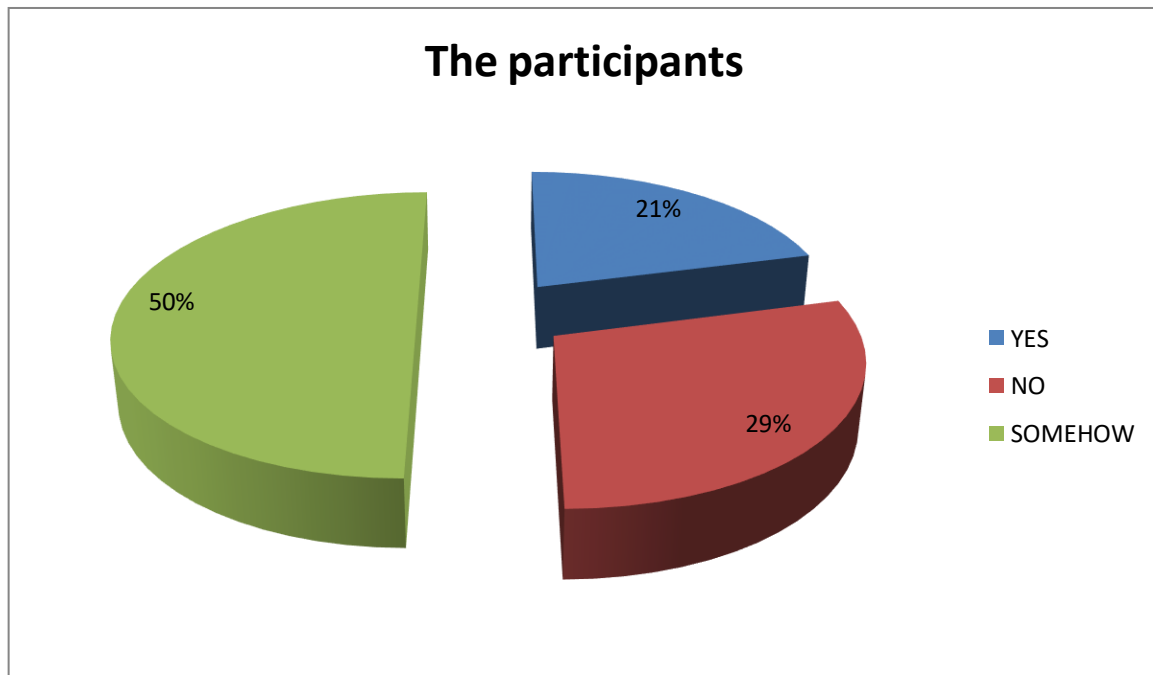
Question 10 : Do you believe that the workload of your baccalaureate studies is manageable ?

10) The ability to manage the workload is necessary that's why we asked this question to see the answers which were like this : 21% yes

29% no and 50% somehow with different motifs.

Table n° 13 : Do you believe that the workload of your baccalaureate studies is manageable ?

Question 10	Yes	No	SOMEHOW	Total
The participants	07	10	17	34
%	21%	29%	50%	100%



Pie chart n° 13 : Do you believe that the workload of your baccalaureate studies is manageable ?

Question 11: What specific challenges do baccalaureate learners commonly face?

in this question we wanted to see if there's any common challenges that baccalaureate learners face and the results was like this 59% said no while 41% have mentioned different challenges.

Question 12: Are there any common subjects or topics that tend to be more difficult for baccalaureate learners?

By this question we wanted to know if there's any subjects that are harder then the others , while 44% chose to say no the other 66% found that positive

Question 13: Are there any strategies or study techniques that have been effective in overcoming these difficulties?

We sought to see if there's any strategies or techniques that are followed by the students to overcome these difficulties : 92% answered yes with mentioning some of their methods

Question 14: How can teachers support baccalaureate learners?

We wanted to know how the teacher can provide support according to the students , the majority 87% said yes while the rest 13% didn't answer

Question 15: Are there any additional resources or support systems that could be implemented to help baccalaureate learners succeed?

The goal behind this question was to find out is their and additional resources that could help baccalaureate learners succeed so we received multiple answers and the most repeated ones were: time organization, revision with friends, studying from internet sites.

2.7. Interpretation of the main results:

The main results from the main study instruments will be presented in relation to the hypothesis that have previously been proposed in the section that follows the teachers interview and the student's questionnaire have enabled the researchers to collect a large and valuable amount of data concerning the difficulties that face the baccalaureate learners in EFL courses, the aim was to help learners to enhance their level through preventing these difficulties. This is preceded by mentioning and drawing the reader's attention to the two hypotheses developed by the investigators and thus confirms.

We can explain and analyze the data in connection to the hypothesis presented of our dissertation based on the information supplied in the analysis of teacher's interview and student's questionnaire.

The following is the summary of the discussion and interpretation for each hypothesis:

Hypothesis one: According to the questionnaire that was given to the pupils we concluded this:

Learning difficulties, which are neurological challenges, impact how information is received, processed, stored, and analyzed by the brain.

teaching strategies. They are not indicative of intelligence level and are not the same as intellectual difficulties—learning challenges that result from sensory handicaps; developmental delays; or cultural, economic, or environmental disadvantages. While most learning challenges are minor, others could significantly affect a person's academic achievement. However, behavioral instruction catered to the particular kind of difficulties can assist a person in creating coping mechanisms for a given situation, and intervention can be quite beneficial.

Learning challenges are a sign that a person needs to use different teaching strategies. They are not indicative of intelligence level and are not the same as intellectual difficulties—learning challenges that result from sensory handicaps; developmental delays; or cultural, economic, or environmental disadvantages. While most learning challenges are minor, others could significantly affect a person's academic achievement. However, behavioral instruction catered to the particular kind of difficulties can assist a person in creating coping mechanisms for a given situation, and intervention can be quite beneficial.

Hypothesis two: From questions that was given to the teachers in the interview we summed up the results to come up eventually with this solution. The first step is to identify the causes, learning difficulties can stem from various causes such as lack of preparation, ineffective study skills, learning disabilities, disorganization, misplaced priorities, lack of motivation, procrastination, and inability to concentrate due to stress. After identifying the causes, the next step is to seek support, a meeting with instructors can be helpful. If you are having difficulty understanding course content, meet with your instructor to see if they can provide additional help. They may be able to set alternative times for meetings if the posted hours do not work for you, also counseling, a Solution-focused counseling and therapy sessions can be very supportive in understanding emotional concerns and providing coping mechanisms. Next it is recommended to use these three well developed methods which are carefully chosen:

Memory Techniques: To improve retention, use a combination of repetition and recall, and engage in activities that make you retrieve information rather than simply re-reading it.

Academic Accommodations: Special Education Needs (SEN) and Individualized Education Programs (IEP) can be developed to adjust learning strategies to fit individual strengths and weaknesses.

Occupational, Educational, and Speech Therapy: These therapies can help improve motor skills, reading, writing, and math skills, as well as language-based and reading comprehension challenges.

What also can be useful is creating a support network, Parents can become their own experts by researching learning disability programs, therapies, and educational techniques. They can also be advocates for their child, ensuring they receive the necessary support, Connecting with other parents who have children

with learning disabilities can provide valuable advice and emotional support. We also suggest to build self-motivation and set goals, Setting achievable goals can help maintain motivation and provide a sense of accomplishment, also Identify the most effective learning methods for your child, such as visual learning techniques, and incorporate them into their daily routine and Establishing a regular learning routine can help make learning a habit and reduce reluctance.

2.8. Conclusion:

In conclusion, the analysis of the answers given by the baccalaureate students according to the questionnaire provides much information about how the difficulties start and how they grow among the environment and how to deal with the problems specifically and generally. However, these difficulties can make a problem if they are not taken care of by the teachers, the parents and even the colleagues among each other have a huge impact on dealing with such obstacles. The questions aimed to track the problem from the source and to be able to identify the type of the problem and also to adapt with each and every type; hence this will make it inclusive and more helpful.

GENERAL CONCLUSION

GENERAL CONCLUSION

Finally, this research helps to find out how important EFL is in the Algerian program and how it can benefit the learner in his career if he focused on it. The introduction has discussed some interesting points about the evolution of English as a foreign language and also how it's dealt with in our country as well as the EFL in the recent years, then we tend to explain the meaning of EFL precisely and how to improve its skills and the objectives of EFL teaching and learning in Algeria because of the big role that has been played by the EFL lately, adding to this some of the difficulties in learning and its possible causes. When the questionnaire came to process the learner's problem and give a common solution that can help the efl student in his journey.

The first chapter we clarified the fundamental elements of English as foreign language and its difficulties in baccalaureate program and how we can solve this problem.

The second chapter we talked about education and its two types and we added examples to clarify then we defined learning in general and we made the questionnaire which we discuss about the difficulties that face baccalaureate learner and how can effect their career ,they Participate in it Two branches arts and philosophy and foreign language and there is Thirty-four participants which include fifty percent of art and philosophy and sixty three percent of foreign languages this questionnaire contains fifteen questions , the majority of students face difficulties in managing their time also they have difficulties to balance they social life and academic responsibilities .

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This reference would provide detailed information on the objectives, skills, and methodologies outlined in the Algerian English language syllabuses from June 1999.

appendices

Questionnaire : The difficulties that face baccalaureat learner.

Dear student the main objective behind this questionnaire is to show difficulties that face baccalaureat student .Please give your most thorough response to the questions below.

Rest assured that the information you share here is confidential.

Part 01 : students profile

• Gender : - Male - female

• Age :

1. Do you often struggle with managing your time effectively for your baccalaureate studies?

Yes No Somehow

2. Do you find the subjects in your baccalaureate program to be challenging?

Yes No

3. Do you experience high levels of stress during exams?

Yes No

4. Do you feel overwhelmed by the workload of your baccalaureate studies?

Yes No Somehow

5. Have you ever felt burnt out while pursuing your baccalaureate degree?

Yes No

6. Are you able to effectively balance your social life and academic responsibilities as a baccalaureate learner?

Yes No

7. Do you often find it difficult to understand complex concepts in your baccalaureate program?

Yes No

Please state why ?

8. Have you ever felt discouraged or demotivated during your baccalaureate studies?

Yes No

Please specify

9. Do you feel supported by your professors and peers in your baccalaureate program?

Yes

No

How ?

10. Do you believe that the workload of your baccalaureate studies is manageable?

Yes

No

Somehow

How ?

11. What specific challenges do baccalaureate learners commonly face?

.....
.....
.....
.....

12. Are there any common subjects or topics that tend to be more difficult for baccalaureate learners?

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.....
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13. Are there any strategies or study techniques that have been effective in overcoming these difficulties?

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.....
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14. How can teachers support baccalaureate learners?

.....
.....
.....

15. Are there any additional resources or support systems that could be implemented to help baccalaureate learners succeed?

.....
.....
.....

Thank you a lot for your collaboration

Questionnaire:

Dear teachers, with my all respect. The main objective behind this interview is to show the EFL teachers' perspectives towards the effect of difficulties that face baccalaureat learners and wether they prefer to choose other teaching methods in order to improve their Students' Performance. Please give your most thorough response to the questions below. Rest assured that the information you share here is confidential and very useful to this field of study.

- 1. What are the most common difficulties your students face when learing english as foreigne language?

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- 2. What types of resources do you think are most effective in supporting EFL learners?

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- 3. How do you assess your student progress in EFL, and what challenges do you encounter in providing effective feedback?

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- 4. What strategies would you suggest to reduce or prevent EFL learning difficulties?

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- 5. How do students attitudes and motivations towards learning english affect their progress and difficulties they encounter?

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- 6. What kind of training devalopment have you recived in efl teaching?

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