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The Handicaps of EFL Teaching
**“A Case Study of Secondary School Teachers of Naama
Province”**

A dissertation submitted as a partial fulfilment for a Master degree

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Dedication

I would like to dedicate this work to my parents for their endless love, and for their constant encouragement to me to always be the best.

To my brother and my sisters who made it all possible by always having faith in me.

To all the people and the friends with whom I had the pleasure of making acquaintances, and from whom I learned a lot.

Amel

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In the end, I expect that my work will gain your admiration and well-deserved appreciation.

Amel

List of abbreviations

EFL : English as a foreign language.

FL : Foreign language.

ICTs : Information communication technologies.

PC : Personal computer.

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Abstract

The present work aims at shading disabilities of learning and teaching EFL in classroom. Therefore, it introduces some techniques and strategies to enhance and promote teaching, and develop the teacher's abilities and skills. It is an attempt to explore the problems that hinder students from learning like shyness, lack of vocabulary, demotivation and anxiety. We choose to work on secondary school teachers of English. Our work is divided into two parts. The first part is theoretical one which conducts an overview about learning disabilities, in addition to some difficulties that EFL learners face in classroom setting. In The second part we have adopted analytical method of investigation. It consists of questionnaire oriented to teachers of English language. The obtained results indicate that there are some problems that obstruct students from learning in class, and at the end some strategies and techniques were suggested to improve teaching English in an EFL classroom.

General Introduction

All people use language to express their feeling, ideas, opinions, and desires. By language, people can communicate to each other. According to Brown (2000:5) language is a system of arbitrary conventionalized, vocal, written, or gestural symbols that enable members of given community to communicate intelligibly with each other. It means that language is a communication. In other words, language is a kind of communication between people in community. It is a value of interpersonal contact exchanging information. Everyone uses language to communicate. When people want to speak or deliver information to another people, they cannot do it without language. It should be language is important to communicate in human being.

Teaching English has been an important issue in countries where English is not their first language, so learning second language is difficult for learners because they cannot speak English in real situations, because they should learn sentence in textbooks not in a real environment. Therefore, teachers should always look for useful strategies to reduce the difficulties of teaching English language (1969; Chen, 2007; Nunn, 2011), and they have to deal with many challenges and often have question about the best ways to teach.

English as a foreign language is nowadays more a commodity than an advantage. As a global language it develops very fast and it is both studied and used everywhere in the world as an official language, a second or a foreign language. What people or children study in the classroom or at home can hardly be qualified as the language spoken by natives. It is our aim to hereby demonstrate that classroom English fails to provide learners with every day, informal speech practice and to suggest ways of combating this phenomenon.

Teaching English plays an important role in position and success as foreign language. Students generally find only a small amount of English inside and outside the classroom because English is not used for teaching the language in the classroom, or as a communication tool during social interaction. This absence places great responsibility on English teachers to ensure students learn English in a supportive environment, and bring successful language learning into the classroom. Thus, the language knowledge of teachers and teaching skills, along with a host other complex skills is important in teaching English as a foreign language (Burn and Richard, 1990).

Being fully aware of the importance of English as a foreign language, both at the national as well as the international level, especially, as the world has become a global village, the Algerian curriculum developers incorporated English as another foreign language (besides French) to be taught in the national educational program. As the potential of teaching this foreign language in a more positive environment in Algeria is available, this work attempts to conduct a brief exploration of the teaching of English as a foreign language (EFL) in the Algerian context. It also, attempts to shed the light, and in depth on the syllabus and the objectives suggested by the Algerian authorities (June 1999) for both Middle and Secondary school education.

Based on the background above, the researcher formulates the following research question “What are the common problems faced by the teachers in teaching English as a foreign language at secondary school. The objective of the study is to find out of the problems faced by the teachers in teaching English as a foreign language at secondary school. The result of the research is expected to give benefits for researchers themselves and to increase knowledge and with this research, later on researchers are ready to become professional and enhance teacher in teaching English. For the teacher, this research results can be a consideration and input in overcoming the difficulties that have been a problem in teaching the English language. On the other hand, pupils are expected to receive lessons from the teacher without any difficulties, so that the lesson can be easy to understand. For the school, this research result can be used as resources in improving teachers’ performance, especially in teaching English. And finally, for other researcher, this research can be used as reference for a similar research and stimulation for other researcher.

This research focuses on the problem faced by the teachers in teaching English as a foreign language in terms of classroom management and the media used. It is divided into two parts: a theoretical one which deals with the literature review and the previous works done on this field of investigation whereas the second part deals with the methodology, an analyses and discussion of the findings of this research. It ends up with a mentioning the limitations, recommendation and a general conclusion.

Chapter 01 : Literature Reviews

Introduction

This chapter deals with an overview of some issues that are related to EFL Teaching disabilities and the factors that prevent learners from engaging and mastering FL. The literature review provides some definitions of the concept and previous researches done on this field of investigation. It ends with some suggested solutions to EFL learning disabilities.

1.The Status of English Language in the World

Nowadays, English is considered as the primary international language of technology, education, aviation, global business, and international diplomacy. It has become the most commonly used language of international communication today. People, all over the world, use it for both sending and receiving messages. Of all languages in the world today, English deserves to be regarded as a world language. It is the world's most widely spoken language after Chinese. Also, it is the common means of communication between people of different nations (Varghese, C.P. 1989: 1). As such, it is regarded as the unique language for global communication in the 21st century. Most people who use English these days are not English and were not born in an English speaking country. English is not only attracting people's notice, but it has gained access to both their hearts and minds as well. Again, the number of speakers of English as a second/foreign language is increasing every year, as mentioned before, because there is a growing importance towards that language as an international language and as a lingua franca. English of today reflects many centuries of development.

Baugh & Cable (1978: 1) state that, the Renaissance, the development of England as a maritime power, the expansion of the British Empire, and growth of commerce and industry, of science and literature, have, each in its way, contributed to make the English language what it is today. In short, the English language reflects in its entire development the political, social, and cultural history of the English people.

So, the existence of modern mass communications and international commerce has made it possible to set up international bodies and organize events on a global scale. The United Nations, the World Bank, and the European Union all have several official languages, as do international conferences and learned journals. Practical realities nearly always dictate that English is one of the official languages and also the one mostly used.

1.1.Algeria's Linguistic Situation

The French colonizer has been imposing the French language in Algeria for more than 130 years, and it became the language of wider communication even if there were fewer French

soldiers but thousands of Algerians whose mother tongue is Arabic. Later on, French became the official language of Algeria during the colonial period.

The long French presence in Algeria caused a linguistics issue and disorder in the use of language, after it was forced to be used during the colonization period which caused Arabic language to lose its status, and was spoken only between natives themselves. After the independence in 1962, for Algeria's language planners, the purpose of a substitute for French was dual. First, the language to be adopted needs to be more dominant than French in the world as a vehicle of modernity and technological progress. Second, there was a need for a language not irredeemably tainted by its colonial provenance. English proved to be the ideal candidate and planners intended to return the favor by adopting the arch-enemy of French. In fact, claims to substitute English for French were made immediately after independence (Benrabah, 2013).

However, replacing a language that lasted 132 years in a land that speaks Arabic seemed hard due to the critical situation which Algeria got out from. Arabisation seemed the most logical move for most of language planners.

The evolution of spoken English began from the fifth century, with waves of attack and eventual occupation by the Angles, Saxons, Jutes and Frisians. They spoke the same West Germanic tongue but with different dialects. Their intermingling created a new Germanic language; now referred to as Anglo-Saxon, or Old English. The first significant step in the progress of English towards its status as a global language did not take place for another 300 years. The spread of English began in 16th century, when the language became a tool of imperial expansion, and end up by gaining a special place in the history of a significant number of countries. This was what happened in USA, but also in other colonial areas. British colonialism was the first step of the expansion of English across the world. But it is also very important the Industrial Revolution in terms of the spread of English. Britain was the leader of the Industrial Revolution, and large-scale manufacturing and production machinery were just some of the major technological advancements being pioneered there. Countries which needed this new industrial knowledge could access it via the medium of English, something which made powerful again the language internationally.

Indeed, the development of technology was side by side with the spread of English. For instance, English was the language in which the system of telegraph was developed, and English became the international language of all telegraph operators (Manmen, 2013).

Even though English language has not gained an official status yet in Algeria, the government has shown many times its intention to integrate English as an official language due to the benefits it can bring in multiple domains and fields. Its use is increasingly spoken, and the youth

are showing positive attitudes towards this language.

1.2.Factors Affecting the Integration of English in Algeria

Even though the spread of the use of English language in Algeria is increasing, there are several factors that impede the implementation of this language and deny it to gain its official status and make it hard for language planners to have a systematic plan to integrate it in this society. One of these obstacles is the long presence and dominance of French language and the growing of the Chinese economy in Algeria and the probability of a possible competition with the Chinese language.

2.Teachers and EFL Teaching

2.1.Concept of the Teacher

A teacher has been defined differently scholar. Although all scholars refer to the teaching profession, the TUKI dictionary defines a teacher as a person who teaches or facilitates the learning process (HakiElimu, 2009).

A teacher has also defined as a person an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skill that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in both private and public sectors. The educated person can easily secure employment as well as having life skills that will enable him/her to interact well in the society. (Sange, 2000:26).

Based on the definition above, in the general sense, people have no difficulty in explaining who the professions associated with the education of children in school, in educational institutions, and those who have to know the teaching materials that exist in the curriculum. Therefore, Teachers can be defined as people whose job is related to business educating the nation in all aspects, spiritual and emotional, intellectual, physical and other aspects.

2.2.Qualities of a Perfect Teacher

As issued by the Algerian government, the minimum requirement for one to be regarded as a teacher shall be B.A (license) certificate; the minimum qualifications for the secondary school teacher shall be a Master degree. According to the government education policy, it is required that teachers should be good models in the teaching and learning process. It is important to follow to the following principles: Reflection on the learning process, patience, justice, feelings, understanding the learning environment, understanding learning differences, relationship, problem solving and mastery of the subject, discipline, interaction and motivation.

Qualities of a good teacher are universal. Every teacher is expected to have such qualities in order for them to be regarded as a true teacher. Throughout the world, a successful teacher is expected to have some specific qualities structured in explicit criteria. For instance, a good teacher is the one who knows exactly what they are teaching. The teacher who is knowledgeable will be able to teach confidently. The teacher who is well qualified and knowledgeable does well in the learning and teaching process as opposes to one who does not know their subject matter.

On the other hand, apart from processing the knowledge of the subject matter/lesson, a teacher is also expected to have skills that will enable them to administer the teaching and learning process without any problem. Also the teacher is expected to promote and nurture different potentials among students. The teaching theories help the teacher to open learning opportunities to the pupils. Therefore, a teacher should effectively use the psychology of education to facilitate the teaching/learning process.

Furthermore, a positive attitude is the most important thing in the teaching profession as well as life in general. In teaching profession there are many challenges that a teacher is expected to face. Having positive attitude will enable a teacher to overcome all the problems that occur in the course of teaching.

A teacher is supposed to have reading culture so as to cope with the changes. A good teacher should be anxious to learn more so as to improve his teaching methodologies. It is equally important for a teacher to understand that everything is in the state of change, knowledge is not static, changes are inevitable and therefore a teacher should cope with changes. Every day is a new day and the teacher therefore should appreciate the changes.

2. 3.Duties and Responsibilities of a teacher

The teacher with qualities mentioned above has a key role play while at school or at home. A teacher has a responsibility to offer knowledge according to the level of the learners. This takes us directly to the main responsibility of a teacher who is considered to source of knowledge. In this case, presentation of the material is an important issue to be considered by all teachers regardless of teaching modality used. Moreover, teachers have the duty to facilitate the teaching and learning process. This is the most important step expected to be done by the teacher before entering the class. The teacher is supposed to prepare, plan, and facilitate the teaching and learning process. If a teacher is well prepared, she or he can also teach effectively learning process has not been effective. In addition to that, a teacher is a facilitator in the learning and teaching process. In the past the teacher was considered the only source of knowledge, but nowadays to orientation is different. Instead the teacher is not considered to be the only source of knowledge but rather a

facilitator in the learning process. The teachers should act as advocate of knowledge, due to the development of information technology finding information has now been easier. Pupils, nowadays, are able to surf via internet for information they need. Furthermore, a teacher is always a researcher. They use most of their time conducting researcher on their students. Through research the teacher can easily understand their student learning abilities. In a research, the teacher identifies students' potentials and their relevance to the society.

Finally, nobody can ignore the teacher's role in using their time well at school to check for students' attendance to keep students' progress report and to make any other relevant follow ups regarding their students. The way the teacher handles these matters, reflects their preparedness in general. If teacher has made preparation prior to teaching he will find the teaching process essay and will have enough time to attend the students. The teacher is also responsible for keeping records related to students, conducts, students' personal history as well as academic progress. When parents put their children to school at the same time, they set expectations on the teacher, so that their child can develop optimally.

3. Teaching English as a Foreign Language

3.1. TEFL in Algeria

Unlike some Arab countries such as Emirates; Arabia Saudi and Egypt, English is spoken as a third language in Algeria. It is more likely to be taught only as a foreign language. This means that learning and teaching English occurs mostly in classroom, rather than during daily communication. English learners in Algeria don't have ready access to using English as a tool of communication during their daily lives outside the classroom. As stated by oxford and shearing, a foreign language in this context is a language learnt only during formal education. As such, English language teaching and learning in Algeria presents particular challenges that are not encountered in other countries where English is more commonly used on a daily basis.

English is compulsorily taught throughout the Algerian Middle and Secondary schools and universities (even in some military/security, economic and cultural institutions). Its status there of is that it is considered as the second foreign language, besides French, despite the fact that it does not particularly play an important role in the national and social life of the Algerian people. As it (English) is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social, intellectual and economic daily realities. 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 people. 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”.

In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language ‘par excellence.’

3.2.Motivation to Learn English in Algeria

Since English in Algeria is taught as a foreign language and learnt mainly in classroom, the role of teacher is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: teaching English and making the teaching-learning process as interesting as possible as in order to engage students in learning. In an EFL context, students’ exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English. Thus, teachers’ instructions and explanations maybe the only language exposed during which students learn to use language for communication

The vast majority of teachers recognize that pupils come to the classrooms with different rates of readiness to learn. This readiness is called by researchers “Motivation”. Harmer (2001: 68) defines motivation as “some kind of internal drive that encourages somebody to pursue a course of action.” If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal”. Bernaus (1987: 45) states that “teachers, who want to be successful in teaching, should have this definition in mind when planning lessons to encourage themselves and their pupils.” On his turn, Gardner (1985), as cited in Berns (2010: 164) defines motivation as the combination of effort plus desire to achieve the goal of learning the

language plus favorable attitudes towards learning the language.

From the very first session, experienced teachers can spot those skillful ones with a strong incentive and determination to learn whatever it takes. These intrinsically motivated pupils are mostly a big help to teachers. By the same token, it could be also, noticed that some other students with a potential in learning a foreign language expect to be extrinsically motivated by the charisma of their teachers. All in all, we can say that there are two types of pupils; those who come into the classroom with an intrinsic motivation to learn while others rely on the teachers to trigger their extrinsic motivation.

It is obvious that, variety is one of the most important factors in maintaining a high level of motivation and interest among the learners. Yet, there are many things that can be done by the teacher or the textbook writer which add variety not only to the learning process but also to the pupils' interest in English. All teachers know that nothing is more tedious for the pupils than doing the same activities every day.

3.3.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.

According to the Algerian Government 'directives' and official texts (June 1999), the syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both in speaking

and in writing. At the same time, they aim at enhancing those who go on further studies to use the foreign language as a means to widen their knowledge for academic purposes in their field of study, (degree in English language, translation, or journalism) and those who join the job market to exploit, through reading, by themselves documents, leaflets, notices related to their occupations.

4.English Language Learning at the Algerian School

4.1.Learners' Knowledge by the End of Middle School Education

The pupils at middle school level are supposed to have attended about 140 hours of English teaching classes each year. They are supposed to have acquired basic English (structures and vocabulary) necessary to express the four main functions of the language which are: description, instruction, narration, and socializing in the four linguistic skills(listening, speaking, reading, and writing). As a result, they are expected to master the basic characteristics of (English) language which are: listening to and understanding oral messages, guided production of simple oral messages, reading of simple passages and showing their understanding of them (without the interference of the oral) through performing various activities of linguistic checking, writing simple personal letters, filling simple forms and writing elementary application letters. Although this supposedly acquired knowledge seems to be significant, exam results show that most learners experience difficulties in using the foreign language (English) correctly and appropriately during their first years in secondary schools.

4.2.Learners' Knowledge by the End of Their Three Years in Secondary Schools

By the end of their third years in secondary school, the pupils are supposed to have acquired more knowledge in the four linguistic skills and are able to:

-Understand the main points of a talk in standard English on various cultural, scientific, and technical themes (this talk could be worked out in terms of lexis, grammar, and overall organization)

- Express themselves with some kind of “fluency” so as to be understood clearly (even with some mistakes in pronunciation and grammar) without a risk of false interpretations.

- Read and understand, to some extent, various kinds of various authentic texts (narrative, descriptive, argumentative) of intermediate 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).master different writing skills, note taking, organizing, summarizing, so as to be autonomous in written expression when starting from models learnt in class.

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.

5. Handicaps in EFL Teaching

5.1. Factors That Face Teachers in EFL Teaching

5.1.1. Factors That Make Teaching Speaking Difficult to Teachers

English pronunciation has a great impact on learners' successful communication but it is still ignored by a lot of teachers who pay more attention to teaching grammar and lexis. This is because teachers may feel more uncertain about pronunciation than about grammar and lexis and they are worried that they lack enough knowledge to help their learners effectively. Some not have enough knowledge in teaching English pronunciation. Additionally, the majority of teachers lacked sufficient time for teaching pronunciation and so this factor did have negative effect on their instruction.

5.1.2. Factors That Make Teaching Listening Difficult to Teachers

Teachers face a number of challenges in teaching listening and speaking in languages. These include students' lack of motivation for developing communicative competence; low English proficiency, and resistance to class participation as well as lack of audio visual materiel to neutralize listening scripts. Listening barriers may be, also, psychological (e.g., the listener's emotions) or physical (e.g., noise and visual distraction). However, some of the most common barriers to effective listening include low concentration and focusing on style rather than substance.

5.1.3. Factors That Make Teaching Reading Difficult to Teachers

The challenges that educators face in teaching reading skills to learners in the foundation phase were as follows: language barrier, large class size which do not necessarily benefit all learners. The problems also include: Literacy in general word list vocabulary, difficult vocabulary terms, academic vocabulary, complexity of grammar, Inappropriate texts, Complexity of academic text, Reading habits and culture, lack of motivation to read and insufficient preparation in teaching reading.

5.1.4. Factors That Make Teaching Writing Difficult to Teachers

We have discovered that time, knowledge, and a lack of resources are the top three reasons why teachers struggle with teaching writing. Students' weak level, demotivation and poor lexis always face teachers in teaching writing. Also, the weak background and cultural knowledge of the subject taught as well as lack of the visual materials that illuminate topics.

5.2. Difficulties That Face Learners When Learning EFL

5.2.1. Factors That Make Speaking Difficult to Learners

The problems and reasons why the students cannot speak the English language even after more than 16 years of learning as discussed by educators may include : shyness in speaking the English language, common grammar mistakes , lack of confidence, nervous in Speaking the English Language in Public and physical handicaps

5.2.2. Factors That Make Writing Difficult to Learners

Lack of vocabulary has caused the students to face challenges in acquiring writing skills. Vocabulary is the fundamental element in constructing sentences which is the core of effective writing skills. Good vocabulary repertoire can help students to speak or write to deliver their thoughts. Some elementary school students are also having trouble with grammar. Grammar plays an important role in writing. Other difficulties that EFL students face are the lack of exposure to books and reading materials. The difficulties that students have faced have made it difficult for teachers to teach writing skills.

5.2.3. Factors That Make Listening Difficult to Learners

Barriers to listening can come from a speaker's presentation as well, such as if a teacher is unclear, vague, monotone, or physically distracting. Other obstacle may include unfamiliar words (including jargon and idioms), poor grammar, length of spoken language, fatigue when listening to long talks, unfamiliar topics lack of listening strategies, psychological states, physical problem, the task, anxiety and inaudible pronunciation.

5.2.4. Factors That Make Reading Difficult to Learners

Learners who rarely or never practice a reading strategy often face many problems in the process of reading document in English such as reading and trying to translate word-by-word makes them unable to comprehend the reading document, paying attention to small details leads to missed main ideas. Reading comprehension disorder is a reading disability in which a learner has trouble understanding the meaning of words and passages of writing.

6. Background Researches

There have been some researches done related to this study. Derakhshan & Shirmohamadi (2015) in their journal, “The Difficulties of Teaching English Language: The Relationship between Research and Teaching”. They found that difficulties of teaching English language between research and teaching was able to use different strategies to plan the lessons because these strategies are adaptable with the classroom situation even students have good strategies to learn English language. As a result, researcher and teachers should have a close cooperation with each other to get the best result in teaching and learning English language as well as decreasing the problems in teaching and learning English language as a second or foreign language.

Norma (2017) in the journal “Difficulties That English teachers encounter while teaching listening comprehension and their attitudes Towards Them”, found that it varies from one teacher to another according to the place and type of education. This is highly affected by a large number of factors and different kinds of circumstances. Based on evidence of problems she found, the first is related to the proficiency of teachers. Teachers need more training courses that indicate their lack of experience. The concentration on teaching other skills leads to deviation from the main goal of teaching listening comprehension. Second, problem faced by teachers regarding the educational environment and the availability of resources and teaching aids are connected to the high number of students’ in class and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English lab.

Another experience faced by Romanian students who learn a foreign language, mainly by books and have few or no interactions, when they are thrown into real life situations which they must interact with natives. The difficulties students encounter range from pronunciation differences, vocabulary differences, through grammar and communication issues to cultural ones. The variation learners experience is a broad as the spread of English and continues to change day by day. In this respect, Crystal (1978) recognized that even the best teaching English, which is used very more than any other during a normal speaking lifetime.

7. Overview of Techniques and Strategies to Solve the Difficulties of EFL Learning

7.1. Teacher-Student's Relationships

The relation between teachers and students has always seen as central interest in the teaching and learning process. In fact, teachers have always strived to have good relationship with their students because it increases attentiveness and effectiveness in learning. It is important to have a teacher who care for their students' needs and strengths giving them the same chance to participate because good relationship create safe environment and give students confidence to work without pressure, feel more motivated and stimulated to learn and actively engaged and collaborate in classroom. As Hattie (2009) declared that: "it is teachers who have created positive teacher student's relationships that are more likely to have above the average effects on student's achievements".

Such academic relationship make the students feel positive about class willing to have a go and ask for help when they need as well as be able to stand in front of the teacher and classroom students perform well because they feel that the teacher is passionate with them and this can motivate them to be more productive. So such positive relationship helps students to respond actively and participate in classroom as well as developing their abilities and skills.

7.2. Classroom Management

According to Ardy (2013) classroom management is the ability of the teacher as the leader also the manager who creates the conducive atmosphere to success in teaching learning process. It means that as the leader in the class, lecturer should motivate the students and also teach good moral that should be applied by the students. While, as the manager the teacher should manage the tool of class. That is manage the students potential, use the media and technology in the class that can create the efficient, on time, work productivity, and the quality of teaching learning process. So the lecturers can exploit all of the potential.

In teaching learning process, the lecturer need to make their class be fun, so the students an enjoy in accepting the material that have been taught by the lecturer. The lecturer also have task to make the teaching learning process be active. It needs to create the healthy competition in every student. According to Ardy (2013:65) there are three main activities in classroom management, includes: The teacher creates the appropriate teaching learning atmosphere, manage the study room, and manage the teaching learning interaction.

7.3. The role of Learners

Not only the teachers who are responsible in the teaching and learning process, but even the learners are required to build their participation. According to Richards (2011) “Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning”. (p.05).

Students should not just listen and memorize instead they have to be involved in class participate and collaborate with each other, sharing information and opinions they have to be self-reliant when interacting with their peers as they have to be responsible for their own learning.

7.4.RolePlay

It is one of the most speaking activities in English foreign language classroom. It is an effective way of getting students produce the language and to use it in real life contexts. Penny Ur (1981) defined role play as: “Role play is giving students a suitable topic provides interest and subject matter for discussion dividing them into groups improves the amount and quality of the verbal interaction”. (p.09). Role play provide opportunities for high interaction among the learners, it encourages students to practice their speaking skill and develop their communication abilities. Though in role play students imagine themselves in a situation which would occur outside the classroom adopted a role and behave as if the situation really occurred.

Penny supported this view and he said that “Role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom sometimes playing the role of someone other themselves and using the language appropriate to this new context”. (p.131). In other words, role play help students use language fluently they help them to be creative and imaginative and it can be performed in pair or group. So it considered as very good technique to be used in the classroom because it engages the learners in real life communication and reduce their fears and construct self-confidence.

7.5.Problem Solving Activity

A problem solving is a way of discussing, analyzing, solving issues and find answers by the students. It is a way to develop students’ interest and motivation to work in pairs or groups, share their opinions and feeling about specific problem. As it is defined by Barker and Gaut (2002):”

Problem solving is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their finding”. (p160.). In problem solving students work collaboratively in order to gather information

and find many solutions to different problems. It is good activity that helps learners enrich their vocabulary and decreases the feeling of anxiety, develop their cognitive awareness of how to deal with problems and promote more participation.

7.6. Group work

Group work is a form of cooperative learning; it is a key feature in the practice of language that helps the students in the development of communicative abilities. Through participating in groups, learners will practice more the language since they do not just listen to their teachers, but rather speak, interpret, debate and discuss academic issues together. When students work in groups, do activities, solve learning problems and engage in various tasks within the classroom, their amount of speaking, participating and interaction will be higher raised and all group members will be active. In the classroom situations, the teacher can divide the whole class in to small units or groups. This technique considered as useful feature for students to participate and engaged in addition to the benefits of group work, Harmer (2001) state a number of advantages from this technique:"

1. It decreases the amount of teachers talk and give much opportunity for students.
2. It encourages broader skills of cooperation and negotiation.
3. It promotes learner's autonomy by allowing the students to make their decision." (p.117).

To summarize, group work has been proven to be beneficial for students which raises student's self-esteem, increased engagement, improved skills and better understanding of subject matter.

7.7. Oral presentations:

Students' oral presentations are part of classroom courses and it one way to improve their interaction. Most of teachers focus on this activity because it allows them to present their knowledge on a particular subject in front of the class. According to Baker (200):" Oral presentation is like a formal conversation speaking to a group as a natural activity" (p.115). This activity considered as a part of spoken language that learners presented in classroom setting and it can be supported by visual aids like pictures, projector, videos and so on. In fact, Oral presentation is very important activity that raises interaction and participation among peers gives the audience the opportunity to ask about things that are not clear to them. According to King (2002):" Students give an oral presentation in front of the class is one of the activities that learners have, and it is included in the lessons to improve the student's proficiency level". (p.401). Through oral presentation students develop their proficiency level in English and allow them to be self-confident when speaking in public. Moreover, it helps them to be aware of how to respond and communicate with others then it can be beneficial way to deal with student's participation

difficulties.

7.8.Gaming Activity

Games are activities that teacher use as a technique to provoke communication and participation in his or her language classrooms such as combining and searching games. McCallum (1980) viewed that: “Students in the formal atmosphere of game play are less self-conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition, games automatically stimulate students’ interest a properly introduced game can be one of the highest motivating technique.” (p.04). Through communication games students give the opportunity to communicate orally and practice the language with each other then it raises their motivation and interest toward participation as well as increase their self-confidence and reduce stress and anxiety.

8.Conclusion

The purpose of this chapter was to explore the difficulties that hinder EFL learning from being perfect. We dealt with some definitions of concepts related to our research as well as a review of previous work on the same field. In addition to that we have mentioned the concept of teacher and its importance in the learning process. Focusing on the linguistic and psychological problems that EFL learners students encounter when trying to produce the language, we have tried to provide some suggested pedagogical techniques that help learners to overcome their problems.

**Chapter 02 :
Research
Methodology
and Discussion**

Introduction

This chapter describes a functional framework for analysing the data. In general, it concentrates on the methodology applied in this research paper, specifically it deals with the characteristics of the participant altogether with data collection instruments, data collection procedures and the analysis of the data. Finally, this chapter ends up with a discussion of the findings.

1. Research Methodology

1.1. Participants and Setting

This study took place Naama province. The sample consists of twenty five secondary school English language teachers. The purpose of this selection is to identify the obstacle that face EFL teacher and to see whether these teachers have experienced the use of technology during their school years to solve the situation.

1.2. Tools of Research

Data collection and information were based on a questionnaire designed teachers as a primary instrument. The questions were designed to elicit individual opinions about the linguistics handicaps in EFL teaching and to see the efficiency of information communication technologies used in teaching English as a foreign language.

It is designed to get a general overview about the nature of obstacles and the practical solutions that were done to decipher the complications in EFL classroom. Moreover; the results will show to what extent it is implemented at the level of instructing and learning.

Teachers' questionnaire has both close and open-ended questions so the participants can illustrate more or include anything of particular concern or interest to them.

1.3. Data Collection Procedures

The questionnaire of teachers was delivered online on a Facebook group made for education purposes. I contacted a teacher who had lunched the questionnaire into the group. In fact, I received 25 answers from different teachers. As teachers were on summer holiday, it took some time to gather their questionnaires.

1.4.Data Analysis

Each question is described and then analyzed to obtain a full result.

Q1) How is the working condition when you did the learning process?

Table 1 presents the status of the working conditions in EFL classroom.

Awful	bad	acceptable	good	best
3	12	8	2	0

Table 1

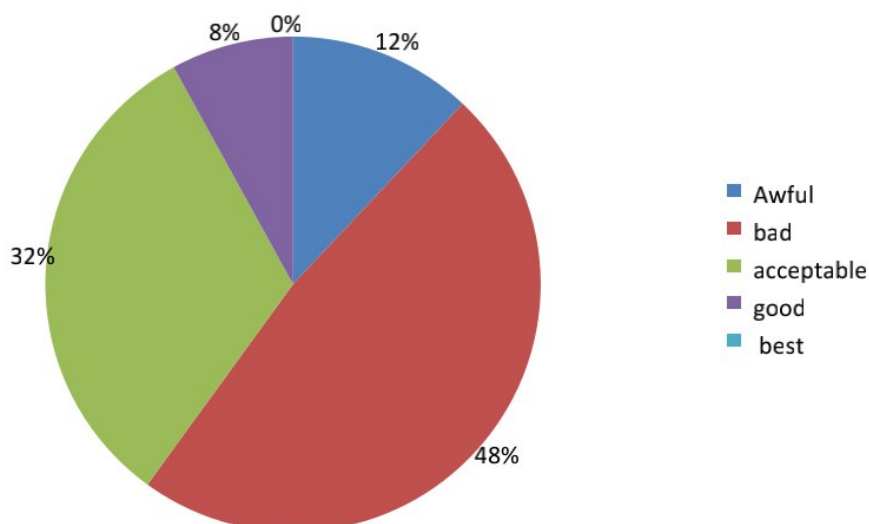


Figure 1

Graph 1 presents the status of the working conditions in EFL classroom.

Through the graph, it seems that the Half of the teachers are facing bad working conditions at work, whereas one-third claim that they work in good condition. The negative thing is that no one is facing the best and the finest situation that stimulates them for teaching.

2) Do all learners get involved, most of the time, in EFL lessons?

Table 2 presents the status of involvement of learners in EFL classroom.

All	most	some	few	none
0	8	12	5	0

Table 2

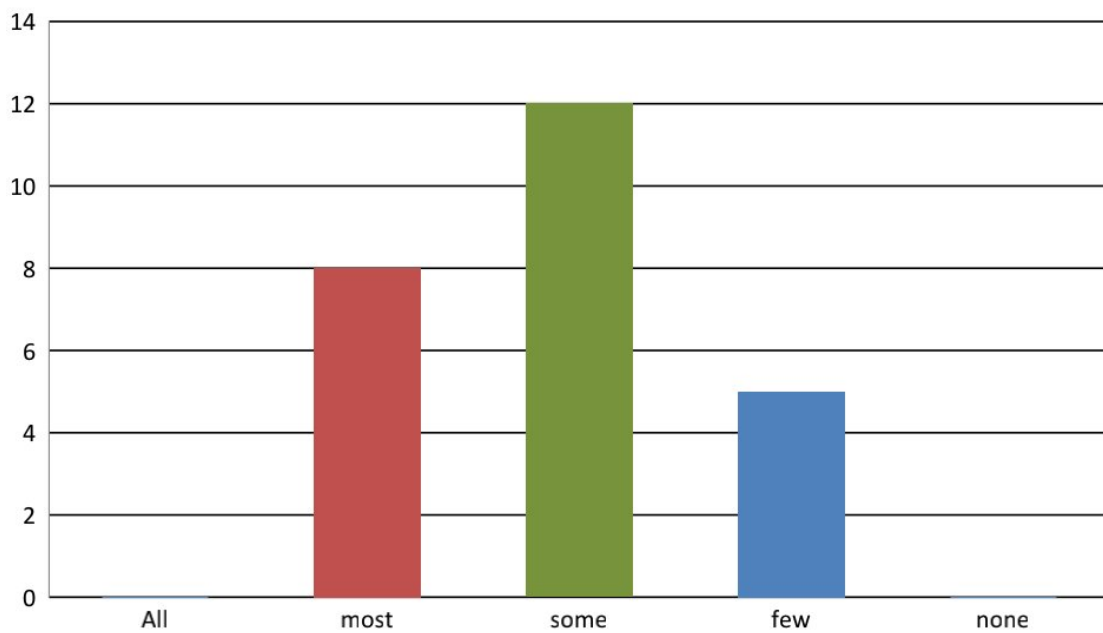


Figure 2

Graph 2 represents the status of involvement of learners in EFL classroom.

Through the graph, it seems that the majority of the learners do not get involved in EFL classroom most of the time.

3) How do you evaluate the learning process in EFL classroom?

Table 3 represents the methods of evaluation in EFL classroom.

Using Tasks	open-discussions	participation	tests
14	5	4	3

Table 3

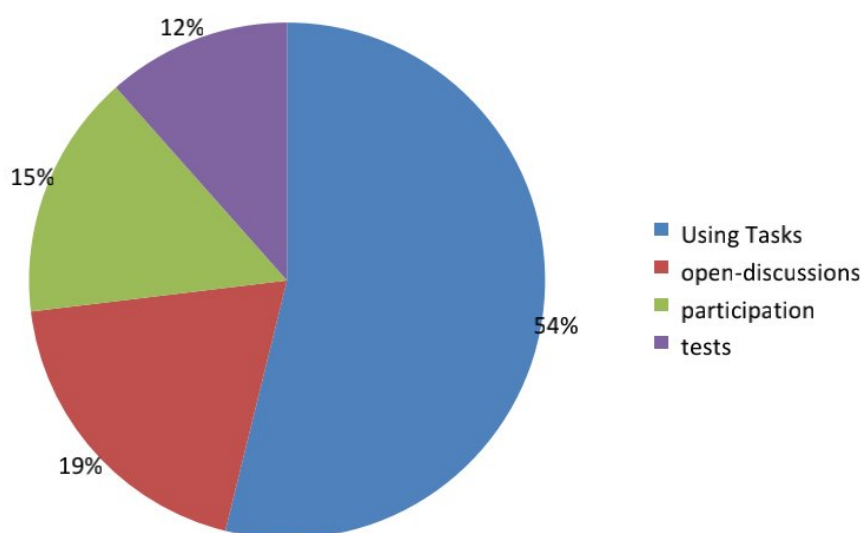


Figure 3

Graph 3 represents methods of evaluation in EFL classroom.

Through the graph, it appears that a big majority of teachers choose to use tasks and activities, whereas one-third claim that some teachers prefer the open discussions. The negative thing is that the other methods are not very effective; therefore, they are not much used.

4) What are the learning disabilities that prevent learners from leaning in EFL Classroom?

Table 4 represents the learning disabilities that prevent learners from learning EFL.

Noise	12
Not interested in lesson	15
Biological handicap	3
Outside factors (Social problems)	10

Table 4

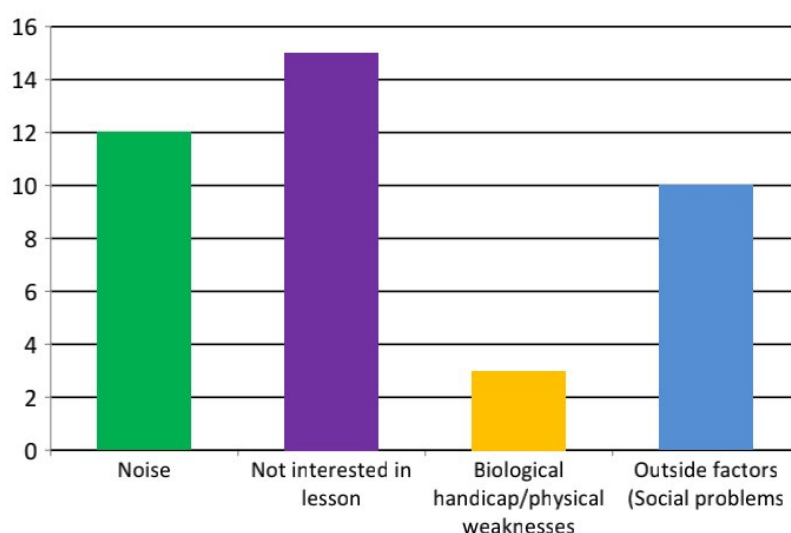


Figure 4

Graph 4 represents methods the learning disabilities that prevent learners from learning EFL.

Through the graph, it looks that most of the learners face problems in learning EFL due to their lack of interest in lesson, as well as the noise that prevents the learners from focusing with the teacher. The negative thing is that these problems do not provide a conducive environment for a healthy learning.

5) What are the learning disabilities that face you as a teacher in EFL classroom?

Table 5 represents the learning disabilities that the teachers face EFL classroom.

Lack of materials	18
Weak-syllabus	12
Bad timing of the lesson.	20
Demotivated learners	15
Lack of qualification to deal with all learning situations	9

Table 5

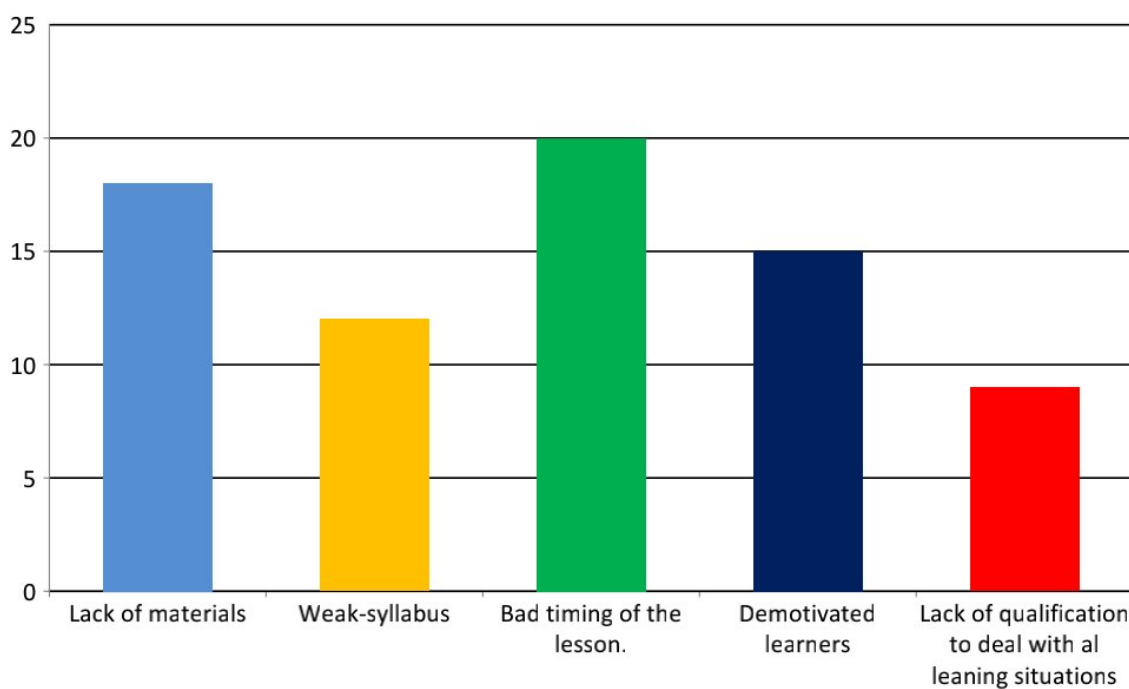


Figure 5

Graph 5 represents the learning disabilities that the teachers face EFL classroom.

Most of the teachers complain from the bad timing of the lesson. Half of them criticize the lack of materials while others blame the shortage of motivation among learners. The negative thing is that third of the teachers lack of qualification to deal with the learning handicaps.

Q6) How did you deal with obstacles in EFL learning?

- Use group work.
- Use a direct translation to L1 (mother tongue).
- Organize participation to avoid noise.
- Energize classroom with games especially last hours.
- Assign special tasks to the last hours and avoid grammar and writing at the end of the day.
- Ignore noise and continue the lesson.
- Organize makeup lessons.
- Encourage learners to oral presentations.
- Supplementary homeworks.
- Use video, pictures to present the lessons.
- Try to understand learners' source of avoiding learning (Their social problems).

Q7) Do you use Modern Technology when teaching most of EFL classes? If Yes Identify

Table 6 represents the use of modern technologies in EFL classroom.

Yes	no
12	13

Table 6

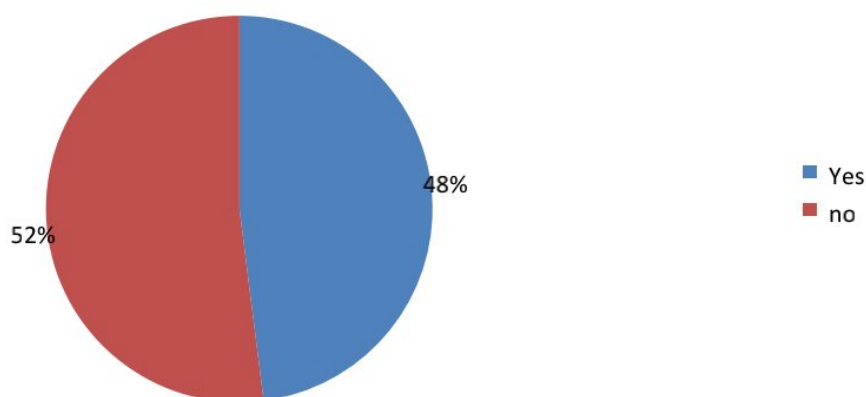


Figure 6

Graph 6 represents of modern technologies in EFL classroom.

The number of teachers who use modern technologies in EFL classroom are the nearly the same as those who don't use them.

Q8) Have you ever faced any problems when using ICTs in class? If YES explain

Table 7 represents the problems faced when using ICTs in classroom.

Yes	No
12	00

Table 7

Table 7 refers to the problems faced when using ICTs in classroom. It looks that all the teachers seem to face different obstacles when using ICT.

Q9) If you don't use ICT in their teaching, what are the reasons?

Table 8 represents the reasons that prevent teachers from using ICT.

Don't know how to use computer	5
Don't find it available because of the lack of these tools in the school	18
Find it not necessary to their lessons (have nothing to do with the field)	10
Laziness.	16
Don't trust its effectiveness.	8

Table 8

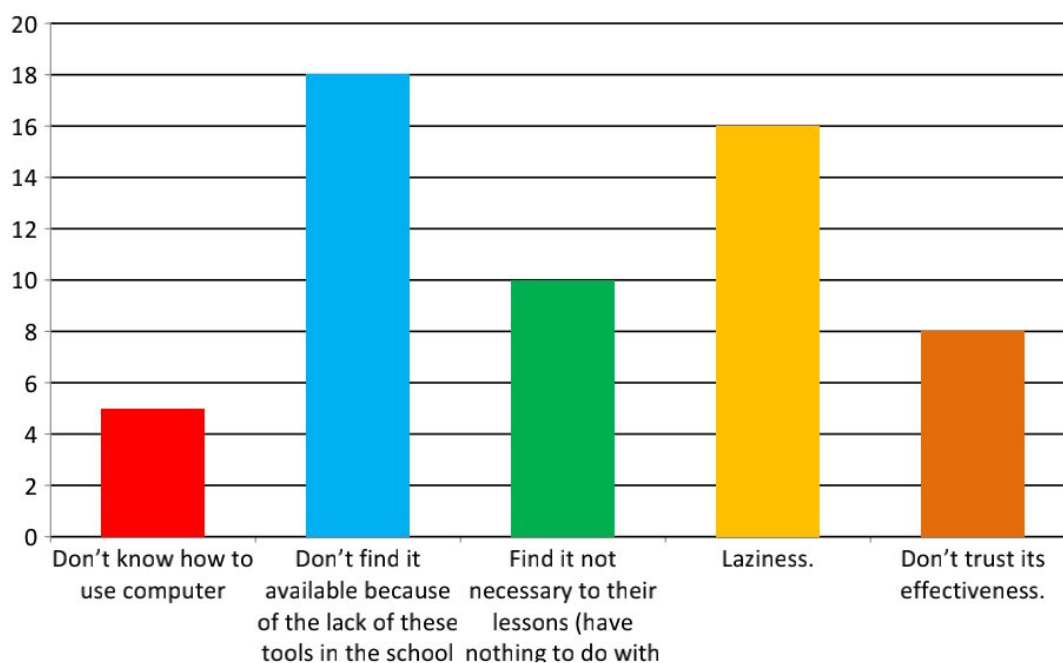


Figure 8

Graph 8 represents the reasons that prevent teachers from using ICT.

Through the graph, we observe that most of the teachers complain from the unavailability of materials, whereas few other teachers claim that they don't know how to use computers.

Q10) Did you receive any training on how to deal with the difficulties in EFL classroom? If yes, explain

Table 9 represents the training of teachers in dealing with difficulties in EFL.

Yes	No
21	4

Table 9

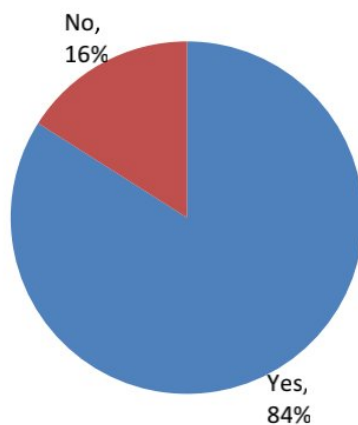


Figure 9

Graph 9 represents the training of teachers in dealing with difficulties in EFL.

The majority of the teachers state that they receive a training in using and dealing with the complications in EFL classroom whereas few others claim that they haven't received any training.

2. Discussion of the Findings

Based on the findings above, the most crucial problem faced by the teacher in teaching is learners' problems. It can be seen from the findings above that lack of learners' interest and concentration. According to the teachers, learners do not focus in learning because they were lazy to learn, especially English learning, feeling sleepy in the classroom during the day, talking with their friends and busy with their gadget. As we know that interest is one of the indicators of classroom management, one of the most successful classroom management indicators is ensuring that children are kept, even when the teacher is preoccupied or caught up in other tasks or activities. For example, from time to time, teachers may need to consult with other teachers or administrators about classroom matters, or they may have to assist individual learners with a problem or issue. When this occurs, the class is left to their own devices, if not managed properly, this may cause problems for the teacher or other learners. Providing the class with coursework or assignments during this period is an indicator of class management success. The class that is kept occupied even when the teacher's full attention is not available is an indicator that the teacher has managed the classroom successfully.

Moreover, the availability of instructional media is crucial in EFL teaching. According to the teacher the use of instructional media in the classroom supports the success of learners in understanding the material conveyed in the classroom. In addition, using learning media is very helpful for teachers in delivering material so that learners easily understand the material provided. However, in the use of learning media in the classroom there are several obstacles such as lack of facilities of the school. English teaching will not achieve its objectives if the teaching tools are not backed up. Hence, teaching a language needs equipment including space, books, and teaching aids, particularly for those who teach in the milieu where English exposure is limited. It is necessary to confront facilitation of teaching tools as to empower teaching and learning English

In addition to that, material supplies, learner's low concentration or focus are serious factors that prevent learners from learning English. According to the teacher, learning material is one of the important things in teaching to ensure the transfer of knowledge to learners. In delivering material the teacher must choose well the material to be given and adjusted to lesson hours, because if the lesson is available during the day the teacher will have difficulty making learners focus on the material presented. Teachers argued that teaching goal could not be achieved one hundred percent because some of students do not concentrate in classroom. As described by some teachers when they

were explaining a certain topic, the teaching process was interrupted by students who were busy in talking and doing other things. Therefore, they needed to stop and give the students advices.

Furthermore, most teachers complain about the limited hours of teaching; the time allocation is not enough. English is given four or three hours a week for one class depending on the stream and each session lasts for 60 minutes. With this time allocation, teachers feel that this makes our difficulty to manage between providing materials and manage noising in the classroom. Three participants considered that the time provided was not enough to apply teaching ideas in the classroom as well as to improve their own professional development. Some teachers complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time.

Above and beyond, the teaching syllables seems not persuasive to learners since most of the English books are not up-to-dated twenty years ago. They contain some examples and illustrations and may be deal with some issues that learners have no idea about and thus they find them boring and tedious. This demotivates them to learn and sometimes to bring a book with them to school which is important learning support in EFL teaching.

Besides, another problem faced by the teacher is the class condition, based on the statement of teachers through result of questionnaire class condition is very boring. With this situation, teacher and students cannot feel comfortable during the learning process. This condition may results from the teachers' lack of professional development. Developing English teaching ability really depends on the teacher's motivation. In addition, teachers identified the difficulty they have faced in teaching at last with the problems as classroom management, students lack of vocabulary and confidence.

The last problem, as confirmed by the participants, most of them are not well experienced in dealing with all the learning handicaps when teaching EFL. And even experienced ones are confronted with new cases that they could not deal with. Lack of professional training seems to be a basic obstacle to treat the handicaps in EFL classroom.

3.Recommendations and Suggestions

In the light of the obstacles that teachers face in EFL classroom, there must be solutions to improve the learning the learning process and lead to a smooth EFL teaching.

3.1.TeamWork

Instead of depending a lesson to Media use, teachers can depend on group work and pair work which are most effective teaching techniques where teachers focused on to create interactive and productive learners , invest in negative noise and engage all learners even bored and weak.

3.2.Eclecticism

Teaching English is not easy; teachers need to find appropriate strategies to teach students based on the problem. Teachers are required to change the method at anytime to elucidate the complications and find the suitable techniques to ensure learning keeping the same learning objective.

3.3.Entertainment Activity

Away from stereotype lesson, and to escape boring teachers are recommended to use games and puzzles which are techniques that provoke communication and participation in his or her language classrooms such as combining and searching games. They aim at engaging all learners even shy and demotivated to learn.

3.4.Problem Solving Activity

A problem solving is a way of discussing, analyzing, solving issues and find answers by the learners. It is a way to develop students' interest and motivation to work in pairs or groups, share their opinions and feeling about specific problem. It is good activity that helps learners enrich their vocabulary and avoid using their mother tongue and decreases the feeling of anxiety; develop their cognitive awareness of how to deal with problems and promote more participation

3.5.Trainings and Workshops

Since everyday new teaching problems rise and seems to be endless, teachers must be updated with the solutions to deal with them. The ministry of education with their partners, the British Council and the Us ESL center, must intervene and organize study days to train teachers to the new problem that are arising and train them how to treat the obstacles.

3.6.Using ICTs

The classroom lesson will be more pleasurable with the use of ICT's in teaching. It will escape the disgust from students since it attract more their attention so they won't care about time. Interactive board will be more beneficial for learners. They can understand quickly in a short time. It saves time and effort, and it is effective.

3.7.Timing and Syllabus

Since English has imposed itself as a global lingua-franca, it should be given more attention in the process of learning. More sessions should be added and allocating relevant teaching hours are basic factors that improve the learning abilities and reduce the obstacles in EFL classroom. In addition to that educational programs and curricula must be updated to be in line with the requirements of the times and society.

3.8.Use Zoom Application

In fact, teaching has witness the appearance of a new era of learning called online learning via multiple applications as Zoom, Classroom and Telegram. This has really increased during the pandemic of Covid 19 where schools closed and learners had to study online. Thus, teachers are recommended to provide learners with extra-online lessons. The reasons given for this supposition are the learning efforts and learning possibilities linked to the new application, because it:

- ✓ Provide greater opportunities for individual forms of learning.
- ✓ Call for a change in the role distribution of teacher/learner, where learners take on teaching functions.
- ✓ Facilitate direct feedback as learner fell free, more self-confident and not shy.
- ✓ Encourage interactive work.
- ✓ Provide faster access to teaching materials.

4.Limitations of the Study

As is characteristic of all survey research using self-report mechanisms, it must be recognized that the data obtained from this research may not be completely accurate and merely represents individual perceptions of actions and opinions. In addition, an inherent limitation of questionnaire-based data is its inability to explore the issue at a deeper, more profound level. As a result, this study has only been able to scratch the surface of the issue it set out to explore. The results of the questionnaire may not be completely representative of the multiple factors included in and influencing on beliefs and attitudes.

Demographic criteria were not taken into account like age, gender, teaching experience and educational qualifications. In addition, results from the research, sampling only EFL teachers and not other types of foreign language instructors, may be difficult to generalize to other foreign language teachers, as EFL profession is unique in its employment opportunities and the individuals it attracts.

5. Conclusion

The results seem to demonstrate that much effort must be done in the future to make English thought in its right way in EFL classroom. Many Teachers show their interest towards the use of technology in the class. Media can help with many issues such as: motivation, clarity, recycling, drafting revising, editing, variety, mixed-ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency. Training how to use and apply this kind of technology in class is needed to have a modern way of teaching and learning that saves time and energy.

General Conclusion

General Conclusion

Our research aimed at identifying the main problems and factors which inhibit the EFL learners and indicating the techniques that help EFL Teachers to overcome the teaching-learning obstacles in EFL classroom. Before the discussing the research findings, we have discussed issues and theories related to learning handicaps in EFL teaching. In fact, the study highlighted the difficulties that prevent learners from EFL. We discovered that there are many reasons and factors that hinder learners from contributing in class which are the linguistics, social and psychological barriers like lack of vocabulary, poor grammar, lack of confidence, shyness as well as limitations that face teacher to do their job in an accurate manner.

Indeed, the questionnaire was a reliable tool that we used for gathering data. It helped to observe and record actual information then to analyze it in order to get the result of the research work. The findings of this research show that teaching English as a foreign language in the Algerian secondary school did not reach a perfect level yet. EFL classrooms lack motivation, managements and learners engagement in the lesson to ensure good results. lot of factors were identified and some practical solutions were suggested to improve the teaching-learning situation in EFL classroom. Finally, the research ends up with some recommendation and suggestions of some measures that should be implemented especially in terms of teachers' trainings and reforms of the educational systems and updating syllables.

Its high time government acted seriously to support EFL teaching regarding to the position that English language occupies all over the world

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Appendices

Appendices

Questionnaire

Gender: male female

How long have you been teaching English in Secondary school?

1. How were the working conditions when you did the learning process?

Awful bad acceptable good best

2. Do all learners get involved, most of the time, in EFL lessons?

All most some few none

3. How do you evaluate the learning process in EFL classroom?

Using Tasks open-discussions participation test

4. What are the learning disabilities that prevent learners from leaning EFL?

Noise	Not interested in lesson	Biological handicap	Outside factors (Social problems)

5. What are the learning disabilities that face you as a teacher in EFL classroom?

Lack of materials	
Weak-syllabus	
Bad timing of the lesson.	
Demotivated learners	
Lack of qualification to deal with al leaning situations	

Others:

6. How did you deal with obstacles in EFL?

.....

7. Do you use Modern Technology when teaching most of EFL classes? If Yes, Identify

Yes No

.....

8. Have you ever faced any problems when using ICTs in class? If Yes, explain

Yes

No

.....
.....

9. If you don't use ICT in their teaching, what are the reasons?

- Don't know how to use computer.
- Don't find it available because of the lack of these tools in the department.
- Find it not necessary to their lessons (have nothing to do with the field).
- Laziness.
- Don't trust its effectiveness.

10. Did you receive any training on how to deal with the difficulties in EFL classroom? If Yes, explain

Yes

No

.....
.....

Summery :

Language is considered an essential means of communication between people. Especially the English language. It has become a global language spoken by half the population. Therefore, teaching it in schools has become an essential part of the educational system. However, teaching it is not an easy matter. It has become very clear that the problems of teaching are endless. This research focuses on the difficulties and obstacles that secondary school teachers of English face while teaching English language. This research addressed the most important difficulties common between both teachers and learners. And even the difficulties of handling the language itself. This research consisted of two chapters; the first chapter is theoretical, which focuses on the English language and the difficulties of learning and teaching it. The second chapter was devoted to data collecting and analyzing data. The main objective of this study is to introduce the problems that teachers suffer from in teaching English, and to search for solutions drawn from the personal experiences of former teachers to gain knowledge to learn how to deal with these obstacles, in order to achieve a smooth and easy teaching process.

Résumé :

La langue est un moyen essentiel de communication entre les gens. Surtout la langue anglais. Elle est désormais devenue une langue mondiale parlée par la moitié de la population mondiale. Par conséquent, l'enseigner à l'enseignant est devenu un élément essentiel du system éducation. Cependant, lui enseigner n ; est pas facile. Il s'avère que les problèmes d'éducation ne s'arrêtent pas la. Cette recherche se concentre sur les difficultés et les obstacles auxquelles les professeures d'anglais des secondaires sont confrontent lorsqu'ils enseignent de langue anglais. Cette recherche abordes les difficultés les plus importants communes entre enseignants et étudiant. Et même les difficultés liées a la gestion de la langue elle-même. Cette recherche comprenait deux chapitres ; le premier était théorique, lui-même axe sur la langue

anglais et les difficultés de son apprentissages et de on enseignement. Le deuxième chapitre était consacre a la collecte et a analyse des donnes. L'objective principal de cette étude est de présenter les problèmes dont souffrent les enseignants dans l'enseignement de la langue anglais et de rechercher des solutions tirées des expériences d'anciens enseignant pour acquérir des connaissances permettant d'apprendre a affronter ces obstacles afin de parvenir a un apprentissage fluide, et processus d ;enseignement facile.

ملخص :

اللغة تعتبر وسيلة ضرورية للتواصل بين الناس، و خاصة اللغة الانجليزية، فقد أصبحت الآن لغة عالمية يتحدث بها نصف سكان الكرة الأرضية. و لهذا تعليمها للمتمدرسين أصبح جزءا أساسيا من المنظومة التعليمية. و مع ذلك، تعليمها ليس بالأمر الهين. لقد اتضح أن مشاكل التعليم لا تنتهي يتمحور. هذا البحث حول الصعوبات و العوائق التي يواجهها أساتذة اللغة الانجليزية في الطور الثانوي في أثناء تدريسهم اللغة الانجليزية. تطرق هذا البحث إلى أهم الصعوبات المشتركة بين الأساتذة و الطلبة. و حتى صعوبات التعامل مع اللغة في حد ذاتها. تكون ها البحث من فصلين؛ الأول نظري والذي يركز حول اللغة الانجليزية و صعوبات تعلمها و تدريسها، أما الفصل الثاني خصص لجمع المعطيات و تحليلها. يتمثل الهدف الرئيسي لهذه الدراسة في التعريف عن المشاكل التي يعاني منها الأساتذة في تعليم اللغة الانجليزية، و البحث عن حلول مستتبطة من خبرات الأساتذة السابقة و الشخصية، لكسب المعرفة لتعلم كيفية التعامل مع هذه العقبات في سبيل تحقيق عملية تعليم سلسلة و سهلة.